

BOARD OF SCHOOL DIRECTORS MILWAUKEE, WISCONSIN MARCH 28, 2019

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

Present — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
Absent and Excused — Director Woodward — 1.

Before moving to the agenda, President Sain asked for a moment of silence to commemorate the passing of:

- Kevin Alexander Norsavanh, a 12th-grade student at Washington High School, who passed away on March 11, 2019;
- Emil Brewer, a school safety aid at Maple Tree School;
- Gregory Klos, a retired building laborer;
- Dennis Parker, a boiler attendant at ALBA; and
- Gwen T. Jackson, a pioneer of early-childhood-development and childcare services in the greater Milwaukee area, who passed away on March 24, 2019.

AWARDS AND COMMENDATIONS

(Item 1) Excellence in Education Award — The Reverend Kevin Stewart

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

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

THE REVEREND KEVIN STEWART

At all times, Reverend Kevin Stewart, strives for justice and peace for all people and for the dignity and respect of every human being. He stands for those without standing — the poor, the weak, the sick, and the lonely. He especially stands with and serves all who are in danger, in sorrow, or in any kind of trouble.

The Reverend Kevin Stewart, who was ordained in the Episcopal Church on June 2, 2007, and has an extensive professional background in the non-profit sector, is a person upon whom the students and staff of MPS rely in a variety of areas: He regularly provides support and comfort to the district and schools in times of need, such as when members of the MPS family have passed on. He is a regular and enthusiastic supporter of the district’s yearly Health & Hygiene Drive. Pastor Stewart has helped plan and has participated in team-building, solutions-based discussion, mindful moments, impromptu conversations, and more at Central Services and the MPS School Support Center.

The following are some comments that MPS staff have shared to describe Pastor Stewart’s impact on improving district and school culture:

- Pastor Stewart is non-judgmental, which clearly shows in his solution-focused conversations.
- He is genuinely kind and empathetic.
- He listens, instead of focusing on formulating a response.
- The time he spends in our building either for a planned mindful moment or an impromptu conversation is genuine and time he spends with us freely.
- He is neutral and provides ideas and feedback that are thoughtful and child-centered.
- Kevin has been very open to supporting staff and students by offering his time and resources.
- He brings a calm that is needed in our building.
- Reverend Stewart fits right in with us.

- He has positively changed the climate at our building.

Ramon Evans, Principal of Lincoln Center of the Arts, shared the following about the support which Pastor Stewart has provided at Lincoln Center:

Pastor Stewart, or Pastor Kevin, as we affectionately refer to him, has made a huge impact at Lincoln Center of the Arts for all stakeholders. As he calls it, “Collar up!” When students and staff see him in the school, it brings a smile to our faces. He speaks to and inspires staff. Pastor Kevin has worked extremely hard to assist our school community with developing important partnerships, including one with several Episcopal churches in our area. We have had several meetings with the pastor of St. Paul’s church to partner for our Spring concert to purchase fans for every classroom. As we know, it gets very hot in schools in May, August, and in some cases, September. Pastor Kevin even serves on our School Engagement Council.

The Milwaukee Board of School Directors recognize and honors the Reverend Kevin Stewart, for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools and the MPS community.

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APPROVAL OF MINUTES

The minutes of the special and regular board meetings of February 2019 were approved as printed.

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REPORTS AND COMMUNICATIONS FROM THE SUPERINTENDENT OF SCHOOLS

(Item 1) Monthly Report of the Superintendent of Schools

Background

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

School Visits

School visits remain a priority and serve as an excellent mechanism for gathering feedback to support the district’s improvement efforts. This month, some of the schools I visited include Bay View, Kilbourn, Thurston Woods, Victory, Hartford, Greenfield, Washington, and Story. I participated in NEA’s Read Across America Day at Milwaukee Spanish Immersion School, and I also was able to stop in at Hawley.

Events, Programs, and Announcements

FBI adopts Parkside School to Promote Excellence

Agents and staff of the Federal Bureau of Investigation (FBI) have begun paying regular visits to Milwaukee Parkside School for the Arts as part of the FBI’s Adopt-a-School program. This nationwide initiative builds relationships and trust among youth and law enforcement. The FBI’s Milwaukee Division worked with MPS officials in selecting Parkside School for the Adopt-a-School program, which started on February 26 and runs through April 30, 2019.

Michelle Sutphin, Acting Special Agent in Charge of the Milwaukee Division of the FBI, joined Dr. Toni Dinkins, Interim Regional Superintendent of MPS, to launch the program for middle-school students. Throughout the program, FBI representatives will visit the school and talk to students about the history and mission of the FBI, reinforce basic academic principles, help students practice responsible behavior, train students on Internet safety, and encourage students to focus on school and stay away from drugs and violence.

At the conclusion of the program in April, students will tour the FBI's Milwaukee Division, take part in an interactive evidence-collection exercise, and enjoy a graduation ceremony and lunch sponsored by the Milwaukee Chapter of the FBI's Citizens Academy Alumni Association. We look forward to the many great experiences that our students will gain from this partnership!

Lowe's Makes Grant to Garden Space at Milwaukee German Immersion School

Students and staff are celebrating at Milwaukee German Immersion School (MGIS) after being awarded a cash grant from Lowe's Toolbox for Education. The school has received \$4,605 that will be used to improve the courtyard by adding picnic tables, benches, and shade sails. These additions will make the space available for instruction, outdoor school dining, and other school activities, including family movie nights, Parent-Teacher Association meetings, and summer KinderCamp.

Last year, the school added a vegetable garden and a beautiful outdoor classroom. MGIS is grateful to community businesses such as Lowe's and dedicated volunteers. By April 2019, this project is expected to be completed. MGIS children and staff are all looking forward to enjoying the new outdoor learning environment.

Bradley Tech High School Receives Grant to Support Aviation Careers

Lynde and Harry Bradley Technology and Trade School, the Greater Milwaukee Committee (GMC), and Milwaukee Area Technical College (MATC) have been selected to receive a portion of a \$1 million Southwest Airlines Charitable Grant that focuses on building a stronger workforce of tomorrow. The grant will fund the Expanding Milwaukee's Aviation Pipeline project.

The Texas-based airline is supporting two dozen nonprofit organizations across the country which are, in turn, strengthening their communities through K-12 science, technology, engineering, and mathematics (STEM) education; building a resilient workforce; and, developing future leaders.

The Expanding Milwaukee's Aviation Pipeline project is a strategic partnership among the Greater Milwaukee Committee, Milwaukee Area Technical College, and Bradley Tech High School. The partners will work to align existing programs and to expand enrollment in MATC's aviation program to increase the number of workforce-ready candidates.

The collaborative will result in a pipeline for MATC's Aviation Technician program, starting with outreach activities at Bradley Tech, the premier technology and trade high school in Milwaukee. Bradley Tech educates more than 900 students and currently partners with MATC to offer college-credit classes in construction, design, manufacturing, and pre-engineering.

Through this project, partners will coordinate recruitment and field experiences for Bradley Tech students in the spring and fall semesters to increase students' knowledge of aviation careers. These will include tour experiences at Mitchell International Airport and two recruitment events at MATC. Approximately 80 high-school students are anticipated to participate in the experiences. MPS is grateful to Southwest Airlines for providing this unique career opportunity to Milwaukee students.

Awards and Recognition

WIAA State Basketball Tournament

Student athletes from Washington High School and Bay View High School and their coaches are to be congratulated for their skillful play leading up to and at the 2019 State Boys' Basketball Tournament. The two schools ended up playing each other in a playoff game at Milwaukee Lutheran. It was a great game, with Washington advancing to the 2019 State Boys' Basketball Tournament. After Washington was victorious over La Crosse Central, they played Nicolet High School in the finals. Washington ended the season as the state runner-up after a close game. Kudos to Bay View and Washington for a great season with many accomplishments!

Riverside Robotigers Qualify for FIRST Robotics World Championship

After a strong start to the 2019 robotics season, the Riverside University High School RoboTigers stood up to more than 50 teams from across the country to reach the finals of their regional competition and to come home with a win! The group competed in Chicago on March 9-10, and the impressive win qualified the team for the FIRST Robotics Championship in Detroit, scheduled for April 24-27.

The students who make up the RoboTigers represent several MPS high schools. About half the team members are girls — an unusually high ratio in the robotics world. The students are the designers, fabricators,

mechanics, programmers, and operators of their robots. With support from local businesses, teachers, alumni, and mentors, the students of Riverside Robotics have created a nationally competitive robot. This is the third consecutive year in which the RoboTigers have made it to FIRST Robotics championships.

The toughest part of the team's journey is now underway. The RoboTigers are attempting to raise an additional \$10,000 for their trip to cover costs for hotels, meals, and transportation. Corporate donations from Rockwell Automation, GE Healthcare, and other local companies are covering the team's entrance fee for the event, but more is needed quickly.

The RoboTigers, along with MPS students from Bay View, Bradley Tech, and Riverside, will compete at the Wisconsin regional competition at the UWM Panther Arena, March 28-30.

MPS Music Programs Receive Funding through Let the Music Play Grants

Milwaukee World Festival, Inc., and American Family Insurance have announced the recipients of the inaugural Let The Music Play program grants. Three programs in Milwaukee Public Schools will receive funding to support music education. Grant-winning programs incorporate a performance element for young people. Funding helps provide access to equipment or musical training that otherwise would have been unavailable to these student communities.

MPS 2019 grant recipients are celebrating their gifts and preparing to implement proposed activities.

- Carmen Schools of Science and Technology: Funds will support the middle- and high-school drumline program at the Northwest Campus — costs for percussion clinicians to provide intermediate and advanced training to the students and supplies and materials;
- Alexander Mitchell Integrated Arts School: Funds will be used to purchase a 37-note set of hand chimes and sheet music for school-wide use;
- Townsend Street School's funding will allow the Townsend student ensemble to purchase sheet music, music stands, microphones, vocal instruction, and various instruments.

The new Let The Music Play grant program supports nonprofit organizations and schools that serve Milwaukee County through music programming for students aged 11 to 18. The grant program, which is intended to represent the variety of music activities taking place in the greater Milwaukee community, is open to programs in band, orchestra, jazz, musical theater, and dance.

Recipients must demonstrate the ability to present a finished, 7- to 10-minute performance. Grant recipients will showcase their talents at Summerfest 2019.

Herb Kohl Educational Foundation Honors MPS Students and Teachers

More than 180 graduating seniors, 100 teachers, and 16 principals across Wisconsin have been selected to receive honors and monetary awards this year from the Herb Kohl Educational Foundation. Milwaukee Public Schools is proud of ten teachers and nine students who are counted among the honorees. Awards and scholarships will be presented by former U.S. Senator Herb Kohl in an awards ceremony on April 13 at Greenfield High School.

2019 MPS Teacher Honorees

Alexander Branderhorst, Milwaukee High School of the Arts
 Raymond Duncan, Marshall High School
 Tina Gleason, Golda Meir School
 Jocelyn Johnson, Academy of Accelerated Learning
 Margaret Petershack, Transition High School
 Kaitlynn Radloff, Milwaukee High School of the Arts
 Aimie Rognsvoog, IDEAL
 Chad Sperzel-Wuchterl, Reagan High School
 Nancy Wisniewski, Mitchell Elementary School
 Kaela Zielinski, Academy of Accelerated Learning

Excellence Scholarships

Alanna Bielawski, Reagan High School
 Alyssa Eske, Rufus King International High School
 Nyia Garrett, Reagan High School
 Vivica Lewis, Carmen High School South Campus

Sierra Richardson, Riverside High School
 Mia Rimmer, King International High School
 Erick Torres-Gonzalez, Reagan High School
 Madison Xiong, Reagan High School

Initiative Scholarship

Avian Cruz, Milwaukee High School of the Arts

Excellence Scholarship recipients demonstrate academic excellence, high motivation, and a broad range of activity and leadership. Initiative Scholarship recipients demonstrate initiative in school and strong promise for success in college and beyond. Winners in each category receive a \$10,000 scholarship.

Teacher Fellowship recipients are chosen for leadership, service, and a superior ability to inspire a love of learning in students. These honors come with a \$6,000 award.

The Kohl Foundation Scholarship and Fellowship program was established by Herb Kohl, philanthropist and businessman, in 1990. To date, the foundation has awarded \$17.8 million to Wisconsin educators, principals, students, and schools.

MPS Celebrates National School Social Work Week

Many factors in a student's life can have an impact on the ability to learn — nutrition, stability, learning disabilities, physical challenges, socioeconomic status, language, home life, and more. School social workers (SSWs) bridge gaps for our students by focusing on individual students' needs, connecting families to resources, and promoting safety and wellness that can lead to improved learning.

School social workers enhance the district's ability to meet its academic mission by linking the home, school, and community so students can achieve success. Most of MPS's SSWs are based in schools, providing direct services to students. Many more SSWs are in special assignments throughout the district, providing services that support mental-health grants, initial special education evaluations, district attendance initiatives, community service/service-learning mentorship, the Homeless Education Program, and more.

Social workers are trained to look at situations in a holistic way and to help bring together people and communities to find ways to address pressing individual, group, and societal issues such as hunger, affordable housing, equal rights for all, and educational success. In MPS, social workers focus on meeting the needs of students with the goal of helping every child find a pathway to a productive life. Family support is a large element of helping students succeed.

At any given time, MPS is educating 5,000 homeless students and 500 refugee students. One in five MPS students has special needs, and 81 percent are economically disadvantaged. School social workers support children and their families with a wide range of needs and in a wide variety of situations. MPS is proud of the role our social workers play in the success of our students, and the entire district is grateful for their service!

Increasing Opportunities for Student Voice

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

This month I would like to highlight the student focus group which I held at South Division High School, where I met with a group of 11 students. We had a robust conversation about what they are proud of as MPS students and what they want and need from the district. Many students agreed that their teachers and their diverse school community make them proud to be part of our district. With great excitement, they referenced the 22 different languages and dialects spoken at South Division. Students also shared a variety of opinions and suggestions for improving their school experience.

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(Item 2) Action on a Request to Approve the Instrumentality Charter School Contract with Green Tree Preparatory Academy, to Begin with the 2019-2020 School Year and to End with the Last Regularly Scheduled Day of the 2023-2024 School Year, and on a Motion, Pursuant to Board Rule 1.09(2), to Receive Public Testimony on this Item

Background

On December 21, 2018, a charter school petition was submitted for the Green Tree Preparatory Academy (GPA), an instrumentality charter school that will serve approximately 870 students in grades 6 through 12. The school is proposing to begin in the 2019-2020 school year.

GPA's mission is to build a body of student leaders who will lead or own tomorrow's businesses. GPA's vision is to provide a safe, nurturing, and professional community of learning where students are educated, empowered, and enabled to develop the essential skills necessary to lead and to exceed. As part of its petition, GPA requested to be identified as a MPS citywide specialty school.

On January 10, 2019, at the meeting of its Committee on Student Achievement and School Innovation (SASI), the Board gave public hearing regarding GPA's instrumentality charter school petition. On January 24, 2019, the Board approved GPA's petition to create an instrumentality charter school for five years and directed the Administration, in consultation with the Office of the City Attorney and the Office of Board Governance, to negotiate an instrumentality charter school contract with GPA and to bring that contract to the Board for consideration.

In March 2019, representatives from GPA and the Administration, in consultation with the Office of the City Attorney and the Office of Board Governance, met to negotiate a contract for GPA using the board-approved model contract. All modifications addressed in this item have been mutually agreed upon by the parties.

Contingent upon the Milwaukee Board of School Directors' approval, GPA accepts the instrumentality charter contract as provided under separate cover, with the modifications as outlined in the attachments provided under separate cover.

President Mark Sain hereby gives notice that he intends to make a motion to receive public testimony on this item, pursuant to Board Rule 1.09(2), which states,

The giving of public hearing at any other regular monthly Board meeting [i.e., other than in April and July] shall require a recorded affirmative vote of two-thirds of all members of the Board.

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 9.12, Charter Schools

Fiscal Impact Statement

The funds for this charter school contract will be included as part of the FY20 budget process. As a citywide specialty school, Green Tree Preparatory Academy may receive an additional allocation as determined by the Board annually.

Implementation and Assessment Plan

Upon the Board's approval, the contract will be effective with the 2019-2020 school year. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction.

Administration's Recommendation

The Administration recommends that the Board approve the instrumentality charter school contract with Green Tree Preparatory Academy, as provided under separate cover, to begin with the 2019-2020 school year and to end with the last regularly scheduled day of the 2023-2024 school year.

Director Sain moved to receive public testimony on the item, pursuant to Board Rule 1.09(2). The motion passed, the vote being as follows:

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
Noes — None — 0.

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

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
Noes — None — 0.

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

Consideration of the Reports and Communications from the Board Clerk/Director, Office of Board Governance, was deferred to the end of the meeting.

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REPORTS AND COMMUNICATIONS FROM THE OFFICE OF ACCOUNTABILITY AND EFFICIENCY

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

Current Project Updates

Resolution 1819R-011

The Office of Accountability and Efficiency (OAE), along with the Administration, presented the work to explore the feasibility of instituting a local purchasing program modeled after the City of Milwaukee's program to the Committee on Accountability, Finance, and Personnel on March 19, 2019. The feedback from the Committee will inform next steps, with a final report to be made no later than May 2019.

Resolution 1819R-010

The OAE presented, with the Administration, the work of the audit of the district's existing policies, practices, and history through an equity lens to the Committee on Accountability, Finance, and Personnel on March 19, 2019. The feedback from the Committee will inform next steps, with a final report to be made no later than May 2019.

Resolution 1819R-008

The OAE presented, with the Administration, the work of researching performance-based contracting methods and their feasibility for implementation to the Committee on Accountability, Finance, and Personnel on March 19, 2019. The feedback from the Committee will inform next steps, with a final report to be made no later than May 2019.

