

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
JANUARY 8, 2026**

Special meeting of the Board of School Directors called to order by President Zombor at 5:30 P.M.

Present — Directors Ferguson, Herndon, O’Halloran, Reza, Siemsen, Vannoy, and President Zombor — 7.  
Absent and Excused— Directors Fons and Jackson - 2.

The Board Clerk read the following call of the meeting:

To the Members of the Board of School Directors:  
At the request of President Missy Zombor, a Special Meeting of the Milwaukee Board of School Directors is scheduled to take place virtually.

Special Board Meeting

5:30 p.m., Thursday, January 8, 2026

The purpose of this meeting is to consider a pending litigation matter.  
As is customary at Special meetings of the Board, public testimony will not be taken at this meeting.

This meeting will be held virtually and will be broadcast on WYMS 88.9 FM radio. The meeting may be accessed on the [MPS YouTube Stream](#), the link to which maybe found on the Board of School Directors Upcoming Meetings page of MPS website. There will be no in-person access.

Pursuant to Wisconsin Statute 19.85(1)(g), the Board may retire to a closed session to consider this item.

TINA OWEN-MOORE, ED. L.D.  
Board Clerk

**(Item 1) Action on a Request to Retire to Closed Session to Confer with Legal Counsel with Respect to Pending or Probable Litigation Matters**

**Background**

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

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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1.18 - Legal Representation

**Recommendation**

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That the Board retire to closed session.

Director Ferguson moved to retire to closed session, pursuant to Wisconsin Statutes 19.85(1)(g). The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President  
Zombor — 7.  
Noes — None — 0.

The Board adjourned from closed session at 6:20 p.m.

TINA OWEN-MOORE, Ed. L.D.  
Board Clerk

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
JANUARY 15, 2026**

Special meeting of the Board of School Directors called to order by President Zombor at 7:45 p.m.

Present — Directors Herndon, Reza, Siemsen, Vannoy, and President Zombor — 5.  
Absent and Excused – Directors Ferguson, Fons, Jackson, and O’Halloran – 4.

The Board Clerk read the following call of the meeting:

To the Members of the Board of School Directors:  
At the request of President Missy Zombor, a Special Meeting of the Milwaukee  
Board of School Directors is called.

Special Board Meeting  
6:30 p.m., Thursday, January 15, 2026  
(Or immediately upon the adjournment of the preceding Meeting of the  
Committee on Student Achievement and School Innovation)

The purpose of this meeting is to consider an employment matter that requires a  
closed session.

As is customary at Special meetings of the Board, public testimony will not be  
taken at this meeting.

TINA OWEN-MOORE, ED. L.D.  
Board Clerk

**(Item 1) Action on Consideration of Employment Matters that Require a Closed Session**  
**Background**

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Pursuant to Wisconsin Statute 19.85(1)(c)(f)(g), the Board may retire to closed session to consider employment, promotion, compensation, or performance evaluation data of employees over which the Board has jurisdiction and to consider financial, medical, social or personal histories or disciplinary data of specific employees, preliminary consideration of specific personnel problems or the investigation of charges against specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to. The Board may also confer with legal counsel for the Board who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved relative to these employment matters.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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1.02 - Regular Board Meetings

**Recommendation**

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That the Board retire to closed session to consider this item.

Director Vannoy moved to retire to closed session, pursuant to Wisconsin Statute 19.85(1)(c)(f) and (g). The motion passed, the vote being as follows:

Ayes — Directors Herndon, Reza, Siemsen, Vannoy, and President Zombor — 5.  
Noes — None – 0.

The Board retired to closed session at 7:49 p.m.

The Board adjourned from closed session at 8:20 p.m.

TINA OWEN-MOORE, Ed. L.D.  
Board Clerk

**BOARD OF SCHOOL DIRECTORS  
MILWAUKEE, WISCONSIN  
JANUARY 22, 2026**

Regular meeting of the Board of School Directors called to order by President Zombor at 5:35 p.m.

Present — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.

Absent and Excused— Director Jackson – 1.

**AWARDS AND COMMENDATIONS**

Before proceeding with the agenda, President Zombor asked for a moment of silence for the following members of the MPS community:

- Bodhi Santos Lindquist, an 8th grade student from Escuela Vieau
- Teshone Marion, a retired support staff at Bay View HS
- Jorey Anderson, a 12th grade student from Bradley Tech HS
- Maria Ramirez, a retired support staff at Hamilton HS
- Kemonney Tallies, a 9th grade student from NOVA HS
- Patricia Lipsey, a retired paraprofessional from 81st Street School
- Elaine Macardy, a retired teacher from Franklin School
- Girtah Myers, a retired teacher from Lady Pitts
- Patricia Orozco, a retired teacher from Clement Avenue
- Humberto Paniagua, a retired FMS Carpenter
- Eunice Reed, a retired paraprofessional from Browning
- John Robinson, a retired FMS Carpenter
- Rhia Thornton, a retired building service helper from Vincent HS

The Board also recognizes the passing of former 9<sup>th</sup> District Alderman Don Richards, who served on the Common Council from 1988 to 2004. Don was a lifelong advocate for fair trade, economic development and public safety, and active in the Open Housing marches during the 1960s.

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## AWARDS AND COMMENDATIONS

### (Item 1) **Action on the Adoption of a Resolution Honoring the Life and Service of Former MPS Board Director and Board President Mark Anthony Sain**

#### **Background**

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Director Jackson has introduced the following resolution in honor of the late Mark Anthony Sain for consideration.

#### RESOLUTION HONORING THE LIFE AND SERVICE OF FORMER MPS BOARD DIRECTOR AND BOARD PRESIDENT MARK ANTHONY SAIN

By Director Jackson

WHEREAS, Mark Anthony Sain was a proud graduate of Milwaukee Public Schools, beginning his education in the 53206 community and graduating from Washington High School in 1977; and

WHEREAS, Mark Sain had a distinguished 28-year career with the Milwaukee Fire Department—culminating in his appointment as Assistant Fire Chief; and

WHEREAS, Continuing his service to the public, Mark Sain was elected to represent District 1 on the Milwaukee Board of School Directors in 2011; and

WHEREAS, Mark Sain served two four-year terms on the Board, including three years as Board President, providing steady leadership during times of critical decision-making and governance of the district; and

WHEREAS, During his tenure, Mark Sain advanced opportunities for students with special needs, strengthened career and technical education pathways, and supported partnerships that connected students to real-world learning experiences; and

WHEREAS, Mark Sain played a key role in the founding of Green Tree Preparatory Academy and later continued his support as Vice-Chair and Chair of its governing board through 2025; and

WHEREAS, Beyond his service to MPS, Mark Sain contributed to Milwaukee’s broader educational landscape through long-standing service on the Milwaukee Public Library Board of Trustees, including as Board President from 2022–2025, where he supported branch redevelopment, community access, and literacy initiatives; and

WHEREAS, Mr. Sain was known for his integrity, collaborative leadership, and enduring belief in equitable access to high-quality education for all students; and

WHEREAS, On November 2, 2025, Mark Anthony Sain was called to eternal rest, leaving a legacy of leadership and service that continues to benefit Milwaukee’s students and families; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors honors the life and service of Mark Anthony Sain and affirms that the legacy of Mark Anthony Sain will continue to inspire and guide the work of the district; and, be it

FURTHER RESOLVED, That this resolution be presented to the Sain Family in recognition of his lasting contributions to Milwaukee Public Schools; and, be it

FURTHER RESOLVED, That this resolution be spread upon the permanent record of the Milwaukee Board of School Directors

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

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Goal 2, Student, Family and Community Engagement

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

1.10 - Communications, Petitions, Resolutions for Referral

**Recommendation**

That the Board determine how it wishes to proceed.

Director Ferguson moved to adopt the Resolution honoring the life and service of Mark Anthony Sain, as presented. The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.

Noes — None — 0.

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**(Item 2) Recognition of the 50th Anniversary of the Election of Leon W. Todd, Jr. to the Milwaukee Board of School Directors**

**Background**

Director Marva Herndon has requested recognition of the 50th Anniversary of the election Mr. Leon W. Todd, Jr., to the Milwaukee Board of School Directors and will present the following proclamation:

**PROCLAMATION  
HONORING THE 50TH ANNIVERSARY OF THE ELECTION OF  
LEON W. TODD, JR.**

WHEREAS, November 11, 2025 marked 50 years since Leon W. Todd, Jr. was first elected to the Milwaukee Board of School Directors; and  
WHEREAS, in 1975, Leon W. Todd, Jr. made history as the first African American elected to the at-large Board seat under the district-based electoral system; and  
WHEREAS, Leon W. Todd, Jr. served during a pivotal era of desegregation and federal court orders, demonstrating leadership, courage, and a steadfast commitment to equitable education for all students; and  
WHEREAS, Leon W. Todd, Jr. played a significant role in the development of MPS's nationally recognized language immersion programs, including the creation of the Milwaukee German Immersion School, which helped establish the district's successful immersion pathway; and  
WHEREAS, Leon W. Todd, Jr. continued his service to the Board in the 1990s, offering experience, historical knowledge, and a consistent focus on educational access and opportunity; and  
WHEREAS, The legacy of Leon W. Todd, Jr. continues through the generations of students impacted by his work, as well as through his family members who are proud MPS graduates and students;  
NOW, THEREFORE, BE IT PROCLAIMED, that Director Marva Herndon, in her role as District 1 Representative of the Milwaukee Board of School Directors, honors Leon W. Todd, Jr. on the 50th anniversary of his historic election and expresses deep appreciation for his groundbreaking leadership and lasting contributions to Milwaukee Public Schools; and  
BE IT FURTHER PROCLAIMED, that this proclamation be presented to Mr. Todd and his family in recognition of his service, his vision, and his enduring impact on public education in Milwaukee.

### **Strategic Plan Compatibility Statement**

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

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

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Admin Policy 1.05 - Recognition for Accomplishment

*Before proceeding with the items as listed in the agenda, New Business, Item 2, Update with Possible Action on FY22 Budget Preparation was considered. See below.*

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## **APPROVAL OF MINUTES**

The minutes of the special and regular board meetings of October and November were approved by consensus.

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

### **(Item 1) Report with Possible Action from the Superintendent of Schools**

#### **Background**

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Each month, the Superintendent will share updates with the Milwaukee Public Schools (MPS) Board of Directors and the broader MPS community. These updates will serve as an overview of the month's developments, offering insight into various events, initiatives, and milestones achieved. It will highlight activities, academics, and various areas where gains and growth are noted, ensuring that both successes and challenges are communicated.

#### **Safe Haven Update**

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*All MPS Sites are Safe Havens*

- New multilingual posters delivered to every MPS school in December
- MPS safety team regularly reviewing plans
- Presentation updated, posted to web
- Principal updates shared January 9, January 16, January 19
- Continued cross collaboration:
  - Government partners on emergency response
  - Community partners on support

#### **Literacy Plan Update**

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*Advancing Literacy Through Science of Reading*

- New literacy materials launched aligned to the Science of Reading (HMH Version 3)
- Literacy prioritized as the foundation of academic achievement
- Targeted professional learning underway: January 26 (K-5, K-8), February 17 (6-8, 9-12)
- Ongoing support for educators to strengthen use of high-quality instructional materials
- Collaborative effort across teams to support continuous learning and growth

**Finance Update**

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*MPS Reaches Key Financial & Operational Milestone*

- \$8 million in state funding received after DPI released final withholding
- External 2024-25 financial audit completed January 14 — third in 13 months
- Improved financial systems underway to ensure accurate, timely state reporting
- Rebuilding trust and transparency through stronger controls, staffing, and partnerships
- Continued partnership with MGT, Council of Great City Schools, Dept. Of Public

Instruction

**Enrollment Update**

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*Using Trends to Project Enrollment*

- Partnering with 4MATIV to improve enrollment projections for budgeting and planning (presentation at FACE committee)
- Projections use current enrollment and trends to support more stable staffing and budgets
- Enrollment has declined 15% over nine years, driven by smaller kindergarten cohorts; greater kindergarten focus needed
- Improved projections enable earlier, more predictable, student-centered decisions

**MPS Website Update**

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*MPS Public Website Redesign: Key Improvements*

- Stronger search functionality for faster access to information
- Expanded video and visual content highlighting MPS students, staff, and schools
- Updated, more accurate content across high-use pages
- Data-informed navigation based on website traffic patterns

**Strategic Plan Compatibility Statement**

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

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

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Admin Policy 2.10 - Administrative Reports

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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N/A

**Recommendation**

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N/A

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

### **(Item 1) Monthly Report, with Possible Action, from the Board Clerk/Chief Officer, Office of Board Governance**

#### **Background**

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The Office of Board Governance (OBG) submits, with grateful appreciation, all those contributing to its efforts, the following report on OBG activities.

The past month has been busy for the Office of Board Governance. We met some of our key goals for our records requests, attended numerous events and activities, and collaborated on many district endeavors. Here are a few of the things we accomplished this month.

#### **Website Collaboration**

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At the end of December, the Office of Communications launched the district's new website, which included several pages for the Board and the Office of Board Governance. This took a good deal of planning in November to get our pages ready for publication. In January, we have been working with the Communications team to make final edits and ensure our pages have everything they need to be accessible, informative, and practical for our students, staff, families, and community constituents.