The OAE will continue to collaborate with the Administration on all of the resolutions listed above.

Contract Compliance Services (CCS)

The CCS team presented its Report on Vendors' Compliance with Contract Requirements for Historically Underutilized Business (HUB), Communities in Need (COIN), and Student Engagement Program to the Committee on Accountability, Finance, and Personnel on March 19, 2019. This report provided performance summaries related to HUB, COIN, and student-engagement initiatives.

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

The Board Clerk presented 17 expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Miller moved to accept the reports of the Independent Hearing Officers of February 27, 28, March 1, 4, 7, 14, 18, 20, 21, and 22, 2019.

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

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
Noes — None.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items from the Report of the Committee on Student Achievement and School Innovation.

Item 1, Action on a Request to Approve the Agreement with Milwaukee Area Technical College for At-Risk Students, as Defined in Wisconsin Statutes, Section 118.15, for the 2019-2020 School Year, was set aside at the request of Director Voss.

Item 3, Action on a Request to Adopt the MPS Montessori Strategic Plan, was set aside at the request of Director Phillips.

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

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
Noes — None.

COMMITTEE ON ACCOUNTABILITY, FINANCE, AND PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

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

Background

In accordance with action taken by the Board on August 1, 1972, (Proc. pp.82-83) concerning the approval of personnel transactions relating to classified employees, the Superintendent presents the following report to the Board recommending the appointments and promotions, to be effective as of the dates indicated.

Classified Personnel Transactions

Code	Name	Position	Salary	Date
New Hires				
2	Janine Dyer	Accounting Assistant II	\$47,414.64	02/25/2019
4	Naisha Alicea	Children's Health Assistant	\$17,602.22	02/05/2019
2	Shalonda Cotton	Children's Health Assistant	\$17,602.22	02/04/2019
4	Flor Mauricio	Children's Health Assistant	\$17,602.22	02/20/2019
2	Tamisha Portis	Children's Health Assistant	\$17,602.22	02/04/2019
2	Kayla Quinn	Children's Health Assistant	\$17,602.22	01/23/2019
2	LaTisha Williams	Children's Health Assistant	\$17,602.22	01/23/2019
2	Diana Adum	Food Service Assistant	\$12.94/hr.	02/07/2019
2	Ronnie Crutchfield II	Food Service Assistant	\$12.94/hr.	02/07/2019
2	Melissa Darby	Food Service Assistant	\$12.94/hr.	02/11/2019
2	Cherish Davis	Food Service Assistant	\$12.94/hr.	02/21/2019
2	Levita Davis	Food Service Assistant	\$12.94/hr.	02/18/2019
2	Contessa Domineck	Food Service Assistant	\$12.94/hr.	02/11/2019
2	Patricia Evans	Food Service Assistant	\$12.94/hr.	02/25/2019
5	Leosvani Fadruga	Food Service Assistant	\$12.94/hr.	02/12/2019
4	Martha Garcia	Food Service Assistant	\$12.94/hr.	02/11/2019
4	Norma Gonzalez	Food Service Assistant	\$12.94/hr.	02/11/2019
2	Kimberly Howard	Food Service Assistant	\$12.94/hr.	02/07/2019
2	Jamelia Lane	Food Service Assistant	\$12.94/hr.	02/25/2019
2	Chanta Lee	Food Service Assistant	\$12.94/hr.	02/11/2019
2	Shaneka Lindsey	Food Service Assistant	\$12.94/hr.	02/26/2019
4	Erika Navarro Gonzalez	Food Service Assistant	\$12.94/hr.	02/11/2019
4	Cristina Ornelas	Food Service Assistant	\$12.94/hr.	02/21/2019
2	Noel Patterson	Food Service Assistant	\$12.94/hr.	01/22/2019
2	Imani Perry	Food Service Assistant	\$12.94/hr.	02/20/2019
2	Hozea Pointer	Food Service Assistant	\$12.94/hr.	02/06/2019
2	Jacqueline Sharkey	Food Service Assistant	\$12.94/hr.	02/06/2019
2	Khadeja Teague	Food Service Assistant	\$12.94/hr.	02/25/2019
2	Modesta Ugochukwu	Food Service Assistant	\$12.94/hr.	02/28/2019
2	Regina Geter	Para Ed Assistant — Parent Involvement	\$18,315.98	02/11/2019
4	Destiny Sorenson	Para Ed Assistant — Parent Involvement	\$18,315.98	02/21/2019
2	Nikkia Bryant	Para Ed Assistant	\$18,315.98	02/11/2019
2	Danielle Colbert	Para Ed Assistant	\$18,315.98	02/25/2019
2	Darrian Davis	Para Ed Assistant	\$18,315.98	02/14/2019
2	Sakyrá Davis	Para Ed Assistant	\$18,315.98	02/19/2019
2	Deja Garner	Para Ed Assistant	\$18,315.98	01/22/2019
2	DeAndre Gentry	Para Ed Assistant	\$18,315.98	02/11/2019
2	Ashley Glen	Para Ed Assistant	\$18,315.98	02/05/2019
2	Dwight Goodwin	Para Ed Assistant	\$18,315.98	01/28/2019
2	Edna Hardman	Para Ed Assistant	\$18,315.98	01/28/2019
2	Edna Harman	Para Ed Assistant	\$18,315.98	02/12/2019
2	A tonia Harris	Para Ed Assistant	\$18,315.98	02/25/2019
2	Angela Harris	Para Ed Assistant	\$18,315.98	02/19/2019
5	Stephanie Hauski	Para Ed Assistant	\$18,315.98	02/19/2019
4	Framaris Hernandez	Para Ed Assistant	\$18,315.98	02/11/2019
2	Peggy Jackson	Para Ed Assistant	\$18,315.98	02/11/2019
2	Erika Jones	Para Ed Assistant	\$18,315.98	02/11/2019

Code	Name	Position	Salary	Date
5	Quinn McLeese	Para Ed Assistant	\$18,315.98	02/07/2019
4	Marlene Montes de oca	Para Ed Assistant	\$18,315.98	02/20/2019
5	Rachel Niemann	Para Ed Assistant	\$18,315.98	02/12/2019
5	Sabrina Price	Para Ed Assistant	\$18,315.98	02/20/2019
4	Kristin Valentin	Para Ed Assistant	\$18,315.98	01/22/2019
2	Ronetta Watson	Para Ed Assistant	\$18,315.98	02/12/2019
5	Saiced Aqel	School Safety Assistant	\$22,819.92	01/24/2019
2	Gundy Berry	School Safety Assistant	\$22,819.92	01/24/2019
2	Tequila Evins	School Safety Assistant	\$22,819.92	01/24/2019
2	LaZhareya Giles	School Safety Assistant	\$22,819.92	01/24/2019
2	James Hall	School Safety Assistant	\$22,819.92	01/24/2019
2	Sheron Nunley	School Safety Assistant	\$22,819.92	01/24/2019
2	Mildred Roby	School Safety Assistant	\$22,819.92	01/24/2019
2	Kimberly Walker	School Safety Assistant	\$22,819.92	01/24/2019
2	DeAndre Williams	School Safety Assistant	\$22,819.92	01/24/2019
2	Louevinar Wells	School Secretary I — 12-month Promotions	\$29,152.80	02/04/2019
2	Lisa Batemon	Building Service Helper II	\$33,826.41	01/28/2019
2	Tajia Batemon	Building Service Helper II	\$33,826.41	02/18/2019
2	Huston Bond	Building Service Helper II	\$33,826.41	01/28/2019
2	Koa Branch	Building Service Helper II	\$33,826.41	01/28/2019
2	Felicia Howard	Building Service Helper II	\$33,826.41	01/28/2019
5	Jon Pahl	Boiler Attendant Trainee	\$39,206.99	02/25/2019
2	Miranda Wilder	Duplicating Equipment Operator I	\$30,117.80	01/28/2019
5	Jeffry Polak	Machine Maintenance Chargeman	\$39.93/hr.	01/22/2019
5	Boutheina Belhiba Daadoucha	Para Ed Assistant	\$21,979.18	02/07/2019
5	Soreena Khader	Para Ed Assistant	\$18,315.98	01/22/2019
2	Rita McCain-Walker	Para Ed Assistant	\$18,315.98	02/25/2019
4	Javier Garcia	School Safety Assistant	\$22,819.92	01/24/2019
4	Luz Baéz	School Secretary I — 11-month	\$29,953.27	01/22/2019
2	Isaac McGinty	School Engineer I	\$42,589.38	02/18/2019
2	Herman Redd	School Engineer I	\$42,589.38	02/18/2019
2	Lamont Cobbs	School Engineer II	\$54,766.05	02/18/2019
2	Lamar Sims	School Engineer II	\$46,432.29	01/28/2019
2	Lyntoi Hendricks	School Engineer III	\$50,373.21	02/18/2019
2	Kevin Jones	School Engineer III — Over 250,000 FT	\$56,723.64	02/18/2019
2	Barbara McKnight	School Kitchen Manager I	\$22,883.33	02/11/2019
2	Monique New	School Kitchen Manager I	\$23,026.35	02/11/2019
2	Velesia Scott	School Kitchen Manager I	\$21,469.01	02/11/2019
5	Diane Titschler	School Kitchen Manager I	\$23,010.46	02/11/2019
2	Loreal Frier	School Kitchen Manager II	\$22,840.78	02/11/2019
2	Katrina Gooden	School Kitchen Manager II	\$23,951.12	02/11/2019
2	Deshaun Howard	School Kitchen Manager II	\$23,951.12	02/11/2019
2	Gina Perry	School Kitchen Manager II	\$23,900.48	02/11/2019
2	Angel Saffold	School Kitchen Manager II	\$23,529.14	02/11/2019
5	Stacy Vanhoff	School Kitchen Manager II	\$23,546.02	02/11/2019
2	Betty Veal	School Kitchen Manager II	\$22,840.78	02/11/2019
2	Alberto Aranda	Sheet Metal Chargeman	\$46.79/hr.	01/28/2019
		Rehires		
2	Joshonia Harris	Children's Health Assistant	\$17,602.22	02/06/2019
2	Antoinette Jones	Children's Health Assistant	\$17,602.22	02/11/2019
2	Austinua Barnes	Food Service Assistant	\$12.94/hr.	02/07/2019
2	Fantashia Hutchins	Food Service Assistant	\$12.94/hr.	02/14/2019
2	Sharon Stewart	Food Service Assistant	\$12.94/hr.	02/22/2019
2	Peggy Edelen	Para Ed Assistant	\$20,970.18	02/25/2019
2	Dominique Lumpkins	Para Ed Assistant	\$25,459.20	02/25/2019
2	Camara Tyler	School Secretary I — 10-month	\$23,795.52	02/04/2019

Codes

- 1 Native American
- 2 African American

- 3 Asian/Oriental/Pacific Islander
- 4 Hispanic
- 5 White
- 6 Other
- 7 Two or More Ethnic Codes

Certificated Appointments: Teachers

Codes	Name	Position	Division	Salary	Date
5,nr	Beaupre, Isabella	Kindergarten (four-year-old)	B	\$42,360.01	2/18/2019
5,r	Boese, Ashley	AMP Art	B	\$42,500.00	2/25/2019
4,r	Guadalupe, Deanna	Bilingual Education	B	\$42,360.01	2/4/2019
5,nr	Hines, Autumn	AMP Art	B	\$44,313.51	1/28/2019
5,nr	Mattie Moreno, Andres	AMP HPE	B	\$42,500.00	2/4/2019
5,r	Olivo, Salina	Speech Pathology	B	\$45,874.09	2/5/2019
4,nr	Villegas Rico, Elsa	Fed Head Start — General	B	\$42,500.00	2/11/2019
5,r	Whitty, Ashlee	Gen Elem & K8 — All Grades	B	\$52,281.57	2/4/2019

Certificated Appointments: Permit Teachers

Codes	Name	Position	Division	Salary	Date
5,nr	Croke, Chloe	Gen Elem & K8 — All Grades	B	\$42,360.01	2/4/2019
2,r	Jiles, Heidi	Gen Elem & K8 — All Grades	B	\$42,360.01	2/25/2019
2,r	Mcclern, Thomas	Special Ed Multicategorical	B	\$42,360.01	2/19/2019

Certificated Appointments: School Counselor

Codes	Name	Position	Division	Salary	Date
3,nr	Thor, Nancy	Guidance	C	\$45,500.00	1/28/2019

Certificated Appointments: School Social Worker — Early-start Calendar

Codes	Name	Position	Division	Salary	Date
5,r	Nolan, Ryan	School Social Work	2A	\$56,348.71	2/20/2019

Cetificated Appointments: Teachers — Early-start Calendar

Codes	Name	Position	Division	Salary	Date
2,r	Bradley, Richard	SAGE Intervention	B	\$42,360.01	1/28/2019
3,nr	Frye, Ryan	AMP HPE	B	\$42,500.00	2/4/2019
2,r	Lewis Parks, Candace	Mathematics	B	\$42,360.01	2/5/2019
5,nr	Sherry, Taylor	AMP HPE	B	\$42,500.00	2/4/2019

Certificated Appointments: Permit Teachers — Early-start Calendar

Codes	Name	Position	Division	Salary	Date
2,r	Davis, Christopher	Foreign Language	B	\$42,360.01	2/11/2019
2,r	Phillips, Brandy	Multicategorical Comp Sen	B	\$42,360.01	1/15/2019

Codes and Counts

- (a) Reappointment without tenure
- (b) Reappointment with tenure
- (nr) Non-residents
- (r) Residents
- 1 Native American 0
- 2 African American..... 6
- 3 Asian/Oriental/Pacific Islander 2

4	Hispanic	2
5	White.....	9
6	Other	0
7	Two or More Ethnic Codes	0
	Males.....	6
	Females	13

Action on Leaves of Absence

	<u>Present Assignment</u>	<u>Effective From</u>
Personal Leave, February 2019		
Rebecca Armijo	Siefert	02/06/2019
Suzette Allen	Out of Assignment	02/20/2019
Personal Leave, March 2019		
Aaron Wanserski	Rogers Street	03/18/2019
Alethea Stanford	Banner Prep	03/01/2019
Personal Leave, May 2019		
Natascha Nill	Out of Assignment	05/28/2019
Illness Leave, March 2019		
Scott Fields	Manitoba	03/01/2019
Illness Leave, February 2019		
Elise Paris	Thurston Woods	02/05/2019
Rebecca Armijo	Siefert	02/06/2019
Illness Leave, January 2019		
Shannen Webb	Out of Assignment	01/03/2019
Denise Bradshaw	Starms	01/07/2019
Military Leave, February 2019		
Corey Luckett	Milw. Academy of Chinese	02/06/2019

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Reason	Years Service	Code	Name	Position	Location	Date
Retire	28.0	5	William Adam	Teacher	Parkside	06/14/2019
Retire	30.9	5	Luanne Andrews	Teacher	Cass	06/14/2019
Retire	33.0	5	Susan Ayvazzadeh	Teacher	Honey Creek	06/14/2019
Retire	11.0	5	Georgia Becker	Principal	Humboldt Park	06/26/2019
Retire	38.1	4	Francisco Benitez	Teacher	Vieau	06/14/2019
Retire	23.0	5	Jill Boeck	Counselor	Rufus King HS	06/19/2019
Retire	30.0	3	Sombath Bounket	Teacher	South Division	05/24/2019
Retire	33.2	5	Julie Buckholt	Teacher	Fernwood	06/14/2019
Retire	28.6	5	Paul Buckholt	Teacher	Fernwood	06/14/2019
Retire	33.0	5	Lawrence Burns	Teacher	Riverside	05/31/2019
Retire	31.0	2	Wonza Canada	Teacher	Hawthorne	05/24/2019
Retire	35.0	2	Clive Coke	AP	MacDowell	05/27/2019
Retire	32.0	5	Joseph Conti	Teacher	Burdick	06/14/2019
Retire	27.9	5	Charles Davison	Teacher	Grant	06/14/2019
Retire	26.8	5	Laurie Defatte	SSW	Central Svcs	05/27/2019
Retire	20.7	5	Maria DelValle	Teacher	Vieau	06/14/2019
Retire	34.3	5	Anne Desotelle	Teacher	95th Street	06/14/2019
Retire	22.8	2	Sheila DeWalt	Teacher	Gaenslen	06/14/2019
Personal	3.0	5	Laura Doll	Teacher	Cass	06/14/2019
Retire	32.5	5	Beth Dominguez	Teacher	Longfellow	06/14/2019
Other Work	13.0	5	Scot Dragan	Teacher	Audubon	05/24/2019
Retire	33.4	5	Donna Dudenhoefer	Teacher	Manitoba	06/14/2019
Retire	32.0	5	Betsy Duxbury	Lib Med Spec.	Riverside	05/27/2019
Personal	5.0	5	Barbara English	Teacher	MACL	06/14/2019
Retire	11.0	3	Elaine Fernando	Teacher	Emerson	06/14/2019
Retire	27.0	5	Scott Fields	Teacher	Manitoba	06/14/2019
Retire	21.7	5	Julene Flanagan	Teacher	Story	06/14/2019

Reason	Years Service	Code	Name	Position	Location	Date
Retire	18.0	2	Donnie Galloway	Teacher	Bay View	05/24/2019
Retire	6.8	5	Wendy Garman	Teacher	81st Street	06/14/2019
Retire	33.0	5	Jeffrey Geil	Teacher	Bay View	05/31/2019
Retire	28.8	1	Lisa Gonzalez	Teacher	LaFollette	06/14/2019
Personal	1.6	4	Miguel Gonzalez Diaz	Teacher	Doerfler	06/17/2019
Retire	33.8	5	James Gosz	Teacher	Rufus King HS	05/28/2019
Retire	33.8	5	Ellen Grasley	Teacher	Humboldt Park	06/14/2019
Retire	27.0	5	Anne Gregor	Teacher	Bethune	06/14/2019
Retire	33.6	5	Teresa Grinker	Sp Ed Sup	Central Svcs	05/27/2019
Retire	28.7	5	Jane Guensburg	Teacher	South Division	05/24/2019
Retire	24.0	5	Thomas Gundrum	Teacher	MSL	05/24/2019
Retire	27.4	2	Buelah Haddon	Teacher	Roosevelt	05/24/2019
Retire	27.9	2	Kevin Haddon	Teacher	Morse	06/22/2019
Retire	35.6	5	Susan Hembrook	Teacher	95th Street	06/14/2019
Retire	32.5	4	Yolanda Hernandez Garcia	Principal	Hayes	06/26/2019
Personal	28.4	5	Deborah Hill	Teacher	AAL	02/01/2019
Retire	33.7	5	Kathie Hugin	Teacher	MSL	05/24/2019
Retire	29.1	2	Dana Hutchins Watson	Teacher	MSL	05/24/2019
Retire	18.0	5	Lynn Isaacson	Teacher	River Trail	05/24/2019
Retire	21.0	5	Mary Jackson	Teacher	Morgandale	06/14/2019
Retire	28.6	2	Martha Johnson	Teacher	AAL	06/14/2019
Personal	0.1	5	Grace King	Teacher	Hartford	01/10/2019
Retire	30.9	2	Doris Kirkwood	AP	Mac Dowell	05/27/2019
Retire	22.0	5	Debbie Konings	Teacher	Fairview	06/14/2019
Retire	20.4	5	Krystyna Kornilowicz	Teacher	Marshall	05/24/2019
Retire	34.7	5	Susan Lemley	Teacher	Humboldt Park	06/14/2019
Personal	1.4	6	Abigail Levine	Teacher	Brown Street	01/25/2019
Retire	30.2	5	Susan Loesl	Teacher	Central Svcs	06/14/2019
Retire	21.6	5	Jeffrey Mallegni	Teacher	Vincent	05/24/2019
Retire	34.8	5	James Marlega	Counselor	MacDowell	05/27/2019
Retire	29.0	5	Lawrence Martin	Teacher	Pulaski	05/29/2019
Retire	33.8	5	Thomas Matthews	Principal	Trowbridge	06/26/2019
Personal	4.0	5	Lynell Miller	Teacher	Sherman	06/14/2019
Retire	33.6	2	Yvette Moore	AP	JMAC	05/31/2019
Retire	32.5	5	Jeanne Murray	Teacher	Lowell	06/14/2019
Retire	20.0	2	Alisa Nelson	Teacher	Thoreau	06/14/2019
Retire	32.0	5	Betty Nilssen	Teacher	Hi Mount	06/14/2019
Retire	29.0	5	Dawn Nyholm	Teacher	Neeskara	06/14/2019
Retire	33.3	2	Charlotte Patterson	Teacher	Sherman	06/14/2019
Retire	25.0	5	Julianna Perry	Teacher	Spanish Imm	06/14/2019
Retire	22.0	5	Maria Porn	Teacher	MACL	06/14/2019
Personal	0.1	4	Allyson Porrillo	Teacher	Story	01/25/2019
Retire	34.0	5	Kathleen Porter	Teacher	Parkside	06/14/2019
Retire	22.6	2	Harriett Portis Jackson	Teacher	LaFollette	06/14/2019
Retire	33.0	5	James Raasch	Teacher	Neeskara	06/14/2019
Retire	30.9	5	Charla Reetz	Teacher	Holmes	06/14/2019
Retire	33.7	5	Jennifer Reinert	Teacher	Grantosa	06/14/2019
Retire	29.0	5	Lisa Robbins	Teacher	Thurston Woods	06/14/2019
Personal	10.0	5	Annette Robinson	Teacher	Victory	06/14/2019
Retire	33.5	2	Judieth Rockett	Teacher	Hawthorne	05/24/2019
Retire	30.5	4	Maria Rodriguez	Teacher	Grant	06/14/2019
Retire	30.8	4	Rebecca Rolbiecki	Teacher	Greenfield	06/14/2019
Other Work	2.5	5	Courtney Roskos	Teacher	Cass	01/18/2019
Retire	33.0	5	Nancy Rutowski	Teacher	Cooper	06/14/2019
Retire	29.2	5	Jean Rutter Smith	OT	Central Svcs	06/14/2019
Retire	32.5	5	Mary Saindon	Teacher	Riley	06/14/2019
Retire	28.0	5	Michael Saindon	Teacher	Victory	06/14/2019
Retire	26.9	3	Karen Saito	SSW	Central Svcs	05/24/2019
Retire	31.6	5	Janet Sandner	Teacher	Forest Home	06/19/2019
Retire	21.0	5	Denise Sather	Psych	MacDowell	05/27/2019

Reason	Years Service	Code	Name	Position	Location	Date
Personal	7.4	5	Caitlin Schatz	Teacher	Cass	06/17/2019
Retire	21.0	5	Cynthia Shields	Teacher	Hartford	06/14/2019
Retire	22.0	2	Jacqueline Sorrell Richardson	Principal	Hi Mount	06/26/2019
Retire	37.5	5	Jane Spiegel Hoffer	Teacher	Hampton	06/14/2019
Retire	27.0	5	Richard Stauber	Teacher	Westside Acad	06/14/2019
Retire	21.0	5	Peggy Strahan	Teacher	German Imm	06/14/2019
Retire	33.8	5	Lisa Sujecki	Teacher	Neeskara	06/14/2019
Retire	29.5	5	Kristi Tarantino	Teacher	Fairview	06/14/2019
Retire	22.6	5	Jeffry Wagner	Teacher	Clement Ave	06/14/2019
Retire	16.4	5	David Waldheim	Teacher	Pulaski	05/24/2019
Retire	10.4	5	Diane Walker	Teacher	Elm	06/13/2019
Retire	26.8	5	Hope Walker	Teacher	Fairview	06/14/2019
Personal	31.4	5	Rhonda Watts	Teacher	Engleburg	06/14/2019
Other Work	0.4	5	Rachel Whaley	SSW	Maple Tree	01/07/2019
Retire	33.8	5	Rachel Wiegand	Teacher	Westside Acad	06/14/2019
Retire	20.0	5	Diana Wiemer	Teacher	Victory	06/14/2019
Retire	26.0	5	Lanie Wilcox	Teacher	Kluge	06/14/2019
Retire	27.7	5	Larry Woods	Teacher	Central Svcs	05/24/2019

Classified Retirements

Years Service	Code	Name	Position	Location	Date
38.6	5	Tom Beay	Engineer	Cooper	02/23/2019
24.9	2	Annette Fayne	Admin Asst	Governance	01/26/2019
23.7	2	Barbara Fields	Secretary	Recreation	01/26/2019
12.2	5	John Imp	Accountant	Finance	02/09/2019
18.1	5	Lorelei Skeff	Secretary	Facilities & Maint	02/23/2019
30.5	2	Gwendolyn Washington	Paraprofessional	Central Svcs	02/19/2019

Affirmative Action Monthly Report

The Affirmative Action monthly personnel transaction report for February 2019 is attached to the minutes of your Committee’s meeting. This is an informational report, and no action is required.

Committee’s Recommendation

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

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

* * * * *

(Item 2) Action on Recommended Administrative Appointments, Promotions, Reassignments and Reclassifications, 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.

Codes	Name	Position	Location	Salary		
				Sched	Range	Amount
(5)(r)	Martha Kreitzman	Chief Financial Officer	Ofc of the Chief of Finance	03	18A	\$148,865
(5)(r)	Sean Kane	Manager III, Design & Construction	Ofc of the Chief of School Admin	03	13A	\$110,951
(4)(r)	Juan Badillo	Principal I K-8, Morgandale	Ofc of the Chief of School Admin	03	13T	\$93,107

Codes	Name	Position	Location	Salary		
				Sched	Range	Amount
(2)(r)	Qiana Durojaiye	Asst. Principal, Doerfler	Ofc of the Chief of School Admin	03	10C	\$89,038
(4)(r)	Eduardo Garcia	Asst. Principal, Hayes	Ofc of the Chief of School Admin	03	10C	\$87,941
(1)(nr)	Karl Lusia	Facilities Planning Analyst II	Ofc of the Chief of School Admin	03	06A	\$86,324
(5)(r)	Victoria Seewald	Asst. Principal, Milwaukee Spanish Immersion	Ofc of the Chief of School Admin	03	10C	\$76,384
(5)(nr)	Michele Scott	Accountant IV	Ofc of the Chief of Finance	03	06A	\$72,062
(5)(r)	Casey McEvilly	Asst. Principal, Cass Street	Ofc of the Chief of School Admin	03	10C	\$71,966
(2)(r)	Nicole Johnson	Recreation District Coordinator II	Ofc of the Chief of Finance	03	07A	\$68,357
(5)(nr)	Samantha Koehn	Asst. Principal III, Bradley Tech	Ofc of the Chief of School Admin	03	12C	\$68,077
(5)(r)	Linda Dahl	Procurement Associate III	Ofc of the Chief of School Admin	03	05A	\$52,929
(5)(nr)	Ryan Soukup	Associate II, Board Staff	Ofc of Board Governance	03	04A	\$49,187
(4)(r)	Claudia Garcia	Fiscal Associate I	Ofc of the Chief of Finance	03	03A	\$45,864
(5)(r)	Emily Brown	Planning Asst. III	Ofc of the Chief of Academics	03	02A	\$43,900

Recommended Reclassifications

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

Codes	Name	Position	Location	Salary		
				Sched	Range	Amount
(5)(nr)	Quinn Kopplin	Supervisor I, Building Operations	Ofc of the Chief of School Admin	03	09A	\$82,541
(2)(r)	Kenneth McIntyre	Supervisor I, Building Operations	Ofc of the Chief of School Admin	03	09A	\$73,512

Recommended LTE Contracts

(To be effective upon the
Board's approval)

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

Codes	Name	Position	Location	Hourly	Dates
				Wage	
(5)(nr)	Jessica Buss	School Psychologist	Office of the Chief of Academics	\$50.00	01/07/19- 06/14/19
(5)(r)	Randie Clark	School Psychologist	Office of the Chief of Academics	\$50.00	01/07/19- 06/14/19
(2)(r)	Willie Jude	High School Collaborative	Office of the Chief of School Administration	\$50.00	01/01/19- 06/30/19
(5)(r)	Jennifer Maederer	School Psychologist	Office of the Chief of Academics	\$50.00	01/07/19- 06/14/19
(5)(r)	Brenda Scharping	School Psychologist	Office of the Chief of Academics	\$50.00	01/07/19- 06/14/19
(5)(r)	Randall Welniak	School Psychologist	Office of the Chief of Academics	\$50.00	01/07/19- 06/14/19
(5)(r)	Paul Stawicki	School Bookkeeper Supervisor II	Office of the Chief of Finance	\$46.04	02/15/19- 04/14/19
(5)(r)	Jennifer Guenthner	Special Education Supervisor	Office of the Chief of Academics	\$40.00	01/07/19- 05/24/19
(5)(r)	Barbara Hart	Building Coordinator	Office of the Chief of Academics	\$40.00	01/07/19- 06/14/19

Codes	Name	Position	Location	Hourly Wage	Dates
(5)(r)	Colleen Haubner	Building Coordinator	Office of the Chief of Academics	\$40.00	01/07/19-06/14/19
(6)(r)	Kathleen Krug	Project AWARE	Office of the Chief of Communications & School Performance	\$40.00	03/01/19-09/01/19
(5)(r)	Ellen Miller	School Nurse	Office of the Chief of Academics	\$40.00	01/07/19-06/14/19
(5)(r)	Susan Ratka	Administrator Coach & Mentor	Office of the Chief of School Administration	\$40.00	01/02/19-06/30/19
(5)(r)	Patricia Schmeling	School Nurse	Office of the Chief of Academics	\$40.00	01/07/19-06/14/19
(5)(r)	Carol Stein	Advanced Academics Expansion Consultant & Support	Office of the Chief of Academics	\$40.00	01/01/19-07/01/19
(5)(r)	Brian Wiegand	Apple Support	Office of the Chief of Human Resources	\$40.00	12/17/18-06/30/19
(5)(r)	Nina Zealy	InSPIRE Grant RENEW Facilitator	Office of the Chief of Academics	\$40.00	01/07/19-06/14/19
(5)(r)	Janice Kosanke	Serv-Safe Proctor	Office of the Chief of Finance	\$39.50	02/15/19-08/15/19
(5)(nr)	Mae Beard	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(r)	Geoff Carter	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(r)	David Caruso	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(2)(r)	Khalil Coleman	Project AWARE	Office of the Chief of Communications & School Performance	\$30.00	02/01/19-05/23/19
(5)(r)	Amy Craig-Salmon	Fine Arts Assistant	Office of the Chief of Academics	\$30.00	01/01/19-06/30/19
(5)(r)	Shelley Craine	Project AWARE	Office of the Chief of Communications & School Performance	\$30.00	03/01/19-06/01/19
(5)(r)	Joan Crisostomo	Project AWARE	Office of the Chief of Communications & School Performance	\$30.00	03/01/19-06/30/19
(5)(nr)	Amanda Draheim	Piano Accompanist	Office of the Chief of School Administration	\$30.00	01/01/19-05/24/19
(5)(nr)	Sheryl Dufek	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(2)(r)	Janie Hatton	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(2)(r)	Mary Henry	Induction Specialist – Grow Your Own Pipeline	Office of the Chief of Human Resources	\$30.00	02/25/19-07/01/19
(2)(r)	Justine Hutchins	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(nr)	Debra Jacobsen	Smart Spaces Online Instructor	Office of the Chief of Academics	\$30.00	02/01/19-07/31/19
(5)(r)	Debbie Karow	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(4)(r)	Jason Orozco	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(2)(r)	Linda Smith	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(nr)	Barbara Sonnenberg	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(r)	Carl Storniolo	Percussion Teacher	Office of the Chief of School Administration	\$30.00	01/03/19-05/24/19

Codes	Name	Position	Location	Hourly Wage	Dates
(5)(r)	Robin Waeltz	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(nr)	Mary Waldheim	Project AWARE	Office of the Chief of Communications & School Performance	\$30.00	03/01/19-06/30/19
(2)(r)	Kelsey Wilkerson	Youth Apprenticeship Program Assistant	Office of the Chief of Academics	\$30.00	01/01/19-06/30/19
(2)(r)	Ouida Williams	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(r)	Heidi Wylie	Vocal Music Support	Office of the Chief of School Administration	\$30.00	01/01/19-05/24/19
(5)(r)	John Zablocki	Induction Specialist	Office of the Chief of Human Resources	\$30.00	02/01/19-06/30/19
(5)(r)	Nancy Blumenberg	Accountant Assistant III	Office of the Chief of Finance	\$28.44	02/06/19-05/06/19
(5)(r)	Jane Borden	Reading Intervention Teacher	Office of the Chief of School Administration	\$28.25	02/28/19-06/12/19
(5)(nr)	Jessica Das	Dietitian Associate	Office of the Chief of Finance	\$26.72	02/15/19-08/15/19
(5)(r)	Grace Moone	Student Advisor	Office of the Chief of Academics	\$25.00	02/01/19-8/01/19
(2)(r)	Tre'Quan Martin	Student Advisor	Office of the Chief of Academics	\$22.00	02/01/19-08/01/19
(5)(nr)	Megan Burk	Community Partnership Grant Associate	Office of the Chief of Communications & School Performance	\$21.00	01/01/19-06/30/19
(4)(r)	Rachel Ramirez	Media Coordinator	Office of the Chief of School Administration	\$21.00	01/07/19-06/01/19
(2)(r)	Jonitha Brown	Jobs for America's Graduates Program Specialist	Office of the Chief of Academics	\$20.00	10/01/18-03/31/19
(2)(r)	Dontrae Coffee	Student Advisor	Office of the Chief of Academics	\$20.00	02/01/19-08/01/19
(2)(r)	Earl Ingram	Black Male Intervention Program Assistant	Office of the Chief of School Administration	\$20.00	01/08/19-05/15/19
(4)(r)	Ana Lopez-Weins	Secretary II	Office of the Chief of School Administration	\$20.00	02/25/19-06/30/19
(4)(r)	Aliza Mendoza	Data Entry Assistant	Office of the Chief of Academics	\$16.00	02/01/19-08/01/19
(2)(r)	Joe Albright	Safety Assistant	Office of the Chief of School Administration	\$15.00	02/15/19-05/24/19
(2)(r)	Gwenette Bates	Safety Assistant	Office of the Chief of School Administration	\$15.00	02/15/19-05/24/19
(2)(r)	LaTunya Bell	Safety Assistant	Office of the Chief of School Administration	\$15.00	02/15/19-05/24/19
(2)(r)	Bernadette Blalock	Safety Assistant	Office of the Chief of School Administration	\$15.00	02/15/19-05/24/19
(2)(r)	Mattie Redmond	Safety Assistant	Office of the Chief of School Administration	\$15.00	02/15/19-05/24/19
(2)(nr)	Kevin Walker	Safety Assistant	Office of the Chief of School Administration	\$15.00	02/15/19-05/24/19

Codes

- 1 Native American
- 2 African American
- 3 Asian/Oriental/Pacific Islander
- 4 Hispanic
- 5 White
- 6 Other

- r Resident
- nr Non-resident

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

* * * * *

(Item 3) Action on Receipt of the Fiscal Year-End 2018 Audit Reports

Background

Baker Tilly has completed the year-end reports, dated June 30, 2018, which are being presented for the Board's consideration. These reports are attached to the minutes of your committee's meeting.