The Electronic School Board (ESB) site was also recently updated to include better accessibility and ease of use.

#### **JustFOIA**

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Our contract with JustFOIA has been approved, and we are now in the process of setting up a new web interface for the submission of records and information requests, public comments on Board items, and constituent concerns. Our team is working with the district's IT team and the team at JustFOIA to build the interface in a way that will be simple to use for our families, staff and constituents. The program will also provide us with additional tools for responding to records requests, tracking constituent contact, creating reminders, and more. We hope that these tools will increase response times and make the processes more intuitive for our users, Administrators, and Board members.

#### **Policy Review Project**

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After just over a year, we are coming to the end of our policy review process, with just two full chapters left to review, and then a small set of policies that had been set aside earlier for further review. This was the timeline we set at the beginning of this project, and we are on track to complete the full review by our June goal. This will allow us to go live in July with the new searchable policy site. This has been a tremendous undertaking, with leaders from every department putting in a considerable amount of time and work, with our office and the NEOLA team, to ensure that our policies are relevant, compliant, and aligned to practice. This has also been a big lift for Board members, who have reviewed every policy, engaged with stakeholders around policy considerations, and taken the time at Board meetings to have fruitful discussions around policy considerations. This will undoubtedly be a project that everyone will be able to feel proud of when it is done.

#### **Organizational Structure**

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Over the past several weeks, our office has worked through the Compensation Committee to reorganize our Office structure. By eliminating unnecessary positions and realigning work based on strengths and experience, this reorganization will make us more efficient, responsive, and cost effective.

#### **Board Presence Protocol**

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The Office of Board Governance supports Board members in their engagements within the community and at schools. Events are scheduled in collaboration with the district's Communications Team, the Superintendent, or with other community agencies and/or individuals. At times, Board members also request visits to schools, and often schools invite board members to attend events or visit. Given the multiple ways in which board engagement happens, and the requirements for complying with open

meetings laws, our office developed a Board Presence Protocol to create consistent expectations and processes for these engagements. We hope that this protocol will ensure that those invited, and those doing the inviting, have what they need for a successful engagement.

### **Legislative Agenda Development Framework**

Our office has also been working on developing a framework for the development of the legislative agenda. This will be a timeline and description of the key activities that take place during the biennium budget process. This will provide Board members with the information needed to participate in and follow the advocacy work that we do on behalf of the district and in collaboration with other agencies.

### **Executive Officer Evaluations**

Over the past year, the Board has engaged with the Wisconsin Association of School Boards (WASB) to facilitate a clear and consistent process for the evaluation of the Board's executive officers – the Superintendent, the Chief Officer of the Office of Board Governance, and the Chief Officer of the Office of Accountability and Efficiency. Our Office is assisting with the process by coordinating with WASB on the Board's behalf. This month, the data gathering process began for the two Chief Officers, and next month the process will begin for the Superintendent.

### **Board Meetings and 2x2s**

As the District looks to the important decision-making to come this month, the Office of Board Governance has facilitated & participated in numerous meetings and 2x2s with Board members and Administration.

### **Board Member Engagements and Activities**

The Office of Board Governance facilitates board member attendance at events and activities across the district, ensuring board members have the information they need and making sure that events are properly noticed when a quorum of board members may be in attendance.

Here are just a few of the events that were attended in January:

- Milwaukee Academy of Chinese Language Marquette Basketball Moms Partnership event
- The City Review 2026
- Parent Academy School Resource Officer Updates
- YMCA 20<sup>th</sup> Annual Dr. Martin Luther King Jr. Celebration Breakfast
- City Year MLK Day of Service
- 42<sup>nd</sup> Annual Dr. Martin Luther King Jr. Birthday Celebration
- Grand Slam Teacher Award at MacDowell Montessori
- Wisconsin State Education Convention
- WASB Tour of Hayes Bilingual

### **Beyond the Boardroom**

The Board Services Team is actively working with Board members to engage in activities in the community on a regular basis. If you have an idea about where our team can help you facilitate engagement with the community, send us an email.

### **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**

3.05 - Role of the Board Clerk/Chief Officer, Office of Board Governance

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**(Item 2) Report with Possible Action on Legislative Matters Concerning Milwaukee Public Schools**

**Background**

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Updates regarding federal activity and state budget progress will be provided.

The provision of no additional state general aid for schools will have significant consequences in fall. So too will revenue limit per pupil levels that fail to keep pace with inflation. So too will the continuing trend of underfunding from the federal level.

As noted in the Wisconsin Supreme Court's decision in *Vincent v Voight*, "The legislature has articulated a standard for equal opportunity for a sound basic education in Wis. Stat. §§ 118.30(lg)(a) and 121.02(L) (1997-98) as the opportunity for students to be proficient in mathematics, science, reading and writing, geography, and history... So long as the legislature is providing sufficient resources so that school districts offer students the equal opportunity for a sound basic education as required by the constitution, the state school finance system will pass constitutional muster."

A copy of a 2025 legislative bill that aims to adjust the reimbursement rate and a copy of Governor Evers' 2026 Legislative Agenda letter were provided under separate cover.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

Goal 2, Student, Family and Community Engagement

Goal 3, Effective and Efficient Operations

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

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1.02 - Goals

**Fiscal Impact Statement**

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This item does not authorize expenditures.

**Implementation and Assessment Plan**

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

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**(Item 3) Action to Retire to Closed Session to Consider an Employment Appeal Filed in Accordance with Board Rule Appendix A**

**Background**

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The Board will retire to closed session to consider an employment appeal filed in accordance with Board Rule Appendix A.

This closed session will be conducted under the parameters of Wisconsin Statutes 19.85(1)(g), for the purpose of conferring with legal counsel for the Board who is rendering oral or written advice concerning strategy to be adopted by the Board with respect to litigation in which it is or is likely to become involved;

19.85(1)(c) for the purpose of considering employment, promotion, compensation or performance evaluation data of any public employee over which the Board has jurisdiction or exercises responsibility; and

19.85(1)(f) for the purpose of considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Appendix A - Procedures for Appeals of Employee Disciplinary Hearings

**Recommendation**

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That this item be considered in closed session

*Consideration deferred to the end of the meeting.*

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**(Item 4) Action on a Request to Retire to Closed Session to Confer with Legal Counsel with Respect to Pending or Probable Litigation Matters**

**Background**

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

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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1.18 - Legal Representation

**Recommendation**

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That the Board retire to closed session.

*Consideration 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**

**Background**

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The Office of Accountability and Efficiency's (OAE) Report provides the Milwaukee Board of School Directors and the public with an update on current activities in service areas headed by the Senior Director of the OAE. The following report includes activities from late December through mid-January.

Accountability and Efficiency Services

Between December 6, 2025, and January 10, 2026, Accountability and Efficiency Services completed one constituent inquiry, two requests for information/research, one impartial hearing officer assignment, and three special projects.

Additionally, Accountability and Efficiency Services supported the Administration in reviewing the available funds in Fund 46, the Long-Term Capital Improvement Trust Fund. Accountability and Efficiency Services continued to support the Administration with advancing the Corrective Action Plan.

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

### **Contract Compliance Services (CCS)**

CCS is pleased to continue supporting MPS students during the 2025–2026 school year, with a strong focus on expanding meaningful, school-based work-based learning opportunities for high school students. Through continued collaboration with internal school-based staff, CCS is able to reduce common barriers such as transportation and scheduling while increasing access to paid internship experiences.

In January, CCS sponsored two Building Service Helper Assistant positions, two Arts/Humanities Internships, and one Teaching Assistant position.

As we move ahead, CCS remains committed to compliance, equity, and impactful student engagement in alignment with Administrative Policies 3.10 and 3.13.

### **Audit Services**

The Audit Services area under the OAE provides independent assurance that the District's risk management, governance, and internal control processes are operating effectively.

Updates in the Audit Services area for the current reporting period of December 6, 2025, and January 10, 2026, include:

- Issued two school audits
- Biweekly meetings with Employee Relations to discuss received tips
- Onboarded a second Performance Auditor I to increase office effectiveness
- Ongoing activities include open and active investigations resulting from fraud hotline tips, school audits and Board-approved performance audits

### **Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

3.08 - Role of the Senior Director, Office of Accountability and Efficiency

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

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

Director O'Halloran moved to accept the reports of the Independent Hearing Officers of:

January 5, 2026, @ 9:00 a.m., 10:00 a.m., 11:00 a.m., 1:00 p.m.

January 8, 2026, @ 9:00 a.m.

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

Ayes — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.

Noes — None.

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**REPORTS OF STANDING COMMITTEES**

Separate consideration was requested of the following item from the Committee on Legislation, Rules and Policies:

- Item Three, Work Session on Policy Review: Consideration of, and Possible Action on, Section 5000 Students, has been set aside as a procedural matter.

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

Ayes — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.  
 Noes — None.

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

Director O'Halloran 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, Affirmative Action Report**

**Classified Personnel Transactions**

	Name	Position	Salary	Date
<b>NEW HIRES</b>				
2	Atreue Brown	Building Service Helper I	\$18.41/hr	12/01/2025
2	Lakema Brown	Building Service Helper I	\$18.41/hr	12/01/2025
2	Gloria Caston	Building Service Helper I	\$18.41/hr	12/01/2025
2	Matthew Eady	Building Service Helper I	\$18.41/hr	12/01/2025
2	Tangina Golden	Building Service Helper I	\$18.41/hr	12/01/2025
2	Kamesha Jackson	Building Service Helper I	\$18.41/hr	12/01/2025
2	Roy Jines	Building Service Helper I	\$18.41/hr	12/01/2025
2	Rickie Kelly	Building Service Helper I	\$18.41/hr	12/01/2025
2	Billy Martin	Building Service Helper I	\$18.41/hr	12/01/2025
2	Paris Martin	Building Service Helper I	\$18.41/hr	12/01/2025
2	Lonese Riley	Building Service Helper I	\$18.41/hr	12/01/2025
5	Chad Campeau	Carpenter	\$45.46/hr	12/01/2025
5	David Jones	Carpenter	\$45.46/hr	12/22/2025
2	Olabisi Akindele Obe	Children's Health Assistant	\$24,220.67	12/01/2025
2	Monique Bankhead	Food Service Assistant	\$18.40/hr	12/22/2025
4	Sandra Martinez Garcia	Food Service Assistant	\$18.40/hr	12/22/2025
4	Julian Martinez	Locksmith	\$45.46/hr	12/01/2025
2	Kendall Carter	Paraprofessional	\$22,873.70	12/15/2025
2	Tunya Coleman	Paraprofessional	\$22,873.70	12/08/2025

2	Ayonna Edwards	Paraprofessional	\$22,873.70	12/15/2025
2	Canaan Henry	Paraprofessional	\$22,873.70	12/01/2025
4	Abbie Kirner	Paraprofessional	\$22,873.70	12/01/2025
4	Imani London	Paraprofessional	\$22,873.70	12/08/2025
2	Madison McCartha	Paraprofessional	\$22,873.70	12/01/2025
2	Rachelle Muldrow	Paraprofessional	\$22,873.70	12/01/2025
5	Kacey Ninmann	Paraprofessional	\$22,873.70	12/15/2025
4	Tania Padilla	Paraprofessional	\$22,873.70	12/08/2025
5	Brittnie Reisinger	Paraprofessional	\$22,873.70	12/08/2025
5	Mikala Sebastian	Paraprofessional	\$22,873.70	12/15/2025
2	Josephine Smith	Paraprofessional	\$22,873.70	12/15/2025
5	Angela Starr	Paraprofessional	\$22,873.70	12/01/2025
4	Mahara Steverson	Paraprofessional	\$22,873.70	12/08/2025
1	Isabella Wilson Miller	Paraprofessional	\$22,873.70	12/01/2025
3	Gowmong Yang	Paraprofessional	\$22,873.70	12/08/2025
4	Nancy Martin	Paraprofessional – Parent Involvement	\$32,368.69	12/08/2025
5	Jessica Salas	Paraprofessional – Parent Involvement	\$32,368.69	12/08/2025
2	Curtis Adams	School Safety Assistant	\$29,504.35	12/08/2025
2	Dominique Borom	School Safety Assistant	\$29,504.35	12/08/2025
2	Anevay Carter	School Safety Assistant	\$29,504.35	12/08/2025
2	Rotrell Foster	School Safety Assistant	\$29,504.35	12/08/2025
2	Kiandrea Gray	School Safety Assistant	\$29,504.35	12/08/2025
2	NaSirria Johnson	School Safety Assistant	\$29,504.35	12/08/2025
2	Denzel Kirksey	School Safety Assistant	\$29,504.35	12/08/2025
2	Princess Lee	School Safety Assistant	\$29,504.35	12/08/2025
2	Briana Mack-Walker	School Safety Assistant	\$29,504.35	12/08/2025
2	Geraldine Smith	School Safety Assistant	\$29,504.35	12/08/2025
2	Jimesha Ward	School Safety Assistant	\$29,504.35	12/08/2025
2	Anthony Williams	School Safety Assistant	\$29,504.35	12/08/2025
2	Chela Downey	School Secretary I – 10 Month	\$50,422.49	12/08/2025
2	Afawness Woodard	School Kitchen Manager I	\$29,997.74	12/01/2025
2	Taylor Burns	School Kitchen Manager Trainee	\$18.83/hr	12/10/2025
2	Laquita Gary	School Kitchen Manager Trainee	\$18.83/hr	12/15/2025
2	Jazmine Holt	School Kitchen Manager Trainee	\$18.83/hr	12/09/2025
2	Lemeir Robey-Butler	School Kitchen Manager Trainee	\$18.83/hr	12/01/2025