Baker Tilly considers the District's internal control over financial reporting as a basis for designing ITS auditing procedures for the purpose of expressing an opinion on the district's financial statements. Internal control matters identified by Baker Tilly are reported to the District in the "Communication to those Charged with Governance and Management." While this Communication presents the auditor's observations on, and makes recommendations regarding, various district management and internal control issues, it does not express an opinion on the effectiveness of the District's internal control.

The Communication to those Charged with Governance and Management also includes a report on the status of prior-year issues.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.07, Fiscal Audits

Fiscal Impact Statement

No fiscal impact

Committee's Recommendation

Your Committee recommends that the Board accept the following documents, as attached to the minutes of your Committee's meeting:

1. CAFR 2018 Financial Statements
2. MPS Communication to those Charged with Governance and Management
3. Milwaukee Board of School Directors' Early Retirement Plan
4. Milwaukee Board of School Directors' Early Retirement Plan for Teachers
5. Report on Federal and State Awards

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

* * * * *

(Item 4) Action on Monthly Finance Matters: Authorization to Make Purchases; Report on Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report on Contracts Under \$50,000 and Cumulative total Report; Report on Monthly Grant Awards; Acceptance of Donations

Purchases

B5762 Authorization to Extend a Blanket Agreement with Fabricare Specialists of Wisconsin, Inc., d/b/a Carriage Cleaners, for Laundry Services

The Administration is requesting authorization to extend a blanket contract with Carriage Cleaners for laundry services. This vendor will deliver clean Smart towels and bakers’ pads and pick up dirty Smart towels and bakers’ pads to and from designated schools on a weekly basis.

Not all school kitchens have access to onsite washers and dryers; therefore, MPS requires this vendor to provide Smart towels and bakers’ pads to various schools.

Contractor was chosen pursuant to RFB 5762, which closed on January 9, 2018. The extension will run from April 1, 2019, through January 31, 2020, (the “First Extension”).

The total cost of the contract in the First Extension will not exceed \$80,000.

Budget Code: 000-0-0-000-BL-ECTS (Varies by Location).....\$80,000

Carriage Cleaners

Prime Contractor Information

Certified HUB Contractor?	No
Total # of Employees	43
Total # of Minorities	38
Total # of Women	32

HUB Participation

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

Student Engagement (hours per 12-month contract)

Paid Student Employment-hour Commitment	400
Student Career-awareness Commitment	10

B 5767 Authorization to Enter into a Blanket Agreement with Nassco, Inc./San-A-Care, Inc., for Building-operations Supplies for the District

The Administration is requesting authorization to enter into a blanket agreement for building operations supplies with Nassco, Inc., and San-A-Care, Inc. (“Nassco/San-A-Care”).

The vendors were chosen pursuant to RFB 5767, which closed on February 5, 2019. In accordance with the terms of the RFB, the vendors chose to submit a joint proposal. Due to the size of the district, each vendor will deliver supplies to its assigned schools and departments.

The blanket agreement will run from April 1, 2019, through March 31, 2022. The total cost of the blanket agreement with Nassco/San-A-Care will not exceed \$6,000,000.

Budget Code: BLD-X-A-BDX-XX-ESUP (Building Supplies) (will vary by location placing order).....\$6,000,000

Nassco, Inc./San-A-Care, Inc.

Prime Contractor Information	
Certified HUB Vendor?	No
Total # of Employees	71
Total # of Minorities	4
Total # of Women	19
HUB Participation	
Required.....	5%
Proposed	5%
\$ Value.....	TBD
Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment	600
Student Career-awareness Commitment	20

Donations

Location	Donor	Amount	Gift or Purpose
<i>Monetary Donations Over \$5,000</i>			
Bryant School	Lowe's	\$5,000.00	Toolbox for Education Grant
German Immersion School	Learning Links	\$5,000.00	General School Supplies
Riverwest Elementary	David & Whitney Stearns	\$7,500.00	General School Supplies
Sherman School	The Kennedy Center	\$5,000.00	First Stage in the Literacy
Vieau School	James Poulos	\$5,000.00	ESL Support
<i>Total Monetary Donations Over \$5,000</i>		\$27,500.00	
<i>Monetary Donations</i>			
Alliance High School	Michael Kryshak & Loretta Kryshak	\$500.00	General School Supplies
Alliance High School	Community Advocates, Inc.	\$1,500.00	General School Supplies
Alliance High School	Joshua Robert Solin Rvoc Trustee	\$100.00	General School Supplies
Bay View High School	Bay View Neighborhood Association	\$419.39	Classroom Dome Project
Bradley Trade & Tech	WePay	\$87.50	Boys Basketball
Bradley Trade & Tech	Bradley Tech Alumni Association*	\$425.00	Football Program
Bradley Trade & Tech	Anthony Staten*	\$1,000.00	Football Program
Bryant School	General Mills/Box Tops For Education	\$288.50	General School Supplies
Burbank School	Michelle & Lawrence Jetzer*	\$50.00	PBIS Incentive
Congress School	General Mills/Box Tops For Education	\$104.50	General School Supplies
Craig Montessori School	The Benevity Community Impact Fund	\$485.50	General School Supplies
Craig Montessori School	AAA Vendors & Candy Co	\$83.00	School Snacks
Elm Creative Arts School	General Mills/Box Tops For Education	\$47.70	General School Supplies
Fernwood School	United Way of Greater Milwaukee & Waukesha County	\$357.32	General School Supplies
Forest Home Avenue School	The Meemic Foundation	\$500.00	STEM Project
Franklin School	General Mills/Box Tops For Education	\$36.40	General School Supplies
French Immersion School	Cultural Services French Embassy	\$500.00	Travel Scholarship
Gaenslen School	The Meemic Foundation	\$500.00	General School Supplies
Garland School	PTA	\$49.18	Art Supplies
German Immersion School	Lowe's	\$4,605.00	Toolbox For Education Courtyard Donation
German Immersion School	Your Cause AbbVie*	\$12.36	Classroom Supplies
Greenfield School	Target Corporation	\$700.00	Target Field Trip Grants
Hamilton High School	Timothy Rodiez	\$150.00	Athletic Logo Placement
Hamilton High School	WePay	\$63.00	Wrestling Equipment
Hamilton High School	WePay	\$38.50	Snap Raise
Hamilton High School	Mary C Fowlkes*	\$1,500.00	Boys Basketball
Hamilton High School	Go Fund Me	\$143.54	French Class Crepe Party

Location	Donor	Amount	Gift or Purpose
Hamilton High School	Oklahoma Dental	\$75.00	Boys Basketball
Hamilton High School	Mary C. Fowlkes*	\$100.00	Boys Basketball
Hayes Bilingual School	Target Youth Soccer Grant Program	\$1,000.00	Soccer Donation
Holmes School	Target Corporation	\$700.00	Target Field Trip Grants
Howard Avenue Montessori	Go Fund Me	\$512.53	Nature's Classroom Donation
Kluge School	Capital Data Inc.	\$450.00	Field Trip & Classroom Support
Kluge School	Milwaukee Ballaz Elite*	\$120.00	Staff Recognition
Kluge School	Milwaukee Ballaz Elite*	\$105.00	Staff Support
Kluge School	Anonymous	\$109.00	Filed Trip Donation
Kluge School	Milwaukee Ballaz Elite*	\$210.00	Staff Support
Maple Tree School	Target Corporation	\$700.00	Target Field Trip Grants
Meir School	National Science Teachers Association	\$280.00	STEM Project
Milw. Sch. of Languages	Benjamin J. & Michelle L. Anderson	\$20.00	Computer Club
Milw. Sch. of Languages	PTSA of Milwaukee School of Language	\$200.00	Special Education Classroom Project
Milw. Sch. of Languages	Scoutlt, Inc.	\$279.67	PTSA Use
Milw. Sch. of Languages	Ray's Wine & Spirits	\$131.37	Filed Trip Donation
Milw. Sch. of Languages	General Mills/Box Tops For Education	\$77.00	General School Supplies
Milw. Sign Language School	Professional Interpreting Enterprise	\$200.00	Volleyball Donation
Milw. Sign Language School	Kelsey Garcia	\$100.00	Volleyball Donation
North Division High School	North Division Athletic Hall of Fame	\$250.00	Boys Basketball
North Division High School	Bayshore Shopping Center Property Owner LLC	\$250.00	Majorette Support
North Division High School	George Gerharz	\$376.00	Dental Lab Donation
North Division High School	NDHS Alumni Association*	\$150.00	Soul Food Donation
Parkside School	Bay View Neighborhood Association	\$3,000.00	Sensory Room Supplies
Parkside School	The Herb Society of America, Inc.	\$300.00	Agricultural Garden Herb Supplies
Pulaski High School	IBC Youth Bowling, Inc.	\$2,500.00	Bowling Club Donation
Riley School	General Mills/Box Tops For Education	\$568.20	General School Supplies
Riverside High School	Carol Ann Theisen Survivor's Trust	\$20.00	Costa Rica Trip
Riverside High School	Erin Bechtel	\$20.00	Costa Rica Trip
Riverside High School	Riverside University High School Foundation, Inc.	\$1,000.00	Costa Rica Trip
Ronald Reagan High School	Green Bay Packers Foundation	\$2,000.00	Football Program
Starms Early Childhood School	Robert Q. Conley	\$1,500.00	Playground Donation
Starms Early Childhood School	Hydrite Chemical Company	\$1,000.00	Playground Donation
Thoreau School	Brown Deer United Methodist Church	\$250.00	Boys Basketball
Trowbridge School	Donors Choose	\$800.00	Field Trip Donation
Trowbridge School	The Meemic Foundation	\$500.00	Classroom Make Makeover
Victory School	Wisitalia Rolandi	\$500.00	Italian Professional Development
Vincent	Dennis P. & Margaret Q. Cahill	\$400.00	Agricultural Program
Washington High School of IT	Snap Raise	\$609.00	Girls Basketball
Washington High School of IT	Greater Milwaukee Foundation, Inc.	\$3,000.00	General School Supplies
Washington High School of IT	South Division High School	\$325.00	Boys Basketball
Washington High School of IT	David Erickson	\$60.00	Boys Basketball

Location	Donor	Amount	Gift or Purpose
Washington High School of IT	Ron & Georgia Glaser	\$300.00	Boys Basketball
Washington High School of IT	Frank Schneiger	\$100.00	Boys Basketball
Washington High School of IT	Andrew Livery & Limousine Service, Inc.	\$75.00	Boys Basketball
Washington High School of IT	Law Office of Martin J. Greenberg, LLC	\$250.00	Boys Basketball
Washington High School of IT	John Fedders	\$200.00	Boys Basketball
Washington High School of IT	Robert J. Chmielewski	\$100.00	Boys Basketball
Washington High School of IT	Dean Copoulos	\$100.00	Boys Basketball
Washington High School of IT	Playground Warriors LTD	\$1,000.00	Boys Basketball
Washington High School of IT	Fresh Coast Basketball Classic	\$500.00	Boys Basketball
Washington High School of IT	Anonymous	\$70.00	Girls Basketball
Washington High School of IT	Thomas & Colleen Donohue	\$200.00	Boys Basketball
Washington High School of IT	Community Baptist Church of Greater Milwaukee	\$650.00	Honor Luncheon
Washington High School of IT	Gerald Frank	\$100.00	Boys Basketball
Washington High School of IT	Brightspark Travel, Inc.	\$2,700.00	Washington DC Trip
<i>Total Monetary Donations</i>		\$45,339.16	
<i>Non-Monetary Donations</i>			
Audubon High School	Kingfish Solutions LLC	\$220.89	Athletics Donation
Bradley Trade & Tech	Donors Choose	\$893.15	Novels
Emerson School	Linda's Kids, Inc.	\$70.00	General School Supplies
Hamilton High School	Joseph & Roberta Gayle*	\$250.00	Purses
Kluge School	Melinda Chandler	\$200.00	Dorm Size Refrigerator
MacDowell Montessori	Donors Choose	\$347.67	Light Table & Desk
MacDowell Montessori	Donors Choose	\$198.07	Math Supplies
MacDowell Montessori	Donors Choose	\$200.00	Special Education Academy Membership
MacDowell Montessori	Donors Choose	\$284.02	Special Education General Supplies
MacDowell Montessori	Donors Choose	\$192.31	Math & Reading Supplies
MacDowell Montessori	Donors Choose	\$189.91	Pet Supplies
Pulaski High School	Donors Choose	\$465.00	General School Supplies
Total Non-Monetary Donations		\$3,511.02	
Total Value of Donations for March 2019		\$76,350.18	
*Donations from MPS Alumni		\$3,922.36	

Routine Monthly Reports

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

Committee's Recommendation

Your Committee recommends that the Board:

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

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

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

Background

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

RFP 996 Authorization to Contract with Edgenuity, Inc., for Remediation and Acceleration of Online Credited or Accredited Courses

The Administration is requesting authorization to enter into a contract with Edgenuity, Inc., to provide a hosted, licensed, and online curriculum-and-learning-management system for the remediation and acceleration of online credited or accredited courses for students in grades 6 through 12 who are currently enrolled in Milwaukee Public Schools.

Contractor was chosen pursuant to RFP 996, which closed on November 15, 2018. The contract will run from July 1, 2019, through June 30, 2020, (the “Initial Term”) with two additional one-year options to extend if certain performance metrics incorporated into the contract are met.

The total cost of the contract in the Initial Term will not exceed \$350,000.

Budget Code: GPS-0-S-SRT-DW-ECTS (Credit Recovery — Contract Services)\$350,000

Edgenuity, Inc.

Prime Contractor Information	
Certified HUB Contractor?	No
Total # of Employees	704
Total # of Minorities	163
Total # of Women	447

HUB Participation	
Required.....	NA
Proposed	NA
\$ Value.....	NA

Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment	200
Student Career-awareness Commitment	10

RFP 1000 Authorization to Contract with Chamness Group, Inc., for the Development of an MPS Recreation Marketing Plan

The Administration is requesting authorization to contract with Chamness Group, Inc., to develop a Strategic Marketing Plan for the Recreation Department. The Marketing Plan is part of the Department’s efforts to attain accreditation through the Commission for Accreditation of Park and Recreation Agencies (CAPRA). With the Board’s approval, Chamness Group will review existing program data, complete independent research as necessary, and partner with Milwaukee Recreation’s marketing team to develop a comprehensive and functional plan to achieve three overarching marketing goals:

- Goal I: Increase the number of customers using Milwaukee Recreation’s programs by retaining existing customers, recapturing lost customers, and recruiting new customers.

- Goal II: Evaluate, streamline, and strengthen Milwaukee Recreation’s existing marketing processes.
- Goal III: Increase brand awareness for Milwaukee Recreation’s programs and services.

This contract will run from April 1, 2019, through December 31, 2019. The total cost of the contract will not exceed \$60,000.

Budget Code: CSV-0-0-PRC-RC-ECTS (Recreation — Contract Services)\$60,000

Chamness Group, Inc.

Prime Contractor Information

Certified HUB Vendor?	No
Total # of Employees	1
Total # of Minorities	0
Total # of Women	1

HUB Participation

Required.....	8%
Proposed	20%
\$ Value.....	NG

Student Engagement (hours per 12-month contract)

Paid Student Employment-hour Commitment	100
Student Career-awareness Commitment	10

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

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(Item 6) Action on the Award of Exception-to-Bid Contracts

Background

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

Exception Authorization to Enter into a Contract with the Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin’s Milwaukee Center for Urban Population Health for Research Evaluation to Conduct Both Process (Formative) and Outcome (Summative) Evaluation of the Milwaukee Public Schools’ AIMing for Quality Arts and Achievement Project

The Administration is requesting authorization to enter into a contract with the Board of Regents of the University of Wisconsin System on behalf of University of Wisconsin’s Milwaukee Center for Urban Population Health for Research Evaluation (CUPH) to conduct both process (formative) and outcome (summative) evaluation of the Milwaukee Public Schools’ (MPS) AIMing for Quality Arts and Achievement project. The services include:

- Identifying sources for evaluation data and creating data collection systems as needed;
- attending project meetings with stakeholders to stay informed of project changes and progress;
- analyzing qualitative and quantitative data to track project progress and determine the impact on students;
- preparing performance feedback memos and annual reports to inform project staff of evaluation results; and
- providing ongoing support to the project team through a developmental evaluation approach.

The exception from the requirement of a competitive procurement process for this contract (per Administrative Policy 3.09(2)(c)) has been granted on the basis that the services under this contract are required pursuant to a grant.

The contract will run from April 1, 2019, through March 31, 2020, (the “Initial Term”) with two additional one-year options to extend based on mutual consent and the Board’s approval.

The total cost of the contract in the Initial Term will not exceed \$63,000.

Budget Code: SDV-0-S-QU9-CI-ECTS (AIMing for Quality Arts — Contracted Services)	\$63,000
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Board of Regents of the University of Wisconsin-Milwaukee

HUB Participation	
Required.....	NA
Proposed	NA
\$ Value.....	NA

Student Engagement (hours per 12-month contract)	
Paid Student Employment-hour Commitment	0
Student Career-awareness Commitment.....	10

Exception Authorization to Enter into a Contract with The W-T Group, LLC, for Services Related to an ADA Audit of 44 Outdoor Recreation Facilities (Phase 2).

The Administration is requesting authorization to enter into a contract with The W-T Group, LLC, to conduct ADA audits at 44 outdoor recreation facilities (Phase 2).

MPS Recreation is seeking national CAPRA (Commission for Accreditation of Park and Recreation Agencies) accreditation through the National Recreation and Park Association. To obtain accreditation, the agency must satisfy 151 standards, one of which is the completion of an Americans with Disabilities Act (ADA) Existing Facility and Site Access Audit. In July 2018, MPS Recreation retained the services of a consultant to conduct a Site Access Audit of its indoor facilities and to draft a Transition Plan (Phase 1). We are now seeking the services of the same consultant to conduct a Site Access Audit of our 44 outdoor recreation facilities (Phase 2). The ADA audit will supplement the MPS Outdoor Recreation Facilities Master Plan and ultimately be combined with the recently completed ADA audit of indoor facilities, resulting in a comprehensive Transition Plan that will encompass Phase 1 and Phase 2 audits.