## PROMOTION

2	Clavon Smith	Building Service Helper II	\$43,126.40	12/08/2025
2	Flor Mauricio	School Secretary I – 10 Month	\$37,353.85	12/15/2025
2	Willie Jenkins	School Engineer I	\$65,785.59	12/22/2025
2	Michael Hill	School Engineer II	\$72,564.75	12/08/2025
2	Diane Green	School Secretary II	\$61,391.33	12/01/2025

## REHIRES

2	Shaquanna Randall	Building Service Helper I	\$18.41/hr	12/01/2025
2	Janeen Jewett	Food Service Assistant	\$18.40/hr	12/01/2025
2	Yolanda Pollard	Food Service Assistant	\$18.40/hr	12/01/2025
2	Andre Branch	Paraprofessional	\$22,873.70	12/15/2025
2	Raquel Jones	Paraprofessional	\$22,873.70	12/08/2025
5	Kimberly Pawelko	Paraprofessional	\$22,873.70	12/08/2025

4	Marivel Sanchez Garcia	Paraprofessional	\$24,276.52	12/01/2025
2	Lamar Williams	Paraprofessional	\$32,362.69	12/08/2025
2	Walter Gilmore	School Safety Assistant	\$31,350.61	12/08/2025
<b>Codes</b>				
1	Native American			
2	African American			
3	Asian//Pacific Islander			
4	Hispanic			
5	White			
6	Other			
7	Two or More Codes			
r	Resident			
nr	Non-resident			

**Certificated Appointments**

**ACTION ON CERTIFICATED APPOINTMENTS -TEACHER**

1,nr	E Roche,Janelle SPEC ED MULTICATEG.	01/BA	\$58,383.54	12/8/2025
5, nr	Katterfeld,Karin MATHEMATICS	01/MA	\$95,296.97	12/15/2025
5,nr	Knopp,Jordan P SAGE	01/MA	\$93,112.45	12/15/2025
4,r	Lopez,Disney K BILINGUAL ED	01/BA	\$54,386.11	12/8/2025

**ACTION ON CERTIFICATED APPOINTMENTS-PERMIT TEACHER**

2,r	Eauslin,Tess N EARLY CHILDHOOD- SPEC ED	XX/4W2	\$54,386.11	12/1/2025
2,r	Olubobola,Titilola EARLY CHILDHOOD- SPEC ED	XX/4W2	\$54,386.11	12/8/2025
2,r	Tarver,Tempestt L EDUCATIONAL OPERATIONS	XX/4W2	\$54,386.11	1/5/2026
5,nr	Weber,Abigail REG (5 YR) KINDERGARTEN	XX/4W2	\$54,386.11	12/2/2025

Counts	Male	Female	Native American	African American	Asian/ Pacific Islander	Hispanic	White	Other	Two or More Ethnic Codes
			(1)	(2)	(3)	(4)	(5)	(6)	(8)
Teachers	1	7	1	3	0	1	3	0	0
SSW's	0	0	0	0	0	0	0	0	0
Psychologists	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>

B - (BA) Bachelor's Level (Teacher's)

C - (MA) Master's Level (Teacher's)

**Leaves of Absence**

	Present Assignment	Effective From
Personal Leave January 2026		
Ana Maria Coronado Berrones	Forest Home Avenue School	January 8, 2026
Amber Fern	Keefe Avenue	January 7, 2026
Illness Leave December 2025		
Duane Steffenhagen	Itinerant	December 18, 2025
Chueneng Yang	Congress	December 15, 2025
Angela Hamilton	James Groppi	December 4, 2025
Robert Cunningham	Lincoln Middle School	December 4, 2025
Esther Buzzini	Itinerant	December 1, 2025
Illness Leave November 2025		
Aaron Smith	Out of Assignment	November 17, 2025

**Certificated Resignations and Classified Retirements**

Reason	Yrs Svc	Eth Code	Name	Position	Location	Effective Date
<b>Certificated Resignations</b>						
Retire	32.4	5	Joan Caird	Teacher	Emerson	02/27/2026
Retire	26.0	5	Prudence Camuy	Teacher	Barton	01/16/2026
Retire	34.0	4	Eduardo Galvan	Dep Super	Superintendent Of	01/16/2026
Personal	4.3	5	Aaron Glazewski	Teacher	Bay View HS	12/07/2025
Retire	31.1	2	Janel Hawkins	Principal	Dr. King Elem	02/05/2026
Personal	6.7	5	Emily Henderson	Teacher	Story	12/31/2025
Personal	0.2	5	Nora Krings	Teacher	WCLL	11/07/2025
Other Dist	3.1	4	Nilmaris Lopez Maldonado	Teacher	Spanish Imm	01/05/2026
Retire	23.3	5	Deborah Mayfield	Teacher	Thurston Woods	01/05/2026
Personal	0.1	2	Justin Metzner	Teacher	French Imm	10/31/2025
Other Dist	13.2	5	Michelle Patten Ruegg	Teacher	Equity Access&Incl	11/21/2025
Personal	12.0	5	Samantha Prochnow	Lib Med Spc	Cooper	01/02/2026
Retire	23.3	5	Sarah Roecklein	Teacher	Rogers Street	01/30/2026
Retire	32.1	2	Fred Sanders	Teacher	Roosevelt	06/15/2026
Personal	4.4	5	Aaron Stern	SSW	Whitman	12/19/2025
Personal	0.2	5	Chloe Tower	Teacher	MHSA	11/22/2025
Personal	6.3	5	Erin Wantoch	Teacher	Lincoln MS	12/03/2025
Personal	1.4	5	Jordan Willis	Teacher	Audubon MS	01/23/2026
<b>Classified Resignations</b>						
Personal	2.4	4	Maria Abrego	Para	AAL	01/06/2025
Personal	13.4	2	Jacquelyn Brazil	Para	Pratt	01/09/2026
Personal	0.1	5	Angeline Daniels	Acctg Asst I	Finance	12/23/2025
Retire	33.2	5	Nancy DeSautel	Secretary I	Honey Creek	01/05/2026
Personal	2.3	5	Monica Ducksworth	Para	JMAC	12/10/2025
Personal	1.0	2	Devan Ellis	Para	Lancaster	12/13/2025
Other Work	0.1	4	Angel Galarza	Para	Audubon MS	12/19/2025
Retire	3.2	5	June Gransberry	Para	Engleburg	11/08/2025
Retire	20.1	2	Linda Greer	Para	MHSA	01/01/2026
Personal	3.4	2	Sarita Griffin	FSA	MSOL	12/31/2025

Reason	Yrs Svc	Eth Code	Name	Position	Location	Effective Date
Personal	0.4	2	Jayla Hewings	BSH I	Central Svcs	12/03/2025
Retire	30.3	5	Robert Howell	Engineer I	Kagel	01/02/2026
Retire	11.0	2	Sharon Johnson	CHA	Auer Ave	01/06/2026
Personal	22.1	5	Revell Leavy	Para	Kluge	12/02/2025
Personal	1.7	2	Deerdrah Llaurador	FSA	Craig	01/05/2026
Retire	13.7	5	Jason Lucchesi	Plumber	F&M Plumb Shop	01/30/2026
Other Work	0.4	3	Jessica Mendez	Para	South Division	12/26/2025
Personal	1.0	4	Destiny Miller	Para	Forest Home	12/12/2025
Other Work	1.3	2	Alycia Moore	FSA	Sherman	12/19/2025
Personal	2.2	2	Jaedan Nation	Accnt II	Food Service	12/19/2025
Retire	35.3	2	Tresha Patton	Lib Ins Coach	Central Svcs	01/31/2026
Personal	35.2	2	Jeffrey Rhodes	Para	Maple Tree	12/30/2025
Personal	0.2	2	Terri Rogers	CHA	Riverside	12/08/2025
Other Work	3.8	5	Ashlen Salman	Para	Fairview	11/30/2025
Retire	12.7	4	Sandra Santamaria	Para	Forest Home	12/19/2025
Personal	1.0	4	Sarahie Soto Ortiz	Para	Vieau	12/12/2025
Retire	27.4	5	Daniel Swiatkowski	Chargeman	F&M Metal Shop	01/30/2026
Retire	27.0	2	Loretta Thomas	SKM II	Grantosa	12/31/2025
Retire	30.0	2	Bridgett Todd	Sr Supp Tec	Technology	01/30/2026
Personal	2.0	4	Paola Virella Vega	Para	Lincoln Ave	11/18/2025
Retire	30.0	2	Sherry West	Chargeman	F&M Paint Shop	01/30/2026
Retire	30.2	5	Nanette Whitmarsh	SKM II	Spanish Imm	01/26/2026
Personal	3.2	2	Kenyetta Williams	Para	Marshall	11/24/2025
Retire	33.2	5	Jane Wiorek	BSH I	Ronald Reagan	01/09/2026
Other District – 2 (Classified 0 Certificated 2 )						
Other Work – 4 (Classified 4 Certificated 0 )						
Personal – 25 (Classified 16 Certificated 9 )						
Retirement – 21 (Classified 14 Certificated 7 )						

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 6.19 - Positions: Staff

**Fiscal Impact Statement**

Authorized expenditures were previously approved in the FY26 budget.

**Implementation and Assessment Plan**

Upon approval by the Board, the personnel transactions will be implemented.

**Committee's Recommendation**

By consensus, your Committee recommends that the Board approve the promotions, appointments, leaves, and Limited-Term Employment contracts as listed in the attachments to the item, to be effective upon approval by the board

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

\* \* \* \* \*

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

**Administrative Appointments**

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

(2)(nr)	Michael Harris	Interim Deputy Superintendent of Operations Office of the Superintendent	Schedule 03, Range 19A \$240,000
(5)(nr)	Alex Kuxhause	Principal II 9-12, Tech	Schedule 03, Range 15A
(2)(nr)	Edwin Conner	Office of the Chief of Schools Principal I 9-12, North Division	\$158,000 Schedule 03, Range 14A
(2)(nr)	Akinola Ajibola	Office of the Chief of Schools Analyst III, Financial Planning/Budget	\$148,000 Schedule 03, Range 07A
(5)(nr)	Nicole Brody	Office of the Chief of Finance Analyst III, Architectural Design	\$95,000 Schedule 03, Range 07A
(2)(r)	Gerard Toliver	Office of the Chief of Operations Planning Assistant II, Gear Up	\$81,506 Schedule 03, Range 02A
(3)(nr)	Jaideep Kakumanu	Office of the Chief of Academics Senior Programmer Analyst I, Data Warehouse	\$80,138 Schedule 03, Range 05A
(5)(r)	Suzanna Considine	Office of the Chief of Operations Planning Assistant II, Gear Up	\$75,000 Schedule 03, Range 02A
(4)(r)	Maria Rodriguez	Office of the Chief of Academics Planning Assistant II, Gear Up	\$74,103 Schedule 03, Range 02A
(2)(nr)	Marquis Harris	Office of the Chief of Academics Accountant II	\$73,207 Schedule 03, Range 04A
(3)(r)	Somkhit Boonheuan	Office of the Chief of Operations Planning Assistant II	\$73,000 Schedule 03, Range 02A
(2)(r)	Parice Beckley	Office of the Chief of Academics Planning Assistant II, Gear Up	\$68,927 Schedule 03, Range 02A
(2)(r)	Vickie Brooks	Office of the Chief of Academics Accountant I	\$68,665 Schedule 03, Range 03A
(5)(r)	Kyle Reed	Office of the Chief of Finance Planning Assistant II, Vincent	\$68,250 Schedule 03, Range 02A
(2)(r)	Amber Smith	Office of the Chief of Schools Planning Assistant II, Gear Up	\$68,000 Schedule 03, Range 02A

(2)(nr)	Nhya Everette	Office of the Chief of Academics Administrative Assistant III	\$67,800 Schedule 03, Range 03A
(2)(r)	Lydia Toney	Office of the Chief of Family & Community Partnership Assistant III, School Safety Supervisor 10-month Office of the Superintendent	\$60,019 Schedule 03, Range 02C \$49,996

### Reclassifications

The Superintendent recommends that the following individuals be appointed to the reclassifications indicated, to be effective upon approval by the Board.

(4)(nr)	Ana Bell Jimenez	Deputy Chief of Academics	Schedule 03, Range 17A
(5)(nr)	Alisha Swartout	Office of the Chief of Academics Supervisor I, Facilities & Maintenance Business Operations Office of the Chief of Operations	\$185,000 Schedule 03, Range 09A \$100,000

### Recommendations of the Chief Accountability and Efficiency Officer

The Chief Accountability & Efficiency Officer recommends that the following individuals be appointed to the classifications indicated, to be effective upon approval by the Board.

(3)(r)	Kim-Lien Callies	Manager II, Accountability & Efficiency Office of the Chief of Accountability & Efficiency (Effective 01/05/2026)	Schedule 03, Range 12A \$148,687
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It is further recommended that the following individual be appointed to the reclassification indicated, to be effective upon approval by the Board.

(2)(r)	Jiquinna Cohen	Manager II, Contract Compliance Services Office of the Chief of Accountability and Efficiency	Schedule 03, Range 12A \$120,000
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### Recommendation of the Board Clerk/Chief Officer

The Office of Board Governance recommends that the following individuals be appointed to the reclassifications indicated, to be effective upon approval by the Board.

(2)(r)	Robbie Kendall	Coordinator II, Records Management Office of Board Governance	Schedule 03, Range 07A \$85,220
(5)(r)	Alexander Bassett	Coordinator II, Records Management Office of Board Governance	Schedule 03, Range 07A \$95,000

### Recommended LTE Contracts (To be effective upon the Boards approval)

(5)(nr)	Lisa Napoli	Assistant Principal Grant Office of Schools 02/25/26 to 06/30/26	\$50.00
(5)(r)	Barbara Hickling	Effectiveness Implementation Coach (EEIC) Mentors for Principals Office of Schools 10/01/25 to 04/30/26	\$40.00

(5)(r)	James Lawton	Effectiveness Implementation Coach (EEIC) Mentors for Principals Office of Academics 10/03/25 to 04/05/26	\$40.00
(2)(r)	Peggy Swift	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(2)(r)	Yvette Martel	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(2)(nr)	Joseph Hartlaub	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(2)(r)	Lolita Harden	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(4)(nr)	Janine Cano-Graber	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(2)(r)	John Sanchez	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(2)(r)	Beverly Conner	Administrator Coaching & Mentoring Office of Schools 01/01/26 to 06/30/26	\$40.00
(2)(r)	Sharitta Wicks	Academic/College and Career Readiness/CACC Centers Office of Academics 01/15/26 to 07/15/26	\$40.00
(5)(r)	Nancy Becker	Mentoring New Managers Office of Operations 01/01/26 to 06/30/26	\$40.00
(5)(nr)	Margie Hood	Office Support Office of Academics 01/01/26 to 06/30/26	\$40.00
(5)(nr)	Nicole Brody	Architectural Designer Office of Operations 01/05/26 to 01/22/26	\$39.19
(4)(nr)	Monica Lopez	DMMAC Liaison Office of Academics 11/06/25 to 05/06/26	\$35.00
(5)(nr)	Mariella Kuehn	School Bookkeeper Office of Finance 01/01/26 to 06/30/26	\$32.00
(2)(r)	Annette Fayne	Administrative Assistant III Board of Governance 01/01/26 to 06/30/26	\$30.00
(5)(r)	Thomas Biel	IB English Coach	\$30.00

		Office of Schools 10/15/25 to 04/15/26	
(5)(nr)	Bruce Dreyer	Grant Project Coordinator #423	\$30.00
		Office of Schools 02/02/26 to 06/30/26	
(2)(nr)	Cassu Green	Youth Mentor, Bradley Tech	\$30.00
		Office of Schools 01/05/26 to 06/20/26	
(2)(r)	Danny Hamilton	Youth Mentor, Bradley Tech	\$30.00
		Office of Schools 01/05/26 to 06/20/26	
(2)(r)	Latusha Malone	Youth Mentor, Bradley Tech	\$30.00
		Office of Schools 01/05/26 to 06/20/26	
(2)(r)	Robert Bennett	Youth Mentor	\$30.00
		Office of Schools 12/01/25 to 05/31/26	
(5)(r)	Brett Fuller	Education Pathway	\$30.00
		Office of Academics 01/01/26 to 06/30/26	
(2)(r)	Elizabeth Brown	Bookkeeper	\$30.00
		Office of Finance 01/01/26 to 06/30/26	
(5)(nr)	Michelle Wielebski	Teals Support	\$30.00
		Office of Schools 01/05/26 to 06/20/26	
(5)(nr)	Laura Naughton	Induction & Support Specialist	\$30.00
		Office of Schools 01/05/26 to 06/19/26	
(2)(nr)	Shelby Lyles	Records Associate	\$29.00
		Board of Governance 01/01/26 to 06/30/26	
(5)(nr)	Dawn Orchel	Reading Tutor Parkside School for the Arts	\$28.00
		Office of Academics 01/05/26 to 06/15/26	
(5)(nr)	Celene Mueller	Steam/Robotics Coach	\$27.00
		Office of Operations 01/05/26 to 06/01/26	
(5)(nr)	Evan Maruszewski	Youth Mentor/CTE	\$22.00
		Office of Schools 01/27/26 to 06/15/26	
(5)(r)	Jacob Michael Gilbert	Facility Survey and Asset Tagging	\$20.00
		Office of Operations 12/23/25 to 06/23/26	
(5)(r)	Ingrid Maelyn Berner	Facility Survey and Asset Tagging	\$20.00
		Office of Operations 12/23/25 to 06/23/26	
(5)(r)	Jackson Chase Linsmeier	Facility Survey and Asset Tagging	\$20.00
		Office of Operations 12/23/25 to 06/23/26	
(5)(r)	Nancy DeSautel	Office Support	\$20.00
		Office of Schools 01/12/26 to 06/19/26	

(5)(r)	Patricia Royster	Lifeguard for High School Swimming Courses Office of Academics 02/27/26 to 06/30/26	\$18.50
(2)(r)	Lex Jones	Lifeguard for High School Swimming Courses Office of Academics 02/26/26 to 06/30/26	\$18.50

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 6.19 - Positions: Staff

**Fiscal Impact Statement**

Authorized expenditures were previously approved in the FY25 budget.

**Committee's Recommendation**

By consensus, your Committee recommends that the Board approve the promotions, appointments, leaves, and Limited-Term Employment contracts as listed in the attachments to the item, to be effective upon approval by the board.

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

\* \* \* \* \*

**(Item 3) Action on Monthly Finance Matters: Report on Change Orders in Excess Of \$25,000; Letter on Finance Update; Report on Contracts under \$50,000 and Cumulative Total Report; Report on Monthly Grant awards; Acceptance of Donations**

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

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

**Contract: C034024 - Boys and Girls Clubs of Greater Milwaukee**

On August 29, 2025, the Milwaukee Board of School Directors and Boys and Girls Clubs of Greater Milwaukee entered into Professional Services Contract number C034024, with a term of August 1, 2025 through June 30, 2026, to operate Community Learning Centers (CLCs) at the direction of MPS as per RFP 1153. A Request to Change Contract (RCC) was approved October 15, 2025, to add the DPI funding. An RCC was approved on December 1, 2025 to add additional DPI funding amounts, including carryover and removing the extension funds that were going to be used while DPI funding was not provided.

Original Contract Amount:.....	\$ 1,275,000.00
RCC 10/9/25.....	\$ 3,505,468.00
RCC 12/1/25.....	\$ 4,020,525.00
Ending Amount: .....	\$ 8,800,993.00

Contract: C032671 - TBEY Arts Center Inc.

On September 1, 2024, the Milwaukee Board of School Directors and TBEY Arts Center entered into Professional Services Contract number C032671 with a term of September 1, 2024 through August 31, 2027, to provide short and long residencies, to provide art classes to students in place of a licensed art teacher due to vacant positions, generally targeting elementary grades, but which may include middle and high school. A Request to Change Contract (RCC) was approved December 1, 2025, to add additional funds due to additional vacancies in art and music.

Original Contract Amount: \$ .....	900,000.00
RCC 12/1/25 .....	100,000.00
Ending Amount:.....	\$ 1,000,000.00

Contract: C032623 - Stepping Stones Group LLC

On August 1, 2024, the Milwaukee Board of School Directors and Stepping Stones Group LLC Inc entered into Professional Services Contract number C032623 (“Contract”), with a term of August 1,2024 through July 30, 2027 to provide licensed occupational therapists (“Ots”), occupational therapist assistants ("OTAs"), physical therapists ("PTs") and physical therapist assistants ("PTAs") on an as needed basis to provide student specific therapy services as identified in Individual Education Programs ("IEPs") or Section 504 plans. The therapy services to be provided include evaluation, development of an IEP with meaningful and measurable goals, development of an intervention plan, direct and indirect therapeutic interventions, attendance at IEP-team meetings, consultation with staff members, and all related documentation. On July 15, 2025, a Request to Change Contract (RCC) was approved to add funds of \$85,132.50 due to increased demand for services. On August 27, 2025, an RCC was approved to add \$19,785 due to increased demand for services. On October 1, 2025, an RCC was approved to add \$150,000 due to demand for services. On December 4, 2025, an RCC was approved to add \$300,000 due to an increased use of therapists.

Original Contract Amount: .....	\$450,000.00
RCC 7/15/25 .....	85,132.50
RCC 8/27/25 .....	19,785.00
RCC 10/1/25 .....	150,000.00
RCC 12/4/2025 .....	300,000.00
Ending amount:.....	\$1,004,917.50

Contract: B0001555 - American United Transportation Group now known as zTrip Milwaukee

On August 1, 2023, the Milwaukee Board of School Directors and American United Transportation Group entered into Professional Services Contract number B0001555 with a term of August 1, 2023 through July 31, 2026 for the human service vehicles or van transportation for students throughout the metro-Milwaukee area, to and from school. Students may require transportation to MPS schools and/or schools in the surrounding suburban districts. A Request to Change Contract (RCC) was approved on February 19, 2024, to change the vendor’s name to WHC, MKE, LLC dba zTrip Milwaukee. On December 19, 2025, an RCC was approved to add \$120,000 due to an increased demand for services.

Original Contract Amount: .....	\$800,000.00
RCC 12/19/2025 .....	\$120,000.00
Ending Amount:.....	\$920,000.00

**Finance Update**

The following letter was submitted to the Milwaukee Board of School Directors as an update on district finance matters:

Dear School Board Members of the AFP Committee,  
I am writing this formal update to present important information and accomplishments on district finance matters:

*FY25 Audited Financial Statements*

Milwaukee Public Schools Office of Finance officially issued the FY25 financial statements on Wednesday, Jan. 14 with the full package of information submitted to DPI on Thursday, Jan. 15, 2026. Our auditors, CliftonLarsenAllen (CLA), provided us with an unmodified (clean) opinion on our financial statements. Due to new federal requirements for the single audit process (grant compliance audit), the single audit is scheduled to be completed in March.<sup>1</sup> Thus, we (the Office of Finance) plan to bring all audits (financial, pension, single) forward together in April, with CLA presenting the findings and our team providing a full corrective action plan to the School Board.

*Monthly Revenue and Expenditure Reports*

Although the monthly revenue and expenditure report is not included in this January cycle, we are committed to bringing forward two months of reports in the February cycle. After our reporting to the state (DPI) for the FY26 budget line items, we identified validation errors due to differences between the MPS and WUFAR chart of accounts. As we move towards WUFAR compliance and resolving these validation errors, some adjustments are being made leading to this delay in the monthly reporting. We plan to have this corrected with the help of our Council of Great City Schools partners by Friday, Feb. 13.

*Cash Reconciliation and Update*

From our previous audit findings with auditor Baker Tilly, we had a repeat finding involving the timing of our cash reconciliations received from the City of Milwaukee. We have been working with the City Treasurer and City Comptroller to remediate this finding and met with them on Thursday, Jan. 8.<sup>2</sup> They have committed to providing more timely reports and reconciliations, allowing us to stay on schedule and monitor our cash position more effectively. We are confident this improved collaboration with the City will enhance our cash reconciliation process and reporting accuracy.

I look forward to updating you on the progress we are making to strengthen our finances and improve transparency for you and the community. We remain committed to providing the information you need to make the best decisions for Milwaukee’s children, and I am happy to discuss any of these matters in detail at the committee meeting.

Respectfully submitted, Aycha Sawa, CPA  
Chief Financial Officer

1 Notice of Federal Single Audit Delay  
2 Commitment from City of Milwaukee

**Monthly Financial Reports**

The 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, and no action is required.