The exception from the requirement of a competitive procurement process for this contract (per Administrative Policy 3.09(2)(c)) has been granted on the basis that the services under this contract are based on continuity.

This contract will run from April 1, 2019, through December 31, 2019.

The total cost of the contract will not exceed \$66,707. Given the substantial timeframe to complete this project, an extension is not anticipated.

Budget Code: CSV-0-0-PRC-RC-ECTS (Community Recreation — Contracted Services)\$66,707

The W-T Group, LLC

HUB Participation
Required..... 0%
Proposed 0%
\$ Value..... 0
Student Engagement (per 12-month contract)
Paid Student Employment-hour Commitment0
Student Career-awareness Commitment0

UW-Madison Contract Authorization to Purchase Palmer Hamilton Cafeteria and STEM Furniture Items from Duet Resource Group, Inc.

The Administration is requesting authorization to make a one-time purchase from Duet Resource Group, Inc., of Palmer Hamilton cafeteria items, including cafeteria and STEM furniture items for Douglas Middle School.

In accordance with Administrative Policy 3.09(7)(e)1a, the district has not directly engaged in a competitive procurement process for these services; instead, these services will be obtained pursuant to the cooperative purchasing agreement with UW-Madison, contract #18-5665, for Miscellaneous Educational Related Furniture, Lot 2: Lounge Furniture.

The total cost of goods purchased will not exceed \$70,000.

Budget Code: FAR-0-0-MMQ-DA-ECNC (Major Maintenance — Maintenance Contracts).....\$70,000

Duet Resource Group Inc.

HUB Participation
Required..... 0%
Proposed 0%
\$ Value..... NA
Student Engagement (per 12-month contract)
Paid Student Employment-hour Commitment0
Student Career-awareness Commitment0

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.09, Purchasing and Bidding Requirements

Fiscal Impact Statement

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

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

* * * * *

(Item 7) Action on Monthly Facilities Matters: FMS Award of Construction Contracts and Professional Services Contracts

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

Construction Contracts

Upgrades for Montessori Program — PHASE 2: Riley School

Prime Contractor

Burkhart Construction Corporation
P.O. Box 329
Richfield, WI, 53076

Low Bidder, Base Bid of \$62,000.00, plus \$15,100.00 for Mandatory Alternate Bid #1, to provide all work in Room 018 & 018C, for a total cost of\$77,100.00

HUB

Certified HUB Vendor?	No
Total # of Employees	10
Total # of Minorities	0
Total # of Women	2
Required.....	20%
Submitted.....	22%
\$ Value.....	\$13,900.00

COIN

Required.....	15%
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Student Engagement (required hours)

Paid Employment.....	100
Career-education Activity	0

Funds are available for the Upgrades for Montessori Program — Phase 2 project from Regional Development Funds, account code FAR 00 RDC RI ECNC9 (Project No. 5805, Work Order Number 366036). The project’s start date is March 29, 2019, and completion date is August 9, 2019.

Stage and Auditorium Sound and Lighting Replacement — South Division High School

Prime Contractor}

Allcon, LLC
12704 West Arden Place
Butler, WI, 54007

Low Bidder, Base Bid\$347,238.00

HUB

Certified HUB Vendor?	Yes
Total # of Employees	32
Total # of Minorities	6
Total # of Women	4
Required.....	15%
Submitted.....	21%
\$ Value.....	\$75,000.00

COIN

Required.....	15%
---------------	-----

Student Engagement (required hours)

Paid Employment.....	300
Career-education Activity	10

Funds are available for the Stage and Auditorium Sound and Lighting Replacement project from Major Maintenance QSCB Funds, account code FAR 00 MMQ SD ECNC ELC8 (Project No. 3829, Work Order Number 248840). The project’s start date is March 29, 2019, and completion date is July 26, 2019.

Building Renovation

Douglas Community Academy School

Prime Contractor

Platt Construction, Inc.
7407 South 27th Street
Franklin, WI, 53132

Low Bidder, Base Bid	\$2,149,558.00
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HUB

Certified HUB Vendor?	Yes
Total # of Employees	53
Total # of Minorities	13
Total # of Women	10
Required.....	25%
Submitted.....	25%
\$ Value.....	\$537,389.00

COIN

Required.....	20%
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Student Engagement (required hours)

Paid Employment.....	900
Career-education Activity	10

Funds are available for the Building Renovation project from Major Maintenance QSCB Funds, account code FAR 00 MMQ DA ECNC (Project No. 5707, Work Order Number 360867). The project start date is March 29, 2019, and completion date is July 3, 2019.

Total construction contract dollars awarded.....	\$2,573,896.00
Total dollars HUB participation	\$626,289.00
% of HUB participation.....	24.33%
% Minority employees within company.....	23.31%
% Women employees within company	17.25%

Professional Services Contracts

RFP #374899 Authorization to Approve a Contract for Asbestos Abatement & Disposal Services at Various MPS Sites.

A request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide asbestos abatement & disposal services at Various MPS Sites.

Selected firmsHolian Environmental Cleaning Corp. Insulation Removal, LTD
Integrity Environmental Services, Inc.
KPH Environmental Corporation
Safe Abatement For Everyone Inc.

Amount.....Contracts will be issued on an as-needed basis on pre-approved rate schedule

Requested Expenditure Authority: Not to exceed \$450,000.00 annually

Contract Period: March 29, 2019-March 28, 2022

Budget Code: Various

Modification and Extension of Contract

XXX Authorization to Approve a Professional Services Contract Modification and Extension Agreement for Natural-gas Procurement and Supply Services.

A professional services contract for natural-gas procurement and supply services was approved by the Milwaukee Board of School Directors at its regular monthly meeting on May 26, 2016. The approved contract included the option for three possible one-year extensions.

In order to ensure that natural-gas price locks can be executed under the current term of the contract for future deliveries beyond the current term, the proposed modification and extension allows for one additional three-year term.

Firm Selected:.....Constellation NewEnergy — Gas Division, LLC,
formerly known as Constellation Energy Services — Natural Gas, LLC

Transportation cost per dekatherm (Dth).....\$0.92

Estimated Expenditure Authority Requested per contract year \$6,000,000

Total transportation, daily balancing, and basis cost is NYMEX + \$0.92/dekatherm (Dth). The fixed contract volume per year is 857,700 dekatherms for the next three (3) years and is estimated not to exceed \$6,000,000 per year based on historical usage and consideration of worst-case scenarios. MPS shall be responsible for payment of actual volumes — which may be higher or lower, based on actual use by MPS, and which will be purchased or sold at prevailing market rates.

Contract Period: July 1, 2019, through June 30, 2022

Budget Code: BLD 00 UTL XX EGAS GAS

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

The item authorizes expenditures for:

- Total Construction Contracts Requested \$2,573,896.00
- Total Annual Professional Services Contract Requested \$6,450,000.00
for a three-year total of..... \$19,350,000.00

Implementation and Assessment Plan

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

Committee’s Recommendation

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

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

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(Item 8) Report with Possible Action on Vendors’ Compliance with Contract Requirements for Historically Underutilized Business (HUB), Communities in Need (COIN), and Student Engagement Program

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

Background

The Contract Compliance Services’ annual report is designed to provide transparency into its assignments on Milwaukee Public Schools district bids, exceptions to bids, and requests for proposals in accordance with Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities in Need Initiative.

The report provides the Milwaukee Board of School Directors, Milwaukee Public Schools Administration, and its constituents with performance summaries related to HUB, COIN, and student-engagement initiatives. Moreover, these figures capture historical performance benchmarks to guide future participation assignments and programming considerations affecting economic development, workforce development, and diversity-inclusion efforts.

151 contracts were monitored, with \$128 million dollars in HUB assignments. Milwaukee is ranked second for dollars paid to HUB firms. For this reporting year, \$19 million was paid.

The district’s annual COIN goal is 25%, which was met in FY18. There were 27 construction contracts monitored, of which 18 contained COIN assignments. Participants in the COIN program represent 15% of the workforce and 28 skilled trades.

Student employment is centered on four skills focus areas: interpersonal, self-reliance, transferable, and specialist. 142 contracts assigned student-employment requirements and provided an average assignment of 170 hours. 229 student internships were provided as well as 426,000 in wage-earning opportunities.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 3.10, Historically Underutilized Business Program

Fiscal Impact Statement

NA

Implementation and Assessment Plan

NA

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(Item 9) Quarterly Report with Possible Action on the MPS School Nutrition Program

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

Background

On December 21, 2017, the Board took adopted Resolution 1718R-004, regarding the MPS School Nutrition program, as follows

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 traditional breakfast and move towards an eleven-day breakfast in the classroom cycle menu that:
 - limits processed, high-sugar offerings, and
 - increases the availability of fresh fruits and vegetables, including offering fresh fruit at breakfast at a minimum of two times a week, and maintains the availability of fresh fruits and vegetables at lunch a minimum of three times a week;
2. supply compostable/recyclable trays and/or plates, 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 .

The Board further directed that quarterly updates on the implementation of the resolution to be brought to the Board through committee.

The following update focuses on three areas: improving healthy menu choices, personnel, and communication and feedback.

Improving Healthful Menu Choices

(1) Menu items were chosen with input from students and resulted in the Milwaukee Board of School Directors approving contracts for food products. Food selection includes intentionally choosing products that meet the nutritional standards of both the United States Department of Agriculture (USDA) and MPS, that meet students' taste-test satisfaction, and that remain within budget.

(2) Menus, USDA compliance, and nutritional value were reviewed with the Wisconsin Department of Public Instruction.

(3) School kitchen staff were provided professional development aimed to ensure meal quality and options.

(4) Staff are identifying products that meet nutritional need specifications for new, more healthful breakfast kits.

(5) MPS is expanding fresh-fruit and hot options for Breakfast-in-the-Classroom schools. This includes evaluating equipment and storage needs to accommodate this expansion. MPS purchased and distributed insulated breakfast bags to additional schools. MPS is surveying schools to ascertain available freezer and refrigerator space in addition to dry-storage availability. This will be used to identify equipment and installation needs for hot breakfast and fruit expansion.

Developing Personnel

(1) In order to recruit and retain staff, shift lengths have been increased, allowing for more benefit-eligible positions.

(2) Professional development has been redesigned and expanded to strengthen technical as well as leadership skills for kitchen-manager positions.

Strengthening Communication and Feedback

(1) Taste tests were conducted at North Division and Greenfield Bilingual during this quarter. The product tested was well received and will be added to next year's menu.

(2) The Department of Nutrition Services staff presented to the District Advisory Committee on March 7. This provided nutrition staff an opportunity to engage with families concerning portion sizes, quality of the food served, nutritional choices, and breakfast in the classroom.

(3) MPS launched an online feedback opportunity located on the MPS Lunch Menu page for students and the community in December 2018. In addition, posters highlighting this link were mailed to kitchens for display in the cafeterias. Feedback will be used to create an online Frequently Asked Questions page with answers and to look for trends to implement necessary changes.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 4.05, School Nutrition Management

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(Item 10) Report with Possible Action on a Local Purchasing Program

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

Background

In January 2019, the Milwaukee Board of School Directors adopted Resolution 1819R-011, regarding a local purchasing program. Through adoption of the Resolution, the Board directed the Administration, in conjunction with the Office of Accountability and Efficiency (OAE), to explore the feasibility of instituting a local purchasing program modeled after the City’s program.

The presentation below details the output of this work to date, providing an analysis and summary of the City’s program, as well as those of the City of Madison and the School District of Palm Beach County, and other considerations for exploring the institution of a local purchasing program. Such a program would address the creation of jobs, circulation of money in the local economy, alleviating unemployment, and eliminating possible disparities in participation.

A final report will be made no later than May 2019.

Purpose of Local Purchasing Programs

To increase local business participation in the award of contracts to address the following:

- creation of jobs
- circulation of money in the local economy
- alleviation of unemployment
- elimination of possible disparities in participation.

City of Milwaukee

Parameters

- Business must be located in City for one year.
- 5% bid incentive for Local Business Enterprise (LBE).
- 15% bid incentive for LBE and Small Business Enterprise (SBE).
- Incentive capped at \$25,000.

Current Condition

- Minimal participation of LBE/SBE bidders.
- Cost of programid low compared with total spend.
- Fiscal impact has been \$229k since 2009.

Participation

2013.....	7
2014.....	2
2015.....	0
2016.....	2
2017.....	3

City of Madison, WI

Parameters

- Bids: for commodities over \$5,000, local vendors are provided 1% bid-preference incentive
- RFPs: over \$5,000, local firms are awarded 5% of total available points in the evaluation criteria
- A vendor must provide a physical address
- A vendor must also meet one of the following conditions
 - 50% of employees must reside within local area
 - 15% of businesses sourcing must be local
 - A portion of ownership must be vested in residents of the local area.

School District of Palm Beach County

Parameters

- Applies to construction, professional and non-professional services, and general procurement
- Eligibility is based on size standards and previous engagement awards
- Must be the principal place of business (majority of sales derived there)

Limitations

- State law prohibits local requirements on public works
- Federally-funded programs are also exempt
- Programs must be audited
- Race, gender, and residency must be tracked
- Self-identification by vendors is required

Next Steps

- Examination of current spend (by zip code)
- Certification roles and responsibilities
- Parameters to maintain consistent quality
- Incentives to be dollar- or points-based
- Coordination and integration with existing HUB goals
- Potential policy development and updates

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

No Fiscal Impact

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(Item 11) Report with Possible Action on a Performance-based Contracting System

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

Background

On November 29, 2018, the Milwaukee Board of School Directors adopted Resolution 1819R-008, regarding performance-based contracting, as follows:

RESOLVED, That the Board direct the Administration, in conjunction with the Office of Accountability and Efficiency, to research and explore the scope and feasibility of implementing a performance-based contracting system; and be it

FURTHER RESOLVED, That the Board direct the Administration, in conjunction with the Office of Accountability and Efficiency and the Office of Board Governance, to research and explore the policies and procedures that govern the practice of performance-based contracting; and be it

FURTHER RESOLVED, That this review and analysis be reported to the Board no later than the February board cycle, with a recommended plan and policy to be brought to the Board no later than May 2019.

As directed in the Resolution, the Administration, in conjunction with the Office of Accountability and Efficiency, has researched the performance-based contracting method and the feasibility of implementation.

Performance-based Contracting

Performance-based contracting is a results-oriented contracting method that focuses on the outputs, quality, or outcomes of the contract. It can tie a portion of the contractor's payment or contract extension/renewal to the achievement of specific and measurable performance standards or goals. The purpose of performance-based contracting is to ensure that quality performance is achieved and that the desired results of the contract are realized.

Performance-monitoring Activities Currently in Place**Professional Services Contracts**

Formal procurements (Requests for Proposals, or RFPs) related to professional services with terms exceeding one year include performance metrics. Performance metrics are developed by the contract's sponsor in collaboration with the Department of Procurement & Risk Management. Contractor must receive a score of 90 or higher to be eligible for renewal or extension.

Contracted Schools

Embedded in each school's contract are specific performance requirements. The Charter School Contract Review Team analyzes the school's data and performance as they relate to the requirements established in the contract.

Performance Evaluation Plan (PEP)

The district has implemented a Performance Evaluation Plan (PEP) for contracts, with the goal of achieving better results through clear alignment of expectations and outcomes, along with progress monitoring. PEP, which is aligned to Administrative Policy 3.09, Purchasing and Bidding Requirements, is suited for a specific subset of district contracts that are

- high-dollar;
- service-based; and
- easily aligned to assessment tools already in place.

Implementation of the plan requires significant effort on the part of MPS staff (Department of Research Assessment and Data, Department of Procurement & Risk Management), and the contract's sponsors)

The evaluation process is geared towards professional services contracts that are intended to move the needle when it comes to student outcomes. Currently, the process is being piloted with a few of the district’s professional services contracts.

Process for Evaluating Contracts under the PEP

The contract’s sponsor determines the desired outcomes to be achieved through the contract’s implementation. MPS and the contractor work together to establish expectations of the services to be received. MPS and the contractor establish a timeline for data needs, meetings, and reporting. Throughout the contract term, data are collected, status meetings occur, and data results are analyzed against the outcomes established for the contract.

Expansion Opportunities for the PEP

Opportunities for the expansion of PEP include the establishment of a threshold for contract eligibility and a phase-in or rotational approach.

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

No Fiscal Impact

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(Item 12) Report with Possible Action on an Audit of the District’s Excessing Practices

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

Background

In December 2018, the Milwaukee Board of School Directors adopted Resolution 1819R-010, regarding an audit of the district’s excessing practices, as follows:

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

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

The details the output of this work to date, an overview of practice, roles and responsibilities, and a description of the next steps in the final examination of excessing through an equity lens are presented in the attachments to the minutes of your Committee’s meeting.

Historically, teachers were excessed on a voluntary basis, followed by those with the least years of service being reassigned first. In any case, teachers in areas of high need are generally not excessed.

For classified staff, volunteers are excessed first, followed by the least senior staff in the specific job classification. Human Resources is responsible for providing seniority lists to administrators and managing the staff-exchange process, including oversight and training. The administrator is responsible for adhering to his or her budgetary needs and making the decision of whom to excess.

There are two excessing cycles — one in spring (based on 3rd-Friday enrollment) and one in fall (based on the next year’s budget). Principals will now have training on how to avoid discrimination and bias and to use consensus to help inform decisions. Enrollment projections will be held to the 3rd-Friday counts to avoid the problem of overly optimistic enrollment projections leading to more need to excess.