**Donations**

Location	Donor	Amount	Gift or Purpose
<b>Monetary Donations</b>			
Bay View Montessori School	Abigail Francis	6.00	Milwaukee Public Museum Field Trip
Carver Academy	Anonymous	50.00	Families and Scholars Needs
Cass Street School	Lisa Mentee	100.00	Turkey Give Away
Cass Street School	Anonymous	605.00	General School Supplies
Cass Street School	Michelle Granadillo	2,250.00	Turkey Give Away
Cass Street School	Anonymous	3,260.00	Playground Redevelopment Project

Location	Donor	Amount	Gift or Purpose
Clement Avenue School	Clement Avenue School PTO	189.14	Fundraiser Account
Clement Avenue School	Clement Avenue School PTO	460.00	T-shirt Fundraiser
French Immersion School	Anonymous	20.00	Sunshine Committee
French Immersion School	Anonymous	20.00	Students Field Trip Fees
French Immersion School	Anonymous	40.00	Sunshine Committee
Hamilton High School	Educators Credit Union	500.00	Sunshine Fund
Hamilton High School	Wisconsin Masonic Foundation	1,000.00	Scholarship for JROTC
Hawley Environmental School	Natural Resources Foundation of Wisconsin	1,500.00	Environmental Education Purposes
Hi-Mount School	Kimberly Gerlach	500.00	PBIS Celebration Funds for Student Achievement
James Fenimore Cooper School	Anonymous	500.00	General School Supplies
King Elementary School	Kimberly Weyker	2,600.00	Staff Incentives
Maple Tree School	West Granville Presbyterian Church	100.00	General School Supplies
Meir School	Joseph Ward	500.00	3rd Grade Field Trips
Ninety-Fifth Street School	American Legion Aux Unit 416	150.00	Sports
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Timothy Burns	150.00	MPS School Supply Drive
Parkside School	Kathleen Howard	100.00	PTO
Vincent High School	Tri State Civil Process	400.00	Girls Basketball Team
<i>Total Monetary Donations</i>		<i>15,000.14</i>	
<b>Non-Monetary Donations</b>			
Lafollette School	UWM-African Diaspora Council (Cory E. Harris)	2,254.45	General School Supplies
Auer Avenue School	DonorsChoose	198.69	Magnetic Minds
Bethune Academy	DonorsChoose	299.73	Smell Confident!
Browning School	DonorsChoose	209.50	Tools for Creative Writing
Burbank School	Martin Luther Church	700.00	Pick n Save Gift Cards
Carver Academy	DonorsChoose	480.86	Dress for Success!
Clara Barton School	Zoological Society of Milwaukee	375.00	Bus for Field Trip
Clara Barton School	Zoological Society of Milwaukee	375.00	Bus for Field Trip
Craig Montessori School	DonorsChoose	412.28	Life Skills
Doerfler School	DonorsChoose	573.95	Health Sports & Wellness, Life Skills
Doerfler School	DonorsChoose	1,344.43	STEM
Dr. B Carson Academy of Science	DonorsChoose	138.58	STEM
Forest Home Avenue School	DonorsChoose	163.07	Literacy & Language, STEM
Forest Home Avenue School	DonorsChoose	251.38	Life Skills, Students with Disabilities

Location	Donor	Amount	Gift or Purpose
Forest Home Avenue School	DonorsChoose	282.63	Ear, Hands and Relax!
Forest Home Avenue School	DonorsChoose	593.22	Mapping the World Around Us
Gaenslen School	DonorsChoose	375.69	Comfy Corner Supplies!
Gaenslen School	DonorsChoose	529.97	PBIS Incentive
Garland School	DonorsChoose	770.13	Health Sports & Wellness, Life Skills
Goodrich School	DonorsChoose	242.91	Super STEM Bins!
Goodrich School	DonorsChoose	423.78	100th Day Snacks
Goodrich School	DonorsChoose	545.40	Life Skills, Students with Disabilities
Grantosa Drive School	DonorsChoose	270.73	Magnet Mania
Grantosa Drive School	DonorsChoose	329.79	Building Blocks of Learning
Hayes Bilingual School	DonorsChoose	387.30	Count How Many
Hi-Mount School	DonorsChoose	458.53	Life Skills
Kilbourn School	DonorsChoose	234.00	Life Skills, Warmth Care & Hunger
King High School	DonorsChoose	338.78	Health Sports & Wellness, Life Skills
King High School	DonorsChoose	765.11	STEM
Lloyd Barbee Montessori	Anonymous	43.94	Hygiene Items
Lloyd Barbee Montessori	Jessica Avery	25.00	PBIS Incentives
Lloyd Barbee Montessori	Jessica Avery	40.00	PBIS Incentives
Lloyd Barbee Montessori	DonorsChoose	455.41	Healthy Snacks = Brain Power
MacDowell Montessori	DonorsChoose	207.57	Hand-On Activities
MacDowell Montessori	DonorsChoose	243.19	Classroom Materials
Meir School	* Jake Reddin	1,000.00	Drum Set
Mitchell School	DonorsChoose	434.72	Let's Grow!
Morgandale School	DonorsChoose	505.77	Learning Language Through Play!
Ninety-Fifth Street School	DonorsChoose	139.57	Magnetic Pictures
Ninety-Fifth Street School	DonorsChoose	145.65	Holiday Construction Paper
Ninety-Fifth Street School	DonorsChoose	158.64	Storage Containers
Ninety-Fifth Street School	DonorsChoose	186.85	Picture Books for PreK
Ninety-Fifth Street School	DonorsChoose	190.53	Beginning of the Year Supplies
Ninety-Fifth Street School	DonorsChoose	193.36	Picture Books #2
Ninety-Fifth Street School	DonorsChoose	242.76	We Love to Read
Obama School of Career and Technical Education	* Robin Garrett	24.75	Donuts for Fundraiser Sale
Obama School of Career and Technical Education	DonorsChoose	398.44	Third in a Series
Obama School of Career and Technical Education	DonorsChoose	759.44	STEM
Office of Academics	Francisco T. Parral Pineda	3,000.00	Book Donations to Longfellow Elementary School
Office of Communications and School Performance - Strategic Partnerships and Customer Service	Home Depot	199.92	Artificial Christmas Trees

Location	Donor	Amount	Gift or Purpose
Pulaski High School	DonorsChoose	231.32	Snacks and Stickers Giddy Up!
Spanish Immersion School	DonorsChoose	19.47	Classroom Essentials
Starns Discovery School	DonorsChoose	784.77	Health Sports & Wellness
Story School	DonorsChoose	27.16	Classroom Essentials
Trowbridge School	DonorsChoose	292.22	Literacy & Language, STEM
Victory School	DonorsChoose	847.82	Classroom Wishlist
Walt Whitman School	Steve Taylor	36.00	2 Tickets
Zablocki School	DonorsChoose	230.83	Warmth Care & Hunger
	Total Non-Monetary Donations	25,389.99	
<i>Total Value of Donations</i>		<i>40,390.13</i>	
<i>* Donations from MPS Alumni</i>		<i>1,024.75</i>	

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.06 - Fiscal Accounting and Reporting

**Fiscal Impact Statement**

This item does not authorize expenditures

**Committee’s Recommendation**

By consensus, your Committee recommends that the Board accept the donations listed in the attachments, with appropriate acknowledgement to be made on behalf of the Board.

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

\* \* \* \* \*

**(Item 4) Action on the Award of Exception-to-Bid Contracts**

**Background**

Exception Authorization to Enter into a Contract with Amerigis Educational Staffing for Temporary Teacher Vacancy Support Providing Fully Licensed Tier II or Tier III Special Education Teachers

The Administration is requesting authorization to enter into a contract with Amerigis Educational Staffing for special education teachers. Milwaukee Public Schools (MPS) is committed to hiring fully licensed educators to serve our students. MPS is entering a contract with Amerigis to support our efforts to accomplish that goal.

With a passion for educational progress, Amerigis is committed to changing the lives of students by providing them with top-tier K-12 educators. Amerigis will provide temporary, fully licensed teacher vacancy support in high need special education classrooms across the district while Human Resources continues to recruit and hire for vacant positions. After completing one full semester within the district, Amerigis staff will be eligible to transition to full-time MPS employment status.

Amerigis will be a continued partner in building a brighter future for every student by providing passionate educators for the work that matters most to MPS.

The exception to bid has been approved on the basis of continuity, the District has worked with Amergis for previous staffing needs. (Administrative Policy 3.09(14).

The contract will run from February 1, 2026, through June 30, 2026, and the total cost of the contract will not exceed \$1,500,000.00.

Budget Code: GEN-0-I-BDL-DW-ECTS (Undifferentiated Curriculum-Personal Services)..... \$1,500,000.00

Amergis Educational Staffing

HUB PARTICIPATION

Required ..... 0%

Proposed..... 0%

\$ Value NA

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

Exception Authorization to Enter into Contracts with Milwaukee Area Technical College for Partnership Activities Associated with the TEAM GEAR UP Grant

The Administration is requesting authorization to enter into a contract with Milwaukee Area Technical College for partnership activities associated with the TEAM GEAR UP grant. Milwaukee Area Technical College (MATC) will support postsecondary readiness, enrollment, and student success through a comprehensive set of initiatives. Services include professional development and collaboration with MPS teachers to expand dual enrollment capacity; delivery of contracted dual enrollment courses; an expanded presence in selected GEAR UP schools; and student and family engagement activities. Additional support include hands-on career exploration and STEM experiences, college tours, academic enrichment, transition programming, and summer camps.

Over 4100 students will be served in 28 schools annually, including: Bethune Academy, Carson Academy, Carver Academy, Cass Street Elementary, Clarke Street Elementary, Gaenslen Elementary, Hartford Avenue Elementary, Longfellow Elementary, Vieau Elementary, Andrew S. Douglas MS, Audubon Technology and Communication Middle School, Rufus King International Baccalaureate MS, Lincoln MS, Morse MS, Roosevelt MS, and Wedgewood Park School. These are feeder schools for the project high schools (HS), which include Lynde and Harry Bradley Technology and Trade School, Alexander Hamilton HS, Milwaukee Marshall High School, Milwaukee High School of the Arts, Riverside University HS, Rufus King International Baccalaureate HS, Harold S. Vincent HS, and South Division HS. The multi-level schools serving 6-12 grade students are Barack Obama School of Career and Technical Education, Golda Meir, Milwaukee School of Languages, and Wisconsin Conservatory of Lifelong Learning.

The contract is intended to help more underserved students prepare for, and succeed at, college, by boosting academic achievement, providing mentorship opportunities and enhancing classroom instruction that will prepare students for a modern workforce.

The exception to bid has been approved on the basis of grant (Administrative Policy 3.09(2)(c)).

The contract will run in the initial term from February 1, 2026 through September 30, 2026, and the total cost of the contract will not exceed \$164,000.00.

Budget Code: DTI-0-S-GQ6-EO-ECTS..... \$164,000.00

Milwaukee Area Technical College

HUB PARTICIPATION

Required ..... 0%

STUDENT ENGAGEMENT (hours per 12-month contract)

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

**Exception Authorization to Enter into a Contract with Wisconsin Center District (WCD) for Graduation Ceremonies**

The Administration is requesting authorization to enter into a contract with Wisconsin Center District (WCD) for in person graduation ceremonies for MPS high schools. WCD will be used to deliver in person graduation ceremonies for high schools June 22, 2026 thru June 25, 2026, with a deposit payable February 1, 2026. Services include setting up, cleaning, staffing, lighting, video and sound for all ceremonies.

With the ability to accommodate a large number of guests at the ceremony and live stream ceremonies, WCD will host our MPS graduations for our 16 largest high schools with live streaming available through the MPS YouTube channel.

The exception to bid has been granted on the basis of continuity (Administrative Policy 3.09(7)(E)(1)(b)(iv)).

The contracts will run from February 2, 2026 thru June 25, 2026, and will not exceed \$180,643.05.

Budget Code: DTI-0-S-KO6-LS-ECTS

(Office of School Administration – Contract Services) .....\$180,643.05

Wisconsin Center District

**HUB PARTICIPATION**

Required.....0%

Proposed..... NA

\$ Value NA

**STUDENT ENGAGEMENT (hours per 12-month contract)**

Paid Student Employment Hour Commitment: 0 HOURS

Student Career Awareness Commitment: 0 HOURS

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.09 - Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures as indicated in the attachments.

**Implementation and Assessment Plan**

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

**Committee's Recommendation**

By consensus, your Committee recommends that the Board authorize the exception-to-bid contracts as set forth in the attachments to this item.

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

\* \* \* \* \*

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

**Professional Services Contract**

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RFP 1156 Authorization to Issue a Contract to C Coakley Relocation Systems CO and Express Waste Management LLC for Moving Services

The Administration is requesting authorization to enter into a blanket contract with C Coakley Relocation Systems CO and Express Waste Management LLC for moving services. These vendors will be used to provide moving services for schools and departments.

Contractors will primarily be used for moving books but will also be engaged for a wider variety of moving services between MPS buildings, with occasional off-site pick-ups.

Contractors were chosen pursuant to RFP 1156, which closed on December 1, 2025. The contracts with C Coakley Relocation Systems CO and Express Waste Management LLC shall be in effect from March 1, 2026 through February 28, 2029.

Total compensation shall not exceed \$225,000 as follows:

C Coakley Relocation Systems CO .....	\$105,000.00
Express Waste Management LLC .....	\$120,000.00
Budget Code: 000-0-0-000-BL-ECTS (various departments) .....	\$225,000.00

Prime Contractor information, including HUB, COIN, and Student Engagement information may be found in the attachments to your Committee’s meeting.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 3.09 - Purchasing and Bidding Requirements

**Fiscal Impact Statement**

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This item authorizes expenditures as indicated in the attachments.

**Implementation and Assessment Plan**

---

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

**Committee’s Recommendation**

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Having set this item aside for separate consideration, your Committee recommends that the Board authorize the professional services contracts as set forth in the attachments to this item.

\* \* \* \* \*

**(Item 6) Action on Monthly Facilities Matters: FMS Award of Professional Services Contract, Report of Exception to Bid Contract Recommendation and Report of Job Order Contracting Contracts**

**Professional Services Contract**

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RFP #26-002 Fire Alarm System & Component Testing & Inspection Services

A Request for Proposal (RFP) was issued by Facilities and Maintenance Services to obtain a firm to provide Fire Alarm System & Component Testing & Inspection Services for various MPS Sites.

Selected firm: Action Fire and Alarm Inc. Contract Amount: \$191,830.48

Contract Period: January 23, 2026 – January 22, 2028

Budget Code: FAR 00 MM2 DW ECNC

**Report of Exception-to-Bid Contract**

Recommended for the Board’s approval at this meeting is the following emergency (exception-to-bid) contract for ABM Industry Groups LLC.

The Administration recommends that the Board authorize the emergency (exception-to-bid) contract, for ABM Industry Groups LLC to provide cleaning services for all MPS sites, \$1,000,000.00.