In summary, the practice of excessing follows the fundamental parameters as set forth in the historical language of teachers’ contracts, with an emphasis on seniority and programming needs. Recent updates in

the way in which enrollment projections are made in the budgeting process will likely impact excessing circumstances in beneficial ways.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 6.01, General Personnel Policies

Fiscal Impact Statement

No Fiscal Impact.

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COMMITTEE ON LEGISLATION, RULES AND POLICIES

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Communication 1819C-002 Requesting a Hearing Regarding Administrative Policy 8.51, Electronic Communication Devices

Background

On January 22, 2019, the Office of Board Governance received the following communication from eight students from Riverside University High School, Audubon Technology and Communication Center, and Bay View High School requesting a hearing regarding Administrative Policy 8.51, Electronic Communication Devices.

January 22, 2019

Dear Superintendent Posley and Members of the Board:

On behalf of the student bodies at Riverside University High School, Audubon Technology and communication Center, and Bay View High School, we are reaching out about the District’s policy on electronic communication devices – Administrative Policy 8.51. Our focus is on cell phone usage.

Efforts to prevent or control our usage of cell phones are not working, so we are working together to think of ideas that schools can implement. This school year, you have consistently said that you want to hear student voice and ideas. Please consider scheduling an item on this topic for a committee agenda so that we can present our perspectives and ideas for improving the District’s cell phone policy.

Thank you and we look forward to hearing from you soon.

At the Board’s regular meeting on February 28, 2019, this communication was referred to the Committee on Legislation, Rules and Policies.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Board Rule 1.10, Communications, Petitions, Resolutions for Referral

Fiscal Impact Statement

NA

Committee's Recommendation

Your Committee recommends that a public hearing be scheduled to collect input from students on Administrative Policy 8.51, Electronic Communication Devices.

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

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(Item 2) Action on Resolution 1819R-013 by Directors Phillips and Sain Regarding Guidelines for the Closure of Schools Due to Inclement Weather

Background

At its meeting on January 24, 2019, the Board referred Resolution 1819R-013 by Directors Phillips and Sain, regarding guidelines for the closure of schools due to inclement weather, to the Committee on Legislation, Rules and Policies. The resolved portion of the resolution reads:

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to establish and promulgate general guidelines for the closure of schools due to inclement weather, to include a scale or range of temperatures (in relation to heat and cold) that could trigger the closing of school, as well as gauges of such other weather conditions as wind, rain, ice, and snow; and be it

FURTHER RESOLVED, That in establishing these guidelines, the Administration consider the factors upon which the other districts in southeastern Wisconsin base their decisions on; and be it

FURTHER RESOLVED, That such guidelines shall be an advisement tool and shall not infringe upon the discretionary authority already established for the superintendent; and be it

FURTHER RESOLVED, That the Administration investigate whether it would be feasible to designate some sites distributed throughout the district as emergency or contingency shelters that the district would keep open when schools are closed, both for inclement weather and on other non-attendance days, for student who are in need of food and shelter; and be it

FURTHER RESOLVED, That the location of these emergency or contingency shelters be determined by demographic data (e.g., free or reduced lunch, homelessness); and be it

FURTHER RESOLVED, That the Administration bring back to the Board the results of its investigation, as well as any recommendations for implementation, inclusive of parameters being added to current inclement weather policies and procedures no later than two months after the adoption of this resolution.

The Administration is in agreement with the intent of the resolution and already utilizes many of the items included, such as participation in a quadrant model in which MPS and other local districts are convened to discuss the factors associated with potential emergency school closings due to weather.

The Administration is suggesting minor adjustments to the resolved portions of the resolution. This includes updating Administrative Policy and Procedure 4.01, Emergency Closings, to best reflect the Administration's current guidelines associated with emergency school closings due to weather. These guidelines are structured to support the safety and wellbeing of all students in instances of inclement weather. The proposed revisions will be brought before the Board for its consideration.

In addition, the Administration will investigate and report back to the Board regarding the feasibility of designating some sites throughout the district as emergency or contingency shelters in cases in which schools are closed due to inclement weather.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 4.01, Emergency Plans

Fiscal Impact Statement

No fiscal impact.

Implementation and Assessment Plan

Upon adoption by the Board, the Administration will begin updating Administrative Policy and Procedure 4.01, Emergency Closings.

Committee’s Recommendation

Your Committee recommends that the Board adopt Resolution 1819R-013 by Directors Phillips and Sain, regarding guidelines for the closure of schools due to inclement weather, as follows:

- RESOLVED, That the Milwaukee Board of School Directors direct the Administration to ~~establish~~ update Administrative Policy and Procedure 4:01, Emergency Closings, to reflect its current ~~and promulgate~~ general guidelines for the closure of schools due to inclement weather, to include a scale or range of temperatures (in relation to heat and cold) that could trigger the closing of school, as well as gauges of such other weather conditions as wind, rain, ice, and snow; and be it
- FURTHER RESOLVED, That in ~~establishing~~ updating this policy and procedure to reflect current ~~these~~ guidelines, the Administration continue to communicate with ~~and~~ consider the factors upon which the other districts in southeastern Wisconsin base their decisions on; and be it
- FURTHER RESOLVED, That such guidelines shall be an advisement tool and shall not infringe upon the discretionary authority already established for the superintendent; and be it
- FURTHER RESOLVED, That the Administration investigate whether it would be feasible to designate some sites distributed throughout the district as emergency or contingency shelters that the district would keep open when schools are closed, both for inclement weather and on other non-attendance days, for student who are in need of food and shelter; and be it
- FURTHER RESOLVED, That the location of these emergency or contingency shelters be determined by demographic data (e.g., free or reduced lunch, homelessness); and be it
- FURTHER RESOLVED, That the Administration bring back to the Board the results of its investigation, as well as ~~any recommendations for implementation, inclusive of parameters being added to current~~ the updated versions of Administrative Policy and Procedure 4.0: Emergency Closings, inclement weather policies and procedures no later than two months after the adoption of this resolution September 2019.

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

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(Item 3) Action on a Request to Approve Technical Amendments to Administrative Policy 2.03, Administrative Organization Plan, and Board Governance Policy 3.02, Role of the Superintendent

Background

In order to align previous board action with Administrative Policy 2.03, Administrative Organization, and Board Governance Policy 3.02, Role of the Superintendent, technical amendments are required. The proposed changes are as follows:

ADMINISTRATIVE POLICY 2.03
ADMINISTRATIVE ORGANIZATION PLAN

- (1) The legal authority of the Board is transmitted through the school system’s major offices under the authority and responsibility of the Superintendent; through the Office of Board Governance under the authority and responsibility of the Director of the Office of Board

Governance/Board Clerk; and under the authority and responsibility of the Managers of the Office of Accountability and Efficiency.

- (a) The major offices and staff headed by the Superintendent are as follows:
- Office of the Superintendent
 - Deputy Superintendent(s)
 - ~~Office of the Chief of Staff~~
 - Office of the Chief Communications and School Performance Officer
 - Office of the Chief Academic Officer
 - Office of the Chief School Administration Officer
 - Office of the Chief Human ~~Capital Resources~~ Officer
 - ~~Office of the Chief Operations Officer~~
 - Office of the Chief Financial Officer
 - ~~Office of the Chief Innovation and Information Officer~~
- (b) The service areas headed by the Director of the Office of Board Governance/Board Clerk are as follows:
- Audit/Review Services
 - Clerk Services
 - Contracted Schools Advocacy Services
 - Constituent Ombudsperson and Board Information Services
 - Legislative Services
- (c) The service areas headed by the Managers of the Office of Accountability and Efficiency are as follows:
- Accountability and Transparency Services
 - Process Improvement and Efficiency
 - Contract Compliance Services

Administrative authority is passed along specific paths as shown in the Board-approved organizational chart of the school system. The lines of authority on the chart represent direction of authority and responsibility and shall be regarded as visual representations of policy.

(2) Any major change in the administrative organization plan of the Milwaukee Public Schools and/or the elimination and creation of positions shall require the Board's approval.

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

(The most recent Board-approved organizational chart is part of this policy and is attached to the minutes of your committee's meeting).

BOARD GOVERNANCE POLICY 3.02 ROLE OF THE SUPERINTENDENT

(1) POWERS AND DUTIES

(a) The Superintendent shall serve as the chief administrative officer and, under the direction of the Board, shall have general supervision of the public schools and of the certificated, business (excluding the Board staff), and recreation and community-education personnel and of the manner of conducting and grading of said schools.

(b) The Superintendent ~~may shall~~ appoint, subject to confirmation by the Board, ~~a Chief of Staff~~ deputy superintendents, and cabinet staff, departmental heads, and such other assistants and supervisors, principals, assistant principals, and teachers as may be authorized by the Board.

(c) The Superintendent shall be an advisory member of every committee of the Board and may participate in its deliberations, except when matters relating to his/her own employment or when an inquiry into his/her acts or conduct are considered.

(d) The Superintendent shall perform such other duties as may be assigned to him/her by the law, by Board rules, or by Board action. He/she shall issue such additional or supplemental rulings and directives for the management and conduct of the schools as he/she may deem proper.

(2) ABSENCE OF SUPERINTENDENT

(a) In the absence of the Superintendent, the duties and powers of the office shall be performed and exercised first by the deputy superintendent(s) ~~Chief of Staff~~, followed by a designated member of the Superintendent's cabinet.

(b) The Board president shall be advised if the Superintendent and the deputy superintendent(s) ~~Chief of Staff~~ plan to be absent from duty at the same time.

(c) In the event of the death or incapacity of the Superintendent while in the service of the Board, the deputy superintendent ~~Chief of Staff~~ shall have the title of Acting Superintendent until a successor is elected by the Board and takes office. If more than one individual holds the title of deputy superintendent, the Board shall appoint an Acting Superintendent.

(3) DELEGATION OF AUTHORITY

(a) All of the Board's authority that is delegated to administrative staff is to be delegated through the Superintendent, so that all authority and accountability of staff, as far as the Board is concerned, is considered to be the authority and accountability of the Superintendent.

(b) The Board shall direct the Superintendent to achieve certain results through the establishment of goals and standards. Through the establishment of executive-limitations policies, the Board shall limit the latitude with which the Superintendent may exercise the practices, methods, conduct, and other means used to achieve the goals and standards.

(c) As long as the Superintendent uses any reasonable interpretation of the Board's goals and standards and executive-limitations policies, the Superintendent is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities relative to the Office of the Superintendent. The Board delegates to the Superintendent the function of specifying required procedures and designing detailed arrangements under which the public schools and their respective departments will be operated in accordance with Board policy. These detailed arrangements shall constitute the administrative procedures governing the school system.

(d) The Board reserves authority unto itself to change its goals and standards and executive-limitations policies, thereby shifting the boundary between the domains of the Board and of the Superintendent. By so doing, the Board changes the latitude of choice given to the Superintendent. But so long as any particular delegation is in place, the Board and its members will respect and support the Superintendent's choices. This does not prevent the Board from obtaining information in the delegated areas.

(e) Only decisions of the Board acting as a body are binding upon the Superintendent.

1. Decisions or instructions of individual board members, officers, or committees are not binding on the Superintendent, except in instances when the Board has specifically authorized such exercise of authority.
2. In the case of board members' or committees' requesting information or assistance without the Board's authorizations, the Superintendent can refuse such requests that, in the Superintendent's judgment, require a material amount of staff time or funds or are disruptive.

(4) MONITORING ORGANIZATIONAL PERFORMANCE

(a) Monitoring executive performance is synonymous with monitoring organizational performance against Board goals and standards and on executive-limitations policies. Any formal or informal evaluation of the performance of the Superintendent or organization may be derived only from these monitoring data.

(b) The purpose of monitoring is simply to determine the degree to which Board policies are being fulfilled. Monitoring will be as automatic as possible, using a minimum of Board time, so that meetings can be used to create the future rather than to review the past.

(c) A given policy may be monitored in one or more of three ways:

1. Internal Report: Documentation of compliance information to the Board from the Superintendent;
2. External Report: Documentation of compliance information by a disinterested, external auditor, inspector, or judge who is selected by and reports directly to the Board. Such reports must assess performance against policies of the Board only, not against those of the external party, unless the Board has previously indicated that party's opinion is to be the standard;
3. Direct Board Inspection. Documentation of compliance information by a board member, a committee, or the Board as a whole. This is the Board's inspection of documents, activities, or circumstances directed by the Board which allows a test of policy compliance.

(d) At the choice of the Board, any policy may be monitored by any method at any time. For regular monitoring, however, each policy regarding goals and standards and executive limitations will be classified by the Board according to frequency and method. Monitoring of the organization's health, however, should be done continually by the Superintendent and, periodically, by the Board. Consequently, monitoring/evaluation is going on all the time, not just once or twice a year. There should be no surprises to the Board or to the Superintendent.

(5) GENERAL EXECUTIVE CONSTRAINT

- (a) The Superintendent shall not cause or allow in the organization any practice, activity, decision, or circumstance which is imprudent, discriminatory, unethical, or in violation of federal, state, or local laws, regulations, or ordinances;
- (b) The Superintendent shall not fail to work for passage of legislation designed to advance the cause of good schools;
- (c) The Superintendent shall not permit any deviation from the Board-adopted employee code of ethics and employee rules of conduct.

(6) STAFF TREATMENT

Dealings with staff and volunteers will be humane, fair, and dignified. Accordingly, the Superintendent shall:

- (a) operate with personnel procedures that clarify personnel rules for classified, certificated, and exempt staff; which provide for effective handling of grievances; and which provide for at least annual feed-back on performance;
- (b) uphold contractual agreements or other ~~Board~~ Administrative policies, district regulations, or legal requirements pertaining to employee hours, wages, working conditions, and equal employment opportunities;
- (c) not prevent staff from grieving to the Board when:
 - 1. internal grievance procedures have been exhausted;
 - 2. the employee alleges either that a policy of the Board has been violated to his/her detriment or that a policy of the Board does not adequately protect his/her human rights;
- (d) acquaint staff with their rights under this policy.

(7) COMMUNICATION AND COUNSEL TO THE BOARD

With respect to providing information and counsel to the Board, the Superintendent shall not permit the Board to be uninformed. Accordingly, the Superintendent shall:

- (a) submit monitoring data required by the Board in a timely, accurate, and understandable fashion using appropriate process-improvement tools and addressing provisions of the Board's policies being monitored;
- (b) keep the Board abreast of relevant trends, anticipated adverse media coverage, significant external and internal changes, and community attitudes and staff reactions;
- (c) provide a mechanism for official communication with the Board, its officers, or its committees;
- (d) deal with the Board as a whole, except when:
 - fulfilling individual requests for information;
 - responding to officers or committees duly charged by the Board.
- (e) acquaint staff with their rights under this policy;
- (f) report in a timely manner any actual or anticipated noncompliance with any policy of the Board;
- (g) clearly identify information given to the Board as information for decision making, pertinent information, or monitoring information.

(8) STAFF COMPETENCY

To operate effectively and efficiently, the Superintendent must have competent employees, appropriate documentation, and at least annual evaluations, which shall include clarity of expectations, feedback, and a plan for continual improvement.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 2.03, Administrative Organization Plan

Fiscal Impact Statement

No fiscal impact.

Implementation and Assessment Plan

Upon approval by the Board, the Office of Board Governance will make the technical amendments to the policies.

Committee’s Recommendation

Your Committee recommends that the Board approve the technical amendments to Administrative Policy 2.03, Administrative Organization, and Board Governance Policy 3.02, Role of the Superintendent.

Adopted with the roll call vote to approve the balance of the Committees’ 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) Action on a Request to Adopt Resolution 1819R-012 by Director Woodward Regarding Regional Reports

Background

At its meeting on January 24, 2019, the Board referred Resolution 1819R-012 by Director Woodward, regarding monthly regional reports, to the Committee on Parent and Community Engagement. The Resolved portion of the resolution reads:

RESOLVED, That, on a rotating basis, each regional superintendent is to bring a monthly report to the Board on their current activities; and, be it

FURTHER RESOLVED, That the report shall include, but not be limited to, a description of the region’s overall:

- compliance with special education requirements within the region;
- attendance in the region;
- suspension and other disciplinary data for the region;
- parental involvement within the region’s schools;
- the regional superintendent’s goals for the region and their progress towards goal attainment;
- strategies that are working successfully in the region that may be duplicated elsewhere in the district; and, be it

FURTHER RESOLVED, That the report be a regularly scheduled item on the agenda of the appropriate committee, as determined by the committee’s charge; and, be it

FURTHER RESOLVED, That the first of these reports be presented in the April 2019 Board cycle.

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

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Upon adoption of the resolution, the Administration will begin the monthly reports.

Committee’s Recommendation

Your Committee recommends that the Board adopt Resolution 1819R-012 by Director Woodward, regarding monthly regional reports, as amended:

RESOLVED, That, on a rotating basis, each regional superintendent is to bring a monthly report to the Board on their current activities; and, be it

FURTHER RESOLVED, That the report shall include, but not be limited to, a description of the region’s overall:

- compliance with special education requirements within the region;
- attendance in the region;
- suspension and other disciplinary data for the region;
- parental involvement within the region’s schools;
- the regional superintendent’s goals for the region and their progress towards goal attainment;
- strategies that are working successfully in the region that may be duplicated elsewhere in the district; and, be it

FURTHER RESOLVED, That the report be a regularly scheduled item on the agenda of the appropriate committee, as determined by the committee’s charge; and, be it

FURTHER RESOLVED, That the first of these reports be presented in the ~~April~~ May 2019 Board cycle.