Term: August 30, 2025 – August 29, 2026

Funds are available for the cleaning services project account code via BLD 00 BLO DW ECTS.

The exception from the requirement of a competitive procurement process for this contract has been granted on the basis that the services under this contract must be provided by this contractor for continuity and the quantifiable and qualitative savings can be demonstrated to benefit the District (Administrative Policy 3.09(7)(E)(1)(b)(iv)).

**Report of Job Order Contracting Contracts**

The Administration is reporting to the Board the following contracts that were issued during the month of December utilizing the Job Order Contracting program.

Butters-Fetting Co.	Phase 2	Oil Tank Replacement Honey Creek, Site #334	\$41,766.77
Bear Construction	Phase 2	Flooring, Rooms 162 & 163 Central Services, Site #501	\$33,567.10
ALLCON LLC	Phase 2	Exterior Door Replacement Riverside High School, Site #029	\$238,445.06

**Strategic Plan Compatibility Statement**

Goal 3, Effective and Efficient Operations

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

Admin Policy 3.09 - Purchasing and Bidding Requirements

**Fiscal Impact Statement**

This item authorizes expenditures for:  
Professional Services Contract:  
Total Professional Services Contract Requested = \$191,830.48  
Exception to Bid:  
Total Exception to Bid Requested = \$1,000,000.00  
Job Order Contracts:  
Total Job Order Contracting Contracts = \$313,778.93

**Implementation and Assessment Plan**

Upon Board approval, the attached professional services contract, report of exception to bid contract recommendation and report of job order contracting contracts shall be executed.

**Committee’s Recommendation**

Your Committee recommends that the Board approve the attached professional services contract, report of exception to bid contract recommendation and report of job order contracting contracts.

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

**(Item 7) Action on a Request to Sunset Resolution 2324R-001 Concerning Employee Time Off for Mental Health**

**Background**

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In August 2023, the Board adopted Resolution 2324R-001, “Time Off for Mental Health,” which directed the administration to explore options for a districtwide shutdown in July to provide employees with five consecutive days off.

At the time, a full districtwide closure was not feasible, and an alternative option was implemented allowing designated employees to take five individual days off on Mondays and Fridays during the month of July; this option was later expanded to allow the five days to be taken on any day in July.

Since adoption of the resolution, the administration has confirmed a district calendar that includes a five-consecutive-day districtwide closure. This approach aligns with the Board's original intent, provides employees with uninterrupted time off, and eliminates operational challenges associated with covering staff absences taken on non-consecutive days.

It should be noted that a limited number of essential staff in areas such as facilities, payroll, and human resources will be required to work during the closure. These employees will coordinate with their respective chief to ensure they also receive five consecutive days off.

Accordingly, it is recommended that Resolution 2324R-001 be sunset.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.08 - Health and Safety

**Fiscal Impact Statement**

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There is no fiscal impact for this item.

**Implementation and Assessment Plan**

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Upon Board approval, Resolution 2324R-001 will be sunset.

**Committee's Recommendation**

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The Administration recommends the Board sunset Resolution 2324R-001.

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

\* \* \* \* \*

**COMMITTEE ON LEGISLATION, RULES AND POLICIES**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Action on a Request to Revise Administrative Policy 6.35 Whistleblower Protection.**

**Background**

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The OAE has reviewed Administrative Policy 6.35 Whistleblower Protections and made revisions in alignment with language provided by our NEOLA partner. The recommendation is that the language in Administrative Policy 6.35, Whistleblower Protections, be replaced in its entirety with the following language:

The Board expects all its employees to be honest and ethical in their conduct, and to comply with applicable State and Federal law, Board policies, and administrative procedures. The Board expects employees to report to their immediate supervisors any violation or suspected violation of any Federal, State or local law, policy, or regulation committed by any employee, or agent of an agency or independent contractor which is doing business with the Board, which creates and presents a substantial or specific danger to the public's health, safety, or welfare. Additionally, employees are expected to report any act or suspected act of gross mismanagement, malfeasance, misfeasance, gross waste of public funds, suspected or actual Medicaid fraud or abuse, or gross neglect of duty committed by an employee or agent of an agency or independent contractor which is doing business with the Board.

It is the responsibility of an employee who is aware of conduct on the part of any Board member or employee that possibly violates Federal or State law, or Board policy, to call this conduct to the attention of the employee's immediate supervisor. If the employee's immediate supervisor is not responsive or is the employee whose behavior is in question, the employee should report the alleged misconduct to the Executive Officer overseeing the area.

After such a report is made, the immediate supervisor will ask that the report be put in writing.

Any employee making such a report shall be protected from discipline, retaliation, or reprisal for making such report as long as the employee made such a report based on a reasonable and good faith belief that the report is accurate and not based on the employee's intent to harm, harass, intimidate, or retaliate against another individual.

Employees are subject to disciplinary action, up to and including termination, for purposely, knowingly, or recklessly making a false report under this policy. Conversely, employees are subject to disciplinary action, up to and including termination, if they are aware of a violation of Federal, State, or local law that the Board has the authority to correct and they do not make a report confirmed in writing to their immediate supervisor.

If the alleged misconduct that is reported involves a Board member, the employee shall report to the Superintendent who is authorized to engage the Board's legal counsel to manage an investigation concerning the matter. If the report concerns an Executive Officer the employee shall make the report to the Board President, who is authorized to engage the Board's legal counsel to manage the investigation.

Upon receipt of a report made by a staff member pursuant to this policy, an investigation shall be commenced as soon as possible and shall be handled expeditiously.

**Strategic Plan Compatibility Statement**

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 6.35 - Whistleblower Protections

**Fiscal Impact Statement**

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NA

## Implementation and Assessment Plan

Upon approval by the Board, the Office of Board Governance will update the policies.

## Committee's Recommendation

Your Committee recommends that Administrative Policy 6.35 be replaced in its entirety as presented in the attachments to this item.

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

\* \* \* \* \*

## **(Item 2) Action on Approval of Resolution 2526R-004 by Director Zombor on Accountability for the School Resource Officer Program**

### Background

On December 18, 2025, Resolution 2526R-004 on Accountability for the School Resource Officer (SRO) Program was introduced by Director Zombor. The original Resolved portions read:

RESOLVED, That the Administration shall create a comprehensive School Resource Officer policy to include the following:

- That SROs have clearly defined roles and responsibilities, with the scope of their authority clearly and consistently outlined:
  - o SROs shall be responsible for criminal law matters only and shall not participate in school discipline.
  - o SROs shall not participate in classroom instruction or interrupt instructional time except in cases of emergency.
- That schools will still be primarily responsible for managing student behavior.
  - o SROs shall not intervene in or respond to the following non-criminal behaviors: disorderly behavior that does not pose a physical risk to others; rude or disruptive behavior; excessive noise; loitering in hallways or bathrooms; dress code violations; use of profane or lewd language; and/or possession or use of prohibited items under the Student Code of Conduct that do not violate criminal law and are not weapons.
  - o School administrators shall address the above behaviors pursuant to the District's Student Code of Conduct.
- That principal or their designees shall retain final decision-making authority when it comes to discipline of students enrolled in their schools.
  - o The principal or their designee shall serve as the designated liaison between the school and SROs and shall make final determinations regarding responses to student behavior, considering among other factors: the student's age and maturity; the student's IEP or 504 Plan; the student's disciplinary history; and the nature, severity, frequency, and duration of the behavior; and be it
  - o That SROs and school officials shall not interfere with the rights of students and their guardians:
- That the privacy and protections afforded to students shall be maintained.
  - o Student privacy rights shall be upheld at all times.
  - o School officials shall not request SRO presence during student questioning that could result in arrest or court involvement.
- That barring an immediate physical threat to others, SROs shall not engage in the use of force.
  - o Under no circumstances shall SROs or police officers use mechanical or chemical restraints or physical force for administrative convenience, punishment, or de-escalation.
  - o Any use of seclusion or physical restraint by an SRO shall comply with the notification requirements of Wis. Stat. § 118.305(4).

- That a student's parent or guardian shall be notified by the principal or designee as soon as practicable following a student's arrest, search, or questioning by an SRO.
- That students be made aware of their rights; that students shall be informed annually of their rights when interacting with an SRO; and these rights shall be incorporated into the Student Bill of Rights; and be it
- That when conducting searches of students, SROs and police officers will follow all appropriate standards:
- That police officers or SROs may search a student or their belongings only when probable cause exists to believe the search will reveal evidence of a criminal offense, and the scope of the search is reasonably related to the objective and not excessively intrusive.
- That strip searches of students are strictly prohibited.
- That law enforcement access to student records shall be limited and compliant with FERPA and consistent with the MPS Safe Haven Resolution 1617R-007; and be it
- That when questioning students at school, that absent a clear and present danger of serious physical injury, SROs shall not question students about criminal or noncriminal activity unless all legal protections are met; that students shall have the right to remain silent; that SROs shall not ask school staff to question students on their behalf; and that principals or designees shall not compel or coerce students to submit to questioning by law enforcement; and be it
- That students shall not be arrested at school unless certain conditions exist:
- That the child poses a real and immediate threat to student, staff, or public safety; that the principal agrees a formal arrest is necessary to preserve student safety; and the SRO has probable cause to believe that the student has committed a misdemeanor or felony that is not school managed behavior; or that a warrant specifically directs the arrest of the student in a school; in all other instances, the execution of an arrest warrant shall be undertaken at a location other than a school.
- That in rare instances where a warrant directs that an arrest of a student be carried out at school, the execution of the warrant shall be planned in conjunction with the principal/designee.
  - o Police Officers, SROs, and school officials shall make every effort to respect students' privacy rights.
  - o Absent emergency circumstances, the warrant shall be executed in an administrator's office or other private location to minimize disruption and exposure to other students; and be it
- That the process of having and maintaining SROs in Milwaukee Public Schools be marked by transparency and accountability:
  - o That there be a meaningful complaint resolution system for any student, parent, teacher, principal, or other school administrator so submit a complaint, orally or in writing, of abuses or misconduct by SROs.
    - The system shall provide for an independent investigation into the allegations in the complaint.
    - Students and families shall be informed of the complaint procedure.
  - o That there be public reporting when it comes to SROs, and that the District shall publish publicly available quarterly reports detailing:
    - The number of incidents resulting in juvenile arrest for conduct on school grounds broken down by school; offense; student's age, grade, race, sex, and disability status; and disposition/results;
    - The number of incidents resulting in other forms of law enforcement intervention – including searches and seizures by SROs; restraints by SRO; questioning by SROs; issuance of a criminal citation, ticket, or summons; filing of a delinquency petition; and referral to a probationary officer.
    - The budget information for the SRO program, including funding and expenditures.
    - The number of SROs deployed to each school.

- The training materials for SROs.
- The number and types of complaints filed against SROs; and be it

FURTHER RESOLVED, That the draft policy be presented to the Board for consideration in the February 2026 Board cycle; and be it

FURTHER RESOLVED, That the Administration is directed to negotiate modifications to the Intergovernmental Agreement with the City of Milwaukee, to the fullest legal extent possible, to ensure the above, regardless of when a policy is ultimately adopted; and be it

FURTHER RESOLVED, That the SRO Program shall be evaluated annually through a joint review by Milwaukee Public Schools, the Milwaukee Police Department, and the Fire and Police Commission; and that evaluation criteria shall include progress toward established goals and objectives, frequency and nature of police-student interactions, and community, student, and family feedback.

The Administration has completed an initial review of the resolution and consulted with legal counsel to assess alignment with existing district guidelines and practices. Based on that review, the Administration has proposed redlined revisions intended to ensure clarity, consistency, and compliance with district standards.

### **Strategic Plan Compatibility Statement**

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

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

Admin Policy 2.06 - Development of Administrative Procedures

### **Fiscal Impact Statement**

There is no fiscal impact associated with Resolution 2526R-004.

### **Implementation and Assessment Plan**

Upon Board approval, the Administration will proceed in accordance with the resolved provisions of Resolution 2526R-004.

### **Committee's Recommendation**

Your Committee recommends the Board approve Resolution 2526R-004 by Directors Zombor on Accountability for the School Resource Officer Program with the following revisions:

RESOLVED, That the Administration shall create a comprehensive School Resource Officer policy, which is consistent with the Intergovernmental Agreement with the City of Milwaukee and applicable law, to and which strives to address the following items to the extent possible: ~~include the following:~~

- That SROs have clearly defined roles and responsibilities, with the scope of their authority clearly and consistently outlined:
  - o SROs shall be responsible for criminal law matters only and shall not participate in school discipline.
  - o SROs shall not ~~participate in classroom instruction or~~ interrupt instructional time except in cases of emergency.
  - o The principal of each school, or their designee, shall serve as the designated liaison between the school and SROs.
- That schools ~~will still~~ are primarily responsible for managing student behavior.

- o SROs shall not intervene in or respond to the following non-criminal behaviors: ~~disorderly~~ behavior that does not pose a physical risk to others or otherwise rise to the level of disorderly conduct (e.g., rude or disruptive behavior; excessive noise; loitering in hallways or bathrooms); dress code violations; use of profane or lewd language; and/or possession or use of prohibited items under the Student Code of Conduct that do not violate criminal law and are not weapons.
- o School administrators shall address the above behaviors pursuant to the District's Student Code of Conduct.
- That principal or their designees shall retain final decision-making authority when it comes to ~~school~~-discipline of students enrolled in their schools.
  - o The principal or their designee shall ~~serve as the designated liaison between the school and SROs and shall~~ make final determinations regarding school disciplinary responses to student behavior, considering among other factors: the student's age and maturity; the student's IEP or 504 Plan; the student's disciplinary history; and the nature, severity, frequency, and duration of the behavior.; ~~and be it~~
- That SROs and school officials shall not interfere with the legal rights of students and their guardians.:
- That the privacy and protections afforded to students shall be maintained.
  - o Student privacy rights shall be upheld at all times.
  - o School officials shall not request SRO presence during student ~~questioning that could result in arrest or court involvement~~ initiated by the school.
- ~~That barring an immediate physical threat to others,~~ SROs shall not engage in the use of force unless consistent with state and federal law and Milwaukee Police Department rules, policies, and procedures.
- o Under no circumstances shall SROs or police officers use mechanical or chemical restraints or physical force for administrative convenience or, punishment, ~~or de-escalation.~~
- o Any use of seclusion or physical restraint by an SRO shall comply with the notification requirements of Wis. Stat. § 118.305(4).
- That a student's parent or guardian shall be notified by the principal or designee as soon as practicable following a student's arrest, search, or questioning by an SRO.
- That students be made aware of their rights; that students shall be informed annually of their rights when interacting with an SRO; and these rights shall be incorporated into the Student Bill of Rights; and be it
- That when conducting searches of students, SROs and police officers will follow all appropriate standards:
- That police officers or SROs may search a student or their belongings only when probable cause exists to believe the search will reveal evidence of a criminal offense, and the scope of the search is reasonably related to the objective and not excessively intrusive.
- That strip searches of students are strictly prohibited.

- That law enforcement access to student records shall be limited narrow and only if necessary, with any such access and compliant with FERPA and consistent with the MPS Safe Haven Resolution 1617R-007; and be it
- ~~That when questioning students at school, that absent a clear and present danger of serious physical injury, SROs shall not question students about criminal or noncriminal activity unless all legal protections are met; that students shall have the right to remain silent; that SROs shall not ask school staff to question students on their behalf; and that principals or designees shall not compel or coerce students to submit to questioning by law enforcement; and be it~~
- That students shall not be arrested at school unless certain conditions exist:
  - ~~That the child poses a real and immediate threat to student, staff, or public safety; that the principal agrees a formal arrest is necessary to preserve student safety; and~~ The SRO or arresting officer has probable cause to believe that the student has committed a misdemeanor or felony that is not school managed behavior; or that a warrant specifically directs the arrest of the student in a school; in all other instances, the execution of an arrest warrant shall be undertaken at a location other than a school.
  - That in rare instances where a warrant directs that an arrest of a student be carried out at school, the execution of the warrant shall be planned in conjunction with the principal/designee.
    - o Police Officers, SROs, and school officials shall make every effort to respect students' privacy rights when executing an arrest at school.
    - o Absent emergency circumstances, the warrant shall be executed in an administrator's office or other private location to minimize disruption and exposure to other students and to protect student privacy rights; and be it.
  - That the process of having and maintaining SROs in Milwaukee Public Schools be marked by transparency and accountability:
  - o That ~~there be a meaningful complaint resolution system for any student, parent, teacher, principal, or other school administrator so submit a~~ who wishes to submit a complaint, orally or in writing, of abuses or misconduct by SROs be directed by the principal or their designee to the City of Milwaukee's Citizen-Fire and Police Commission Complaint Form for purposes of filing a complaint with the City of Milwaukee ([https://city.milwaukee.gov/police/Information\\_Services/Citizen-Complaints](https://city.milwaukee.gov/police/Information_Services/Citizen-Complaints)<https://city.milwaukee.gov/fpc/Complaints>). Additionally, annual notice shall be given to students and families of this complaint procedure.
    - ~~The system shall provide for an independent investigation into the allegations in the complaint.~~
    - ~~Additionally, annual notice shall be given to students and families shall be informed of this complaint procedure.~~
  - o That there be public reporting when it comes to SROS, and that the District shall publish publicly available quarterly reports detailing:
    - The number of incidents resulting in juvenile arrest for conduct on school grounds broken down by school; offense; student's age, grade, race, sex, and disability status; and disposition/results;

- The number of incidents resulting in other forms of law enforcement intervention – including searches and seizures by SROS; restraints by SRO; questioning by SROs; issuance of a criminal citation, ticket, or summons; filing of a delinquency petition; and referral to a probationary officer.
- The budget information for the SRO program, including funding and expenditures.
- The number of SROs deployed to each school.
- The training materials for SROs.
- The number and types of complaints filed against SROs; and be it

~~FURTHER RESOLVED, That the draft policy be presented to the Board for consideration in the February 2026 Board cycle; and be it~~

FURTHER RESOLVED, That the Administration is directed to negotiate modifications to the Intergovernmental Agreement with the City of Milwaukee, to the fullest legal extent possible, ~~to ensure consistent with~~ the above terms and conditions, and thereafter finalize relevant Board policy to reflect the terms of the IGA regardless of when a policy is ultimately adopted; and be it

~~FURTHER RESOLVED, That a draft policy be presented to the Board for consideration in the March 2026 Board cycle, understanding the policy will be subject to further revision and finalization after completion of the IGA negotiations; and be it~~

FURTHER RESOLVED, That annually the Milwaukee Public Schools will invite the Milwaukee Police Department and the Fire and Police Commission to conduct a joint review and evaluation of the SRO Program ~~shall be evaluated annually through a joint review by Milwaukee Public Schools, the Milwaukee Police Department, and the Fire and Police Commission;~~ and that evaluation criteria shall include progress toward established goals and objectives, frequency and nature of police-student interactions, and community, student, and family feedback.

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

\* \* \* \* \*

**(Item 3) Work Session on Policy Review: Consideration of, and Possible Action on, Section 5000 Students**

**Background**

In August 2023, the Board directed the Office of Board Governance, with the Administration and the Office of Accountability and Efficiency, to bring to the Board a comprehensive plan for policy review.

In February 2024, the plan was presented, including the possibility of working with an outside partner to perform the review. In October 2024, the Board contracted with NEOLA, with the work of the partnership to begin in December 2024.

Criteria for policy review include, but are not limited to:

- alignment to current federal, state, and local laws;
- adherence to the Wisconsin Department of Public Instruction's administrative rules or to the requirements of state administrative offices or other oversight agencies;
- alignment to best practices within the corresponding subject matter areas;
- alignment to other district rules, policies, and procedures and to district guidelines/handbooks;
- the extent to which the policies, rules, and procedures meet the current needs or mission/focus of the District;

- national, state and local trend data on necessity and implementation.

As a result of the review, the recommendation may be that the Board:

- adopt the recommended modifications to specific policies, rules, or procedures;
- modify and adopt the recommendations
- rescind specific policies, rules, or procedures (i.e., eliminate them from the policy manual); or
- reaffirm specific policies, rules, or procedures (i.e., officially considered them “reviewed,” but

make no changes).

In addition, the final policy manual will have a new numbering system.

As the review proceeds, proposed recommendations will be brought periodically to the Committee on Legislation, Rules and Policies, to be considered in a work session format. The proposed revisions will not become final until the entire review is complete. The policies and procedures, as published on the district’s website, will remain in effect in the meantime.

### **Section 5000 – Students**

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Your Committee reports having conducted a work session on policies to be included in Section 5000, Students.

The following drafts were withdrawn from consideration:

- 5136 on Personal Communication Devices
- 5200 on Attendance
- 5410 and 5410 on Promotion and Retention of students
- 5850 on Social Events

Your Committee further recommends adoption of the balance of the policies presented.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

Goal 2, Student, Family and Community Engagement

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

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1.11 - Amendments to the Rules

### **Fiscal Impact Statement**

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This item has no fiscal impact.

### **Implementation and Assessment Plan**

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The recommendations of the Committee on Legislation, Rules and Policies will advance to the Board where they will be held to the call of the Chair. Upon completion of the review, the entire policy manual will be brought to the Board for final adoption and enactment.

### **Committee’s Recommendation**

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Your Committees recommendations are included in the attached summary report. It is further recommended that final approval of the draft policies be held to the call of the Chair.

Director O’Halloran moved to hold the Committees’ recommendations to the call of the Chair. The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Fons, Herndon, O’Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.  
Noes — None.

\* \* \* \* \*

**COMMITTEE ON FAMILY AND COMMUNITY ENGAGEMENT**

Director Ferguson presented the following report for the Committee on Family and Community Engagement:

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Report with Possible Action on Enrollment Projections**

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

**Background**

4MATIV, a firm contracted by MPS to help develop systems for enrollment forecasting and projections, is working closely with the MPS budget team to update the spring budget process to be based on projected enrollment rather than current enrollment counts. This shift is important for the community to understand because it supports more responsible planning, better alignment of resources with anticipated student enrollment, and fewer disruptive midyear adjustments.

The project has three deliverables: a self-service tool to support the creation of school grade-level projections, as well as district-wide targets; an enrollment trends “Data Story” to support internal engagement efforts; and a school-level historical enrollment trends and projections report to be provided to school leaders explaining their projections. Together, these tools promote transparency, data-informed decision-making, and clearer communication with school leaders and stakeholders.

This presentation will provide a high-level overview of the enrollment projections project, as well as a summary of several MPS enrollment trends relevant to the project, helping the community better understand how enrollment patterns influence budgeting, staffing, and long-term planning decisions.

**How We are Supporting MPS**

4MATIV is helping the MPS budget team create more accurate enrollment projections to inform the school budgeting process. We are primarily collaborating with the central office, but we are also creating tools to help school leaders understand their FY27 projections.

**Why Enrollment Projections Matter**

- Enrollment projections use current enrollment and past trends to estimate how many students will attend each school next year.
- Accurate projections help the district build school budgets that better reflect student needs.
- This reduces unexpected staffing and budget changes in the fall, providing greater predictability for schools, students, and families.

**Enrollment Trends**

Total enrollment in MPS has declined by 10,374 students (15%) over the last 9 years and declined by 1,214 students (2%) this year.

School Year	1516	1617	1718	1819	1920	2021	2122	2223	2324	2425	2526
K5-12 Enrollment	68,704	69,772	68,735	68,107	67,641	66,586	62,900	61,191	60,649	60,612	59,398

The number of births in Milwaukee has declined significantly, leading to fewer Kindergarten students in MPS.

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Milw. Births	10,202	10,041	10,035	10,013	9,868	9,682	9,530	9,213	9,230	8,690	8,251	7,893	7,906	7,771

A recent influx of new English Learner students helped to stabilize enrollment over the last several years, until this school year

School Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
EL Enrollment	10,566	10,907	11,311	11,366	10,967	10,735	10,947	11,559	12,901	12,556

**What This Means for Families**

- Near-term enrollment declines reflect past changes already visible in today’s schools.
- Because current enrollment is the best predictor of next year, planning can start now.
- Improved projections help the district:
  - Create more stable school staffing and budgets
  - Make thoughtful decisions that prioritize student needs, even as funding tightens

**Strategic Plan Compatibility Statement**

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

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

Admin Policy 8.05 - School Census

**Fiscal Impact Statement**

N/A

**Implementation and Assessment Plan**

N/A

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**COMMITTEE ON STUDENT ACHIEVEMENT AND SCHOOL INNOVATION**

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

**(Item 1) Report with Possible Action on the 2025-26 Partnership with City Year**

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

**Background**

In partnership with Milwaukee Public Schools, City Year Milwaukee (CYMKE) works with selected schools to implement City Year's research-based service model. City Year recruits and leads diverse AmeriCorps members ages 17 to 24 years for full-time service in schools as near-peer tutors, mentors, and role models to help students stay on track for graduation.

CYMKE Corps members, in their first and second year, work in six (6) MPS schools and help improve student attendance, behavior, and coursework through academic support and attendance monitoring.

CYMKE works with the following schools: Alexander Mitchell Elementary School, Bay View High School, Bradely Technology & Trade High School, Humbolt Park Elementary School, Richard Kluge Elementary School, Milwaukee School of Languages, Rogers Street Elementary School and South Division High School. Please note that Milwaukee School of Languages only has the Teaching Fellows program, while Rogers Street Elementary School and South Division High School receive both Whole School, Whole Child support and Teaching Fellows programming.

Tonight, Dr. Stephanie Maney-Hartlaub, senior vice president/executive director of City Year Milwaukee, will speak about the staffing levels, the student achievement focus-list, and as a result, emphasize the identification of scholars and the supports provided and include attendance-related information, primarily at the high school level.

### **City Year's Dual Mission**

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To advance educational equity by supporting students furthest from opportunity and developing leaders through national service who can work together across lines of difference.

### **FY25-26 Outcomes**

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Goal 1: City Year will provide no more than 60 personnel to support selected MPS schools.  
Status: Met

Goal 2: City Year will identify at minimum 50 focus list students at each site and 90% of the focus list students will earn five credits for the 2025-2026 academic year to be on track for four-year graduation (Promotion Promise)

Status: In-Progress

Goal 3: City Year will identify at minimum 50 focus list students in grades 3-8 at each site and 90% of the focus list students will demonstrate an increase in literacy scores as measured by aimswebPlus (or other district identified assessment).