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

* * * * *

(Item 2) Report with Possible Action on Services Provided to Students with Disabilities in the Least Restrictive Environment (LRE)

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

Administration’s Report

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

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

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

LRE for Higher Outcomes

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

LRE Data

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

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

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

	5A:	5B:	5C:
State of Wisconsin’s Target, 2017-18	70.00%	7.90%	0.95%
MPS May 2018*	76.04%	18.57%	0.58%
MPS August 2018†	76.76%	22.79%	0.45%
MPS September 2018	76.68%	17.93%	0.44%
MPS October 2018	77.12%	18.03%	0.46%
MPS November 2018	77.11%	18.07%	0.48%
MPS December 2018	77.19%	17.82%	0.36%
MPS January 2019	77.35%	17.86%	0.35%
MPS February 2019	77.31%	17.83%	0.34%

*Please note, when the data for May was reported at the June PACE meeting, there were 14,445 students with disabilities enrolled age 6 through 21 years of age.

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

The reports included in the attachments to the minutes of your Committee’s meeting present the district’s information as well as each school’s percentage.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 8.01, Student Nondiscrimination, Complaints and Appeals

Fiscal Impact Statement

No Fiscal Impact

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(Item 3) Report with Possible Action Regarding Safe and Orderly Learning Environments

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 25, 2018, the Board approved Resolution 1819R-005 by Directors Voss and Baéz, regarding a district plan to maintain safe and orderly environments in schools and classrooms:

RESOLVED, That the Board direct the Administration to develop a systemic, district-wide plan to maintain safe and orderly environments in our schools and classrooms, inclusive of the tiered interventions and strategies whose use is to be documented prior to the use of seclusion or restraint; and be it

FURTHER RESOLVED, That, in developing the plan, consideration be given to strategies that make use of trauma-informed alternatives to interventions, to include, but not be limited to, research-based use of mindfulness, de-escalatory techniques, social-emotional learning practices, and Positive Behavioral Interventions and Supports (PBIS); and be it

FURTHER RESOLVED, That, in developing the plan, the Administration work to ensure that families of the Milwaukee Public Schools are involved and informed about the varying strategies to be used prior to consideration and use of seclusion or physical restraint; and be it

FURTHER RESOLVED, That the plan be provided to the Board no later than the December 2018 board cycle.

The Administration has drafted the following plan for safe and orderly environments inclusive of tiered interventions and strategies.

Definitions**Wisconsin Act 125**

- defines *physical restraint* as a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head.
- defines *seclusion* as the involuntary confinement of a student in a room or area apart from other students, from which the student is physically prevented from leaving.

Applicable Uses

Applies to school staff, including independent contractors and their employees, and student teachers. Does not apply to law-enforcement officers working in the school.

Seclusion

Prohibits use of seclusion in public schools, including charter schools, except when:

- a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- constant supervision of the student is maintained;
- the student has adequate access to the bathroom, drinking water, required medications, and regularly scheduled meals; and
- seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

A room or area may not be used for seclusion unless:

- it is free of objects or fixtures that may cause injury;
- there are no locks on the door, including hold-down-type mechanisms that immediately release when pressure is removed, and
- it meets all applicable school building-code requirements.

What is not considered seclusion?

- Directing a disruptive student to temporarily separate himself or herself from the activity in the classroom to regain control is not considered seclusion unless the student is confined to an area from which she or he is prevented from leaving.

- Directing a student to temporarily remain in the classroom to complete tasks while other students participate in activities outside of the classroom is not considered seclusion unless the student is confined to an area from which she or he is prevented from leaving.

Physical Restraint

Prohibits the use of physical restraint in public schools, including charter schools, except when:

- a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- there are no medical contra-indications to its use;
- the degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and
- no prohibited maneuver is used.

Prohibits maneuvers or techniques that:

- do not give adequate attention and care to protecting the pupil's head;
- cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back, or abdomen;
- place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; or
- constitute corporal punishment.

The Act prohibits mechanical or chemical restraints. *Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assists in mobility under the oversight of appropriate medical staff is not mechanical restraint.*

Briefly touching a student's hand, arm, shoulder, or back to calm, comfort, or redirect the pupil is not considered physical restraint.

Timeline: July through September

Provide all principals, school leaders, and special education supervisors training that covers the following items:

Individualized Education Program (IEP) Requirements

The first time that seclusion or physical restraint is used on a student, the student's IEP team must meet as soon as possible after the incident.

- The IEP team must review the student's IEP to make sure that it contains appropriate positive behavioral interventions, supports, and other strategies to address the behavior, and revise if necessary.
- At any time if the IEP team determines that the use of seclusion or restraint may be reasonably anticipated for the student, the IEP must include:
 - o appropriate positive interventions and supports and other strategies that address the behavioral concerns based on a functional behavioral assessment; and
 - o clear statements that the use of restraint and/or seclusion may be used as an intervention.

Notification and Reporting Requirements

If seclusion and/or physical restraint is used on a student at school, the school administrator or designee must:

- as soon as possible, but no later than one business day after the incident, notify the student's parent of the incident and of the availability of the written report; and
- within two business days after the incident, after consulting with school staff who were present, prepare a written report containing all the following information:
 - the student's name,
 - the date, time, and duration of the incident,
 - a description of the incident, including a description of the student's behavior before and after the incident, and
 - the names and titles of school staff present during the incident.

The written report must be kept at the school and made available for review by the student's parents within three business days of the incident.

Each year, by September 1, the school administrator or designee must submit to the school board a report on:

- the number of incidents of seclusion and physical restraint in the previous year,
- the total number of students involved in the incidents, and
- the total number of students with disabilities involved in the incidents.

Training Requirements

Except as discussed below, no school staff may use physical restraint unless he or she has received training that includes:

- methods of preventing the need for physical restraint;
- instruction in the identification and description of dangerous behavior indicating the need for physical restraint and in methods of evaluating risk of harm to determine whether physical restraint is needed;
- experience in administering and receiving various types of physical restraint;
- instruction on the effects of physical restraint on the person restrained, methods of monitoring signs of physical distress, and techniques for determining when medical assistance may be needed;
- instruction in documenting and reporting incidents of physical restraint; and
- demonstration of proficiency in administering physical restraint.

Each school where physical restraint may be used must have at least one staff member who has received training. The school must keep a record of the training received by the staff member(s), including information regarding how long the training is considered valid by the training program.

More than 1,800 staff members have been trained in restraint and seclusion policy and procedure over the past five years by the Department of Student Services.

Unforeseen Emergency Exception

School staff who have not received the prescribed training in physical restraint may use physical restraint on a student at school:

- only in an emergency, and
- only if school staff members who have received training are not immediately available.

Timeline: September through June

District's Restraint & Seclusion Monitoring

The District and all MPS schools will monitor student restraints and seclusions using the Infinite Campus reports:

- MPS — Behavior Response Error Report: Addresses mistakes or required documentation that is missing. This report should be run each month to ensure that all restraint and seclusion documentation is accurate and up to date.
- MPS — Restraint and Seclusion Report: Lists all restraints and seclusions that have been performed during the current calendar school year. This report should be run each month to continue to assess the restraints and seclusions, along with discussions about how to avoid potential student restraints and seclusions

On-Going as Needed

Crisis Prevention Intervention (CPI)/De-escalation Training

The CPI and De-escalation training is a two-day certification course which is valid for 12 months after the certification date. This training presents multiple methods to calm a student before having to resort to either a restraint or seclusion. Certified employees must take a refresher after the year ends to keep the certification.

From July 2018 through February 2019, Milwaukee Public Schools has hosted 39 CPI/De-escalation professional development and refresher sessions, providing guidance on crisis prevention and de-escalation to 577 MPS employees.

If a Milwaukee Public Schools employee is involved in a restraint or seclusion that does not conform with the standards of Wisconsin Act 125, then the employee will be directed to be certified or recertified with the two-day CPI and De-escalation training to ensure that all appropriate techniques are applied before and during any restraint and seclusion.

Review of Restraint and Seclusion Policies and Procedures

During the school year, MPS staff will review current policy and procedure on restraint and seclusion, and suggest changes and modifications to meet the requirement of a safe and orderly classroom environment.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 8.17, Student Rights, Responsibilities, and Discipline

Fiscal Impact Statement

No Fiscal Impact.

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(Item 4) Report with Possible Action on Family & Community Engagement Activities

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 operates within a family-and-community-engagement framework which includes six standards that provide districtwide support to schools for partnering with families to increase student outcomes:

- (1) Schools are welcoming and culturally relevant environments
- (2) Schools are connected to the community
- (3) Schools have tools and knowledge needed to build relationships with families and the community
- (4) Families have avenues to serve as leaders
- (5) Families have opportunities to build peer networks
- (6) Families have tools and knowledge needed to be active in their children’s education.

This report attached to the minutes of your Committee’s meeting provides an update on the work currently being done relative to standards 5 and 6. The District Advisory Council (DAC) and the Families and Schools Together (FAST) program are both examples of ongoing efforts aligned to these two standards.

- The DAC was developed to ensure that MPS families have a voice in the district’s decision making. In January, the DAC’s meeting topics were shared. This month, DAC attendance is provided to highlight the number of family members, community member,s and schools represented across the district.
- The FAST program, which is funded through the Wisconsin Department of Children and Families, is a nationally recognized, research-based program which has been implemented in the following five MPS schools: Auer Avenue Community School, Brown Street Academy, Engleburg, Hopkins-Lloyd Community School and Keefe Avenue School. Since 2018, the FAST program, in partnership with the Department of Strategic Partnerships and Customer Service, has graduated 52 families in total.

Strategic Plan Compatibility Statement

Goal 2, Student, Family and Community Engagement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 1.03, Parent Empowerment

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(Item 5) Report with Possible Action on Regional Showcase — Transformation

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

Background

The Transformation Region comprises 12 schools, including K5, K8, and high schools, with 591 staff members working with 5,286 scholars. Each school was identified to participate in a tiered system of support, which aligns to our Superintendent’s Five Priorities for Success. Our focus is on collaboratively assisting schools with implementation and support of rigorous academic and behavioral interventions that radically shift academic outcomes. The focus is on data-driven instruction, cycles of feedback, and, establishing staff and student culture. The region uses differentiated professional development, distributive leadership, and effective team management.

The spotlight this month is on Riverwest School. Riverwest boasts an 88.2% attendance rate and a 7.2% suspension rate. It is proud of its successful Compliment Challenge and the designation of “safe space” in every classroom.

The Riverwest community recently advocated for a name change for the school from the former Pierce Elementary. They are proud of being a legacy school, with generational attendance, their recent wins at the 2018 Stem Fair, and the expansion of their athletic program.

Project Prevent, a grand-funded program, is bringing trauma-sensitive training, an in-house family therapist, and support from Project Ujima to work with students and families. Project Ujima describes itself as “a grassroots community engagement organization that teaches and facilitates Discussion Circle processes that enable diverse citizens to come together, discuss issues of shared concern, develop relationships of trust, discover common ground, and go from talk to action.”

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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 the Agreement with Milwaukee Area Technical College for At-Risk Students, as Defined in Wisconsin Statutes, Section 118.15, for the 2019-2020 School Year.

Background

In accordance with Wisconsin State Statutes, Section 118.153(1)(b), Milwaukee Public Schools (MPS) has partnered with Milwaukee Area Technical College (MATC) to serve students who are 16 years of age or older and at risk of not graduating from high school. This statute allows students to attend a technical college in lieu of attending high school and to participate in programs leading to high-school graduation. MPS has partnered with MATC since 2000 to serve students who are defined as at-risk under the state statute and to help these students work towards earning high-school diplomas.

On June 28, 2018, the Milwaukee Board of School Directors approved a one-year agreement with MATC and authorized 45 full-time-equivalent pupils for the 2018-2019 school year. Based on the review of data for the 2018-19 school year, Administration recommends a one-year agreement renewal with MATC for the 2019-2020 school year.

Contingent upon the Milwaukee Board of School Directors' approval, representatives from MATC, the Office of the City Attorney, and the MPS Administration have agreed to the following:

- a. MATC will provide a program named the MATC Emerging Scholars Program to serve a maximum of 45 full-time-equivalent (FTE) pupils as set forth in the agreement attached to the minutes of your Committee's meeting;
- b. MATC will serve at-risk students who are 16 years of age or older seeking high-school diplomas through the credit-earning system;
- c. MATC will serve students who are 17 years of age or older seeking high-school-equivalency diplomas; and
- d. students completing the program will receive MPS diplomas.

Technical revisions have been made throughout the agreement to reflect current practices.

The proposed agreement is attached to the minutes of your committee's meeting.

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 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

MPS will be charged an hourly per-pupil rate for the 2019-2020 school year. This rate is charged to the local school district by the Wisconsin Technical College System as required by Wis. Stat., Sec. 118.15. Funding for the agreement will be included as part of the FY20 budget process.

Implementation and Assessment Plan

Upon the Board's approval, the agreement will become effective for the 2019-2020 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the proposed agreement with Milwaukee Area Technical College for At-Risk Students, as defined in Wisconsin Statutes, Section 118.15, for the 2019-2020 school year.

Director Voss left the auditorium.

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

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, and President Sain — 6.
 Recused — Director Voss — 1.
 Noes — None.

* * * * *

(Item 2) Action on a Request to Approve the Contracts for Behavioral Reassignment and At-Risk Seats with Banner Prep, Southeastern Education Center, and Lad Lake Synergy for the 2019-2020 School Year

Background

Milwaukee Public Schools (MPS) provides a continuum of services, including placements for students who have significant emotional, behavioral, and social needs. The behavioral-reassignment (BR) schools were created to serve students who have been expelled through a Central Office hearing process and have received placements in BR schools for specified periods of time.

In June 2018, the Milwaukee Board of School Directors approved one-year contracts for educational services with the following BR schools:

- Banner Prep, currently located at 3517 W. Courtland Ave. The current contract specifies that Banner Prep will serve 115 BR seats and an additional 10 special education comprehensive behavioral seats in grades 9 through 12, for a total of 125 seats. The mission of Banner Prep is to provide an alternative small-school setting for secondary-level students when academic and/or behavioral issues have become major barriers in their success in school.
- Southeastern Education Center, located at 4200 N. Holton Street. The current contract specifies services for 85 BR seats in grades 6 through 8. The mission of Southeastern is to provide students with a safe and secure environment within which they can strengthen their academic skills, develop effective work/school habits, and improve interpersonal relationships.
- Lad Lake Synergy, located at 2820 W. Grant Street. The current contract specifies services for 90 BR seats in grades 6 through 12 and 20 at-risk seats in grades 9 through 12, for a total of 110 seats. The mission of Synergy is to guide growth, to reach potential, and to live responsibly.

MPS continues to have a need to partner with community-based agencies to serve students that have been reassigned for designated periods of time due to violations of the MPS code of conduct.

In March 2019, a team met to review the data for each of the BR schools. The review included a presentation by school representatives and student and staff focus groups. The team was provided the opportunity to discuss the findings, to consider additional input from schools, and to provide feedback.

Based on the review of data, the outcome of the review process, and the needs of the district, Administration recommends one-year contract renewals with Banner Prep, Southeastern Education Center, and Lad Lake Synergy for behavioral reassignment seats and at-risk seats for the 2019-2020 school year.

The proposed recommendation is for Banner Prep to serve 125 BR seats in grades 9 through 12, Southeastern to serve 85 BR seats in grades 6 through 8, and Lad Lake Synergy to serve 90 BR seats in grades 6 through 12 and 20 at-risk seats in grades 9 through 12, for a total of 110 seats.

Representatives from the partnership schools, the Office of the City Attorney, and Administration collaborated to update the contract for BR and at-risk seats. The representatives agree with the contract modifications for the Board's approval, as outlined in the attachment to the minutes of your Committee's meeting.

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 3.06, Fiscal Accounting and Reporting

Fiscal Impact Statement

School allocations are approved annually by the Milwaukee Board of School Directors as part of the budget process.

Implementation and Assessment Plan

The contract term for behavioral reassignment schools is one year and may be renewed for subsequent years, based on the outcome of the contract review, availability of funds, and the needs of MPS.

Upon the Board’s approval, the contracts will become effective for the 2019-20 school year.

Committee’s Recommendation

Your Committee recommends that the Board approve the contracts for behavioral reassignment and at-risk seats with Banner Prep, Southeastern Education Center, and Lad Lake Synergy for the 2019-2020 school year.

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

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(Item 3) Action on a Request to Adopt the MPS Montessori Strategic Plan

Background

At its meeting on September 27, 2018, the Board adopted Resolution 1819R-004, which called for the development of a district-established MPS Montessori Strategic Plan Advisory Committee to begin work on the MPS Montessori Strategic Plan (MPSMSP). The MPSMSP was to include long- and short-term planning. In February 2019, an informational report and draft plan was shared with the Board.

Through the continued collaborative effort of parents, principals, teachers, central staff, Board members, and community members, a final draft of a strategic plan has been created. It offers a strategy to protect, to enhance, and to expand Montessori education within Milwaukee Public Schools.

The Montessori Strategic Plan’s timeline is organized with activities which are prioritized in years one, three, and five. The recommendations in the plan could be implemented by 2024. They include the following:

- adoption of Montessori Essential Elements,
- identification of a Montessori coordinator,
- a new teacher training pathway,
- adolescent professional development, and
- the expansion of program offerings with equity.

The Plan also describes how efforts will be made to reverse enrollment decline, current practices and standards for Montessori education in MPS, and the Montessori Essential Elements. Recommendations for budgetary and systemic priorities are described. Future plans for full Montessori implementation are also explained. Finally, estimated yearly costs to implement the MPSMSP plan are outlined.

The entire plan and presentation are attached to the minutes of your Committee’s meeting.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 2.12, Advisory Committees: Administration-originated

Fiscal Impact Statement

This item does not provide budget authority. There are estimated preliminary costs not to exceed \$380,580, beginning with FY20. The Administration will conduct a needs assessment and budget analysis to bring specific funding recommendations to the Milwaukee Board of School Directors for approval each year during the budget process.

Implementation and Assessment Plan

Upon approval by the Board, the Administration will begin implementation of the plan in alignment with the yearly budget process.

Committee’s Recommendation

Your Committee recommends that the Board adopt the proposed MPS Montessori Strategic Plan as attached to the minutes of your Committee’s meeting, with funding recommendations to be brought to the Board for approval as part of each fiscal year’s budget process.

Director Phillips moved to approve the Administration’s recommendations, except for a modification to change “certification” to “certification and/or training” throughout the plan. The motion passed, the vote being as follows:

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
 Noes — None.

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(Item 4) Action on a Request to Approve the MPS FY19 Head Start Federal Continuation Grant Application

Background

The existing five-year non-competitive grant requires Head Start to provide annual updates. Each year, these progress monitored updates are reflected within a continuation grant that is submitted to the Office of Head Start.

In addition, this continuation grant requires, per the Administration for Children and Families (ACF), the participation — through review, feedback, and approval — of the Milwaukee Public Schools Head Start Policy Council and the Milwaukee Board of School Directors.

The Head Start federal grant-application information was presented to, discussed, and approved by the Policy Council on February 27, 2019.

The funded enrollment for federal MPS Head Start grant is 1,370 students.

The FY19 Head Start federal continuation grant application was due March 1, 2019.

The application and budget narrative are attached to the minutes of your Committee’s meeting.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

This does not authorize expenditures. The federal grant is expected to be in the amount of \$8,974,184.00

Committee’s Recommendation

Your Committee recommends that the Board approve the submission of the 2019-20 Head Start federal application.

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

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(Item 5) Update with Possible Action on the MKE Early Childhood Initiative

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

Background

The Milwaukee Public Schools' Early Childhood Initiative is aligned to the Five Priorities for Success. Our mission is to ensure that all educators who have a direct impact on our students' learning possess the understanding, skill set, knowledge base, capacity, and resources needed to provide high-quality instruction to all students participating in early childhood education programs.

Our vision is that all students participating in MPS's early childhood programs will be adequately prepared to achieve grade-level proficiency in reading, writing, and math by third grade.

Elements of the initiative include high-quality, research-based instruction, family support as students transition, social/emotional learning coupled with cultural and linguistic needs, early childhood staff development, and the equitable distribution of resources.

To date, the scope of the initiative has been developed, weekly and monthly meetings are occurring, and research into best practices is underway. Frog Street professional development is providing additional resources.

Next steps include workgroup collaborations, executing the Strategic Plan, and ongoing monitoring.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 7.01, Teaching and Learning Goals

Fiscal Impact Statement

No Fiscal Impact

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(Item 6) Action on a Request to End the Educational Program of the Non-Instrumentality Charter School Contract with TransCenter for Youth, Inc., for NOVA Tech, as Requested, to be Effective on the Last Regularly Scheduled Day of the 2018-2019 School Year

Background

NOVA Tech was established as a non-instrumentality charter school beginning with the 2014-2015 school year. The current contract with TransCenter for Youth, Inc., (TransCenter) for NOVA Tech is for up to a maximum of 100 full-time-equivalent (FTE) pupils in grades 9 through 12. NOVA TECH is located at 225 W. Capitol Drive.

On January 14, 2019, the Department of Contracted School Services received written communication from TransCenter's representatives notifying MPS of TransCenter's request for non-renewal of the non-instrumentality charter school contract, to be effective on the last regularly scheduled day of the 2018-2019 school year. Administration concurs with TranCenter's request for non-renewal of its non-instrumentality charter school contract.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Administrative Policy 9.12, Charter Schools

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Administration will work with NOVA Tech to ensure a strong finish to the school year. Administration will also assist families in finding new school placements for fall as needed.

The non-instrumentality charter school contract with TransCenter for Youth, Inc., for NOVA Tech will expire effective on the last regularly scheduled day of the 2018-2019 school year.

Administration will notify Wisconsin Department of Public Instruction of the non-renewal of the non-instrumentality charter school contract.

Committee’s Recommendation

Your Committee recommends that the Board approve the request to end the educational program of the non-instrumentality charter school contract with TransCenter for Youth, Inc., for NOVA Tech, as requested, to be effective on the last regularly scheduled day of the 2018-2019 School Year.

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

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(Item 7) Action on a Request to Close Daniel Webster Secondary School Program at the End of the 2018-19 School Year

Background

In accordance with Resolution 1819R-007 by Directors Sain and Falk, as adopted on September 27, 2018, it is proposed to close the current Daniel Webster Secondary School program:

RESOLVED, That Daniel Webster Secondary School be reconfigured to serve grades six through twelve, beginning with the expansion to ninth grade during the 2019-2020 school year and expanding by one grade level each school year thereafter until full expansion to serve grades six through twelve in the 2022-2023 school year; and be it

FURTHER RESOLVED, That Daniel Webster Secondary School’s traditional program be redesigned to include a high-school-preparatory program for middle-school students; and be it

FURTHER RESOLVED, That — in direct alignment with the district’s mission to prepare students for success in higher education, post-educational opportunities, work, and citizenship — the redesign of Daniel Webster Secondary School also include the following three high-school academies from which high-school students will be able to choose their academic focus:

- a college-preparatory academy in which students shall engage in rigorous collegepreparatory courses, including access to early-college high school (ECHS) and dual-enrollment programs;
- a science, technology, engineering, and math (STEM) academy in which students shall engage in an interdisciplinary, hands-on, and project-based learning curriculum, including access to apprenticeships and internships; and
- a leadership, business, law, and social justice academy in which students shall engage in a sequence in business, law, and social justice, including access to community projects, service learning, and internships; and be it

FURTHER RESOLVED, That the Board direct the Administration to establish a steering committee inclusive of representation from Webster’s leadership, staff, students, parents, and partners, as well as representation from MPS’s central administration and the broader community, to work on the redesign and growth of Webster Secondary School; and be it

FURTHER RESOLVED, That the Board direct the Administration, in consultation with the steering committee, to bring an update on the reconfiguration and redesign of Webster Secondary School to the Board no later than the October November 2018 board cycle and quarterly thereafter through the end of the 2019-2020 school year; and be it

FURTHER RESOLVED, That the Board direct the Administration to explore the establishment of feeder patterns to Webster Secondary School.

Closing the program will allow for the redesign and reconfiguration of the program as outlined in the adopted resolution. The resolution sought to establish programming that aligns to the district’s mission to prepare students for success in higher education, post-educational opportunities, work, and citizenship. The resolution called for an inclusive steering committee to facilitate the reconfiguration and redesign of programming at this site. The established steering committee included representation from Webster’s leadership, staff, students, parents and partners, as well as MPS central services staff and the community.

The committee’s exploration resulted in an instrumentality charter school petition that was approved by the Board on December 21, 2018. The petition outlines an education program to serve up to 420 students in grades six through nine beginning with the 2019-20 school year and scheduled to ramp up to 870 students in grades six through twelve beginning with the 2022-23 school year. The proposed instrumentality charter school will provide a rigorous academic program to prepare students for post-educational opportunities. The high-school programming will include three academies from which high-school students will be able to choose their academic focus.

Strategic Plan Compatibility Statement

Goal 1, Academic Achievement

Statute, Administrative Policy, or Board Rule Statement

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

Fiscal Impact Statement

This item does not authorize expenditures.

Implementation and Assessment Plan

Upon approval by the Board, the Administration will work with families to ensure school placements for current Daniel Webster Secondary School’s students.

Committee’s Recommendation

Your Committee recommends that the Board close the Daniel Webster Secondary School program at the end of the 2018-19 school year.

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

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REGULAR ITEMS OF BUSINESS

(Item 1) Reports of the Board’s Delegates

The Board received the monthly reports of the Board’s delegates to the District Advisory Council (DAC), to the MPS Head Start Policy Council, to the Milwaukee Public Library’s Board of Trustees, and to CESA #1.

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

In an effort to support the goals that have been identified by the Board as essential to the accomplishment of the MPS Vision and Mission, the President's activities during the month of March 2019 included the following:

Academic Achievement

- Participated in Read Across America at Gaenslen & Westside Academy
- Attended the Principals' Institute
- Attended the Mentor Milwaukee's mentor-recruitment fair at City Hall
- Visited Thurston Woods School with Superintendent Posley
- Met with JMAC students at the Wisconsin Restaurant Show
- Met with Brenda Campbell, President and CEO of Secure Futures
- Met with Gerard Randall, Executive Director of the Milwaukee Education Partnership (MEP)
- Attend the Summit on Black Male Youth Milwaukee at UWM
- Meeting w/Danae Davis, Executive Director of Milwaukee Succeeds
- Attending a meeting of the City of Milwaukee Black Male Achievement Council
- Attended Insights into Young People's Mental Health at Marquette

Student, Family and Community Engagement

- Met with Sara Meaney, Wisconsin Secretary of Tourism, at Hawley
- Attended MPS Youth Basketball at Morse
- Participated in the MMABSE Bowl-a-thin
- Attended the Mayor's State of the City Address
- Met with County Executive Chris Abele
- Attended the Milwaukee Urban League's Annual Meeting
- Met with Paula Kiley, Director of Milwaukee Public Library
- Attended the State High School Basketball Championship
- Attended the Milwaukee Public Library's Building Development Committee
- Attended the meeting of the Milwaukee Public Library's Board of Trustees
- Attended the staff/student basketball game at Rivertrail

Effective and Efficient Operations

Met with Mark Thomas, Wisconsin Region CEO and Southeast Wisconsin Chapter Executive of the American Red Cross

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RESOLUTIONS**Resolution 1819R-017****By Director Phillips**

WHEREAS, Administrative Policy 8.52(1) recognizes that bullying obstructs the school district's mission to maintain the safety or welfare of students and threatens the safe environment for students and adults, while disrupting productivity both inside and outside of the classroom; and

WHEREAS, Administrative Policy 8.52(2) defines bullying as "...deliberate or intentional behavior using words or actions intended to cause fear, humiliation, intimidation, harm, or social exclusion; and

WHEREAS, Administrative Policy 8.52(3) prohibits bullying by students (either individually or as a group) and adults (including employees and non-employees of MPS) in "...all schools, in school-district buildings, in educational environments, and on school district property, including any property or vehicle owned, leased, or used by the school district," and in activities conducted under the supervision of schools or the district; and

WHEREAS, Administrative Policy 8.53(3) also prohibits the bullying and harassment of students or employees via telephones, computers, and other electronic devices, as well as through speech or behavior that occurs outside of school; and

WHEREAS, Administrative Policy 8.53(4) lays out procedures for the reporting and investigation of allegations of bullying at the school level; and

WHEREAS, Bullying is not contained within the walls of a school, but can permeate and spread through a community, especially in the age of social media; and

WHEREAS, When parents and youth are involved in developing and implementing solutions to bullying:

- schools are better able to develop more responsive responses because students are more likely to see or hear about bullying than are adults;
- school climate improves because students, who likely have more immediate and personal experience with bullying and its effects than do school and district administrators, become part of the solution, resulting in greater buy-in to anti-bullying efforts; and
- parents can support their schools' messages about bullying at home and also are more likely to recognize signs that their children have been bullied or are bullying others; and

WHEREAS, Although MPS has developed a number of programs and strategies to address bullying, more work needs to be done to include teachers, staff, parents, students, and the community at large in the battle to combat bullying; and

WHEREAS, The District Advisory Council's Ad Hoc Committee for Bullying Prevention has developed the following suggestions to assist the district in its anti-bullying efforts:

- focus on proactive practices and restorative practices to build community in schools and to increase positive relationships throughout schools (adults-to-adults, adults-to-students and students-to-students);
- designate at least one half-day a year to focus on bullying-prevention education and team building for all staff in schools;
- build time into each week to allow for student, family, and staff relationship building;
- integrate bullying-prevention education into all student activities;
- create an avenue, such as a student council, through which students may participate in identifying issues and in developing strategies and solutions to prevent bullying in their schools;
- create a replicable student peer-leader program (such as school cadets) that schools may implement as an extra-curricular option;
- increase the availability of mental health services to students;
- increase communication to families about bullying prevention;
- create a clear flowchart for families to understand the steps that happen after suspected bullying has been reported and who to contact if these steps are not being followed;
- develop a clear way for students and families to report concerns about bullying, both anonymously and with a way to receive follow-up from the school within a designated amount of time;
- offer training around bullying prevention to all MPS bus drivers that includes what to do if bullying occurs and how families are to be notified;
- create a system for buses that experience consistent behavior or bullying issues to receive ride-along assessments of the situation and to provide strategies and recommendations for improvements;
- establish a formal partnership with the City of Milwaukee to address bullying as a citywide issue;
- ensure that all K-8 classrooms implement Second Step with fidelity and use the family links letters and information to share with families and to help reinforce what is being taught in the classroom;
- require that all teachers make two positive phone calls about peer relationships per student to the students' respective families each year and document those calls in Infinite Campus;
- establish a program for home visits that are focused on relationship building between home and school;
- encourage family participation in schools' PBIS committees and add bullying prevention to each agenda; and

- conduct an annual bullying prevention audit to monitor fidelity to Second Step, implementation of the health curriculum's bullying requirements, and progress on each of these activities; now, therefore, be it

RESOLVED, That the Board direct the Administration to review and analyze each of the suggestions of the District Advisory Council's Ad Hoc Committee for Bullying Prevention and prepare a comprehensive report to the Board of the feasibility of their implementation within the Milwaukee Public Schools, said report to include, but not be limited to, estimated costs, human-resources implications, and timelines for implementation; and be it

FURTHER RESOLVED, That the Administration be directed to explore, as part of its report, the concept of establishing a safety committee in each school, as recommended by StopBullying.gov, under the following guidelines:

- Each committee would comprise a small group of people focused on school-safety concerns, to include
 - administrators who can answer basic questions about budget, training, curriculum, and Family Educational Rights and Privacy Act (FERPA);
 - innovative teachers with strong school based relationships with students and families, and staff, who have strong classroom and interpersonal skills and who can offer insights;
 - other school staff — such as school psychologists, counselors, school nurses, librarians, and bus drivers — who can bring diverse perspectives on bullying;
 - parents who can share the family viewpoint and keep other parents in the loop on the committee's work;
 - students who can bring fresh perspectives and help identify real-life challenges to prevention; and
 - other community stakeholders — such as clergy members, elected officials, and healthcare providers — who can provide broader insights.
- The primary activities of the safety committees would be to:
 - assist in the planning of bullying-prevention and intervention programs with measurable and achievable goals;
 - assist in the implementation of bullying-prevention efforts;
 - develop and communicate, bullying-prevention policies and rules;
 - educate the school community about bullying to ensure that everyone understands the problem and their role in stopping it;
 - evaluate bullying-prevention efforts and refine the plan if necessary;
 - advocate for the school's work in bullying prevention to the entire school community; and
 - sustain the effort over time.
- These committees are not to serve as forums for discussing the behavior of individual students, which would be a violation of student privacy under FERPA; and be it

FURTHER RESOLVED, That the Administration bring forward this report no later than 90 days from the adoption of this resolution; and be it

FURTHER RESOLVED, That the Administration be directed to revisit existing policies and procedures that address bullying and harassment to ensure that they adequately address the needs of our students and the community and to bring any necessary proposed revisions to the Board as soon as is feasible.

Referred to the Committee on Legislation, Rules and Policies.

ITEMS DEFERRED

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

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

The Board received the following report from its Legislative Policy Specialist.

Background

The budget debate is accelerating at the state level, with assertions being made that the Governor’s budget may be a non-starter. At the same time, there remains strong and clear support for many of the proposals put forward in the budget. Those tensions have been at play during recent discussions over the Blue Ribbon Commission’s report on K-12 Education. The question remains whether the Legislature will adopt the blue-ribbon-worthy options in the report or go in a direction that will offer less support to students in Wisconsin.

A number of important issues were raised and discussed at the Legislative Conference of the Council of the Great City Schools. Key among the points raised is the importance of the upcoming census: Historically, children have been undercounted during the census process, particularly those in the range of birth to four years old. A combined community effort to support an accurate count will be needed to help to ensure that the federal and state resources that follow are made available to the children of Milwaukee and Wisconsin.

The Wisconsin Policy Forum has issued another education-related report that highlights Wisconsin’s last-in-nation levels of support for English-language learners. Wisconsin’s level of funding for students in this area has been described by a national expert as “pitiful.”

Disparities and unfairness in per-pupil revenue limits continue to be a growing concern. Currently, by law, the State of Wisconsin values the students of Milwaukee Public Schools as worth \$1,159.65 less than students in Whitefish Bay. If, as a group, MPS students were valued at Whitefish Bay’s level, they would have access to an additional \$89 million of support and programming on an annual basis. Simply funding MPS students in a fair manner and increasing support for students with disabilities to the 60% reimbursement level would provide \$154 million worth of resources to the children of Milwaukee.

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

Background

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

This item has been noticed for executive session pursuant to Wisconsin Statutes, Section 19.85(1)(g), which provides that a governmental body may convene in executive session to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The Board may reconvene in open session to take action on matters discussed in closed session or to continue with the remainder of its agenda; otherwise, the Board will adjourn from executive session.

Strategic Plan Compatibility Statement

Goal 3, Effective and Efficient Operations

Statute, Administrative Policy, or Board Rule Statement

Board Governance Policy 2.01, General Governance Commitment

Fiscal Impact Statement

NA

Recommendation

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

Director Baéz moved to retire to Executive Session, pursuant to Wisconsin Statutes 19.85(1)(g). The motion passed, the vote being as follows:

Ayes — Directors Baéz, Falk, Harris, Miller, Phillips, Voss, and President Sain — 7.
Noes — None — 0.

The Board retired to Executive Session at 7:50 PM.

The Board adjourned from Executive Session at 8:21 PM.

JACQUELINE M. MANN, Ph.D.
Board Clerk

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