Status: In-Progress

Goal 4: City Year will identify 2 teaching fellows to apply and be hired in the district as a paraprofessional and/or teacher.

Status: In-Progress

### **Student Selection**

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#### **Focus List Guidelines – Tier 2 Support**

City Year AmeriCorps members work with students who are below grade level but are close to being on-track (i.e. students who are “on the bubble” or 1-3 years behind).

Our corps members have a goal of providing consistent, weekly academic interventions (30-45 minutes, 1-2x per week) this school year. With the district's transition to using iReady as the identified student assessment, our new K–8 goal is that 50% of focus-list students will meet or exceed their individualized “typical growth” expectation. Our goal is that a student who is slightly below grade level could make the necessary academic gains to be on-track or nearly on-track by the end of the school year. \*\*K5 Math Assessment will be the Counting Learning Trajectory.

#### **Focus List Creation Stages**

##### Request & Review

- Gather and review iReady data with school partners to identify Tier 2 students.
- Cross-reference attendance and SEL data for holistic understanding.

##### Propose & Select

- Propose 8–12 students per AmeriCorps member (depending on subject area).
- Include 2–4 students for non-academic focus areas (attendance or SEL).

- Refine selections with input from teachers and school staff.
- Confirm
- Confirm final lists with partner teachers and the Senior Impact Director.
- Finalize
- Update the Focus List Enrollment Spreadsheet within two business days
- Notify the Analytics Point to ensure students are entered into CY Schoolhouse

Students Served in Tier 2

School	Mitchell	Bay View HS	Humboldt Park	Bradley Tech	Kluge	Rogers	South Division
ELA/							
Literacy	28	37	22	14	22	16	28
Math	29	12	20	25	30	11	30

**Alexander Mitchell**

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- Number of scholars identified for Tier 2 support
  - o 28 ELA
  - o 29 Math
- Years of Partnership: 15 (Founding Partner)
- Using district identified assessment, iReady (ELA/Math 3-8th)
- Support Boys & Girls Club program
  - o Homework Help o Afterschool Events (2 completed so far this year!)
- One ACM is supporting the boys' basketball team as an assistant coach after-school

**Humboldt Park School**

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- Number of scholars identified for TIER 2 support:
  - o 22 ELA
  - o 20 Math
- Years of Partnership: 1
- 3/5 ACMs lead small groups during the reading block through the Milwaukee Early Literacy League (grades K-2)
- Using district-identified assessment, iReady (ELA/Math 1-3)
  - o Counting Learning Trajectory Assessment (Math K5)
- Bi-weekly Milwaukee Early Literacy League Seminars
- Support Camp Humboldt after-school program

**Kluge Elementary**

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- Number of scholars identified for TIER 2 support:
  - o 22 ELA
  - o 30 Math
  - o 10 attendance focus list students
- Years in Partnership: 1
- 5/7 ACMs lead small groups during the reading block through the Milwaukee Early Literacy League (grades K-2)
- Using district-identified assessment, iReady (ELA/Math 1-3)
  - o Counting Learning Trajectory Assessment (Math K5)
- One "City Year Junior" in grades K-5
- Support Boys & Girls Club program
- Dance team and Cheerleading team

**Rogers Street Academy**

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- Number of scholars identified for TIER 2 Support:
  - o 16 ELA

- o 11 Math
- Years in Partnership: 15 (Founding Partner)
- Using district-identified assessment, iReady
  - o ACMs support in grades 3rd, 5th-8th grade
  - o Support Boys & Girls Club after school
  - o Teaching Fellows Founding Site

### **Bay View High School**

- Number of scholars identified for Tier 2 support:
  - o 48 scholars (have received 512 hours intervention support thus far this year)
- Years in Partnership: 10
  - o Through collaborating with CLC we are also able to support additional non-focus list students every Monday, Tuesday, and Wednesday evening at BVHS with open tutoring sessions available to all CLC students and active sports teams at BVHS.
  - o Conducted data chats with the freshman class. Data chats provide a time to connect with each 9th grade scholar to walk through their data (grades, attendance, etc.) and make goals with them. This helps our scholars have the best first year of high school possible.
  - o Freshman class average attendance, November 2025: 75.4%
  - o CYMKE focus list average attendance, November 2025: 84%

### **Bradley Technology and Trade High School**

- Number of scholars identified for TIER 2 support:
  - o 43 scholars (have received 1,195 minutes of intervention support in English and 814 minutes of intervention support in Math)
- Years in Partnership: 2
  - Through collaborating with CLC we are also able to support additional non-focus list students every Tuesday and Thursday evening.
  - We conducted data chats with the freshman class. Data chats provide time to connect with each 9th grade scholar to walk through their data (grades, attendance, etc.) and make goals with them. This helps our scholars have the best first year of high school possible.
  - Freshman class average attendance, November 2025: 68.38%
  - CYMKE focus list average attendance, November 2025: 79.09%

### **South Division High School**

- Number of Scholars Identify for Tier 2 Support:
  - o 50 scholars (we have provided 7,498 minutes of intervention support this year)
- Years in Partnership: 15 (Founding Partner)
  - o Through collaborating with CLC we are also able to support additional non-focus list students every Tuesday and Thursday evening at SDHS with open tutoring sessions available to all CLC students and active sports teams at SDHS.
  - o Conducted data chats with freshman class. Data chats are a time to connect with each 9th grade student to walk through their data (grades, attendance, etc.) and make goals with them. This helps our scholars have the best first year of high school possible.
  - o Freshman class average attendance, November 2025: 84%.
  - o Focus list average attendance, November 2025: 77%

### **Teaching Fellowship**

- Teaching Fellows are in their second or third year with City Year, engaged in a gradual release of instructional responsibility while earning their MEd and teaching license.
  - 6 Fellows are placed in mentor classrooms at South Division, Milwaukee School of Languages, and Rogers Street Academy, serving a total of 544 students.
- City Year supports teacher candidates beyond the Arizona State University licensure requirements:

- Learning and development focused on "Creating a Culture of Joy and Belonging" connecting graduate coursework to Milwaukee classroom contexts while integrating student-centered, restorative practices
- Program Director conducts (at minimum) monthly observations and coaching cycles with each fellow, ensuring their progressive development through instructional practices that engage students, master content, and increase rigor.

### **Learning and Development**

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City Year Milwaukee's Learning & Development program ensures that every AmeriCorps Member serving in Milwaukee schools are trained, supported, and continuously coached in positive development, so schools receive consistent, high-quality partners focused on student success.

Collectively, City Year Milwaukee has invested over 17,000 hours preparing 59 currently serving AmeriCorps Members to serve in schools before and throughout the school year. This reflects pre-service onboarding before AmeriCorps Members step into schools, as well as City Year Milwaukee-specific Learning & Development days that support ongoing classroom readiness and student support.

Various trainings are delivered in partnership with MPS and includes school codes of conduct and mandated reporting requirements, alignment with school PD weeks, ongoing school-based professional development, and Youth Mental Health First Aid certification—so preparation doesn't stop at onboarding and continues throughout the school year in alignment with each school's context.

### **Partnership with MPS**

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#### **What's Next for City Year Milwaukee (Jan - Mar)**

- Continue Training and Monitoring of programming in League Partnership Schools
- Execute final seminar for school and literacy leads in partnership with AWSA to support League programming
- K–8: Monitor iReady 'typical growth' targets and conduct midyear checks for Tier 2 focus-list students.
- High school: Continue 9th grade data chats and CLC evening tutoring at BVHS (Mon–Wed), Bradley Tech (Tue/Thu), and South Division (Tue/Thu).
- Teaching Fellows: Winter classroom observations and licensure progress
- Host MLK Day of Service at Humboldt Park School on January 19th
- Welcome and deploy January Mid-Year Corps Members
- Recruit, Interview and Invite FY27 RACM

#### **Ways the Board Can Learn More**

- Join a school site visit to observe Tier 2 interventions (small-group ELA/Math; iReady; ST Math) across CY schools.
- Join us for MLK Day of Service on January 19th at Humboldt Park School
- Attend an evening CLC tutoring session (BVHS Mon–Wed; Bradley Tech Tue/Thu; South Division Tue/Thu).
- Serve on a Big Citizen Panel at CYMKE
- Participate in an AmeriCorps Learning and Development Day or Join us for 18 min. Networking
- Join us for our Women's Leadership Breakfast at Northwestern Mutual on February 18<sup>th</sup>

Additional information may be found in the attachments to your Committee's meeting.

### **Strategic Plan Compatibility Statement**

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

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

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Admin Policy 8.05 - School Census

### **Fiscal Impact Statement**

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n/a

### **Implementation and Assessment Plan**

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n/a

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### **(Item 2) Report with Possible Action on the 2025-26 Partnership with Forward Scholars**

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

#### **Background**

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Forward Scholars is a community volunteer tutoring program dedicated to helping K-3rd grade students who are not yet reading at grade level. Launched in 2022, the program initially served 163 students across 5 MPS schools. Since then, they have expanded to 9 schools.

Forward Scholars builds relationships and use research-based practices to close the opportunity gap for students of color. In partnership with MPS school staff to identify students not yet reading at grade level and pair them with dedicated, trained community volunteers for personalized, one-on-one tutoring twice a week. With their credentialed literacy specialists guiding the program, fostering literacy growth, confidence, and a love of reading. Each student is paired with a trained volunteer tutor who implements the lesson plans twice a week.

#### **Partner Schools**

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Forward Scholars works with the following schools: Lloyd Barbee Montessori Elementary School, Bryant Elementary School, Cass Street Elementary School, Forest Home Elementary School, Greenfield Bilingual Elementary School, Maple Tree Elementary School, Ninety Fifth Street Elementary School, Siefert Elementary School, and Gilbert Stuart Elementary School

#### **Leadership and Support Staff**

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Our diverse team bring many years and types of professional experience to our program. We are highly motivated, intentionally develop meaningful relationships and are committed to the success of each one of our Forward Scholars' students.

##### Site Coordinators

Our site coordinators are credentialed teachers who coach and support our dedicated community volunteers. They create individualized lesson plans and prepare the materials that fuel each student's success.

#### **Board of Directors**

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Comprised of community leaders that share a determination to provide literacy access for all children in Milwaukee.

#### **What We Do**

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Forward Scholars uses *Book Buddies*, a research-backed tutoring framework, to deliver data-driven, individualized instruction that directly addresses early reading and writing gaps.

In close partnership with school staff, we identify students who are not yet at grade level and match them with trained, committed community volunteers. Students receive one-on-one tutoring twice weekly throughout the school year, with instruction designed and coached by credentialed Forward Scholars staff.

Our model centers on strong, trust-based relationships with students, families, and schools—because lasting literacy growth happens when children are seen, valued, and understood.

**Demographics and Data**

We are in our 4th year of partnership with MPS. We have nearly doubled the number of schools and students that we serve since the start of our partnership.

School Year	Programs	Schools	Students Served	Volunteers	Staff
2022-23	6	5	163	172	4
2023-24	9	7	298	250	8
2024-25	9	9	267	285	10
2025-26	10	10	300	315	12

**Student Demographics**

School	<i>Gender</i>			<i>Race</i>				<i>EL</i>	
	Male	Female	Asian	Black / Af.Am.	Hispanic or Latino	White	Two or More	Yes	No
95 <sup>th</sup> Street	52%	48%	3%	69%	10%	7%	10%	0%	100%
Barbee	34%	66%	0%	89%	3%	3%	6%	0%	100%
Bryant	54%	46%	6%	89%	0%	0%	6%	3%	97%
Holmes	38%	62%	0%	91%	0%	0%	9%	0%	100%
HAPA	52%	48%	100%	0%	0%	0%	0%	16%	84%
Forest Home	38%	62%	0%	21%	66%	0%	14%	17%	83%
Greenfield	60%	40%	0%	13%	83%	0%	3%	57%	43%
Maple Tree	66%	34%	0%	81%	3%	0%	16%	0%	100%
Stuart	36%	64%	14%	57%	14%	0%	11%	0%	100%
Forward Scholars	48%	52%	13%	59%	19%	1%	8%	10%	90%

**Strategic Plan Compatibility Statement**

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

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

Admin Policy 7.01 - Teaching and Learning Goals

**Fiscal Impact Statement**

n/a

**Implementation and Assessment Plan**

n/a

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**(Item 3) Report on Special Education Family Engagement**

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

## **Background**

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Family engagement is essential to the success of special education students at Milwaukee Public Schools because families are their children's strongest advocates and most consistent support system. When families are actively involved, they help ensure that Individualized Education Programs (IEPs) reflect students' unique strengths, needs, and cultural backgrounds, leading to more meaningful and effective services. Strong family-school partnerships also improve communication, build trust, and empower caregivers to participate confidently in decision-making processes. For special education families at MPS, engagement supports better academic outcomes, social-emotional growth, and smoother transitions between grade levels, while reinforcing a shared commitment to equity, inclusion, and student success across the district.

## **Family Support Associate Activities**

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### **District- Level Events and Programs**

- Families As Partners
- Celebrating All Abilities

### **Building Capacity at the School-Level**

- Recruiting and training families to support other families through the Special Education Liaisons for Families (SELF Program)
- Family Leadership Organizations

### **Individualized Family Support**

- Meets regularly with Parent Coordinators to provide coaching and guidance for families
- Connects with families to provide resources and strategies to understand their child's IEP

## **Collaborative Community Partners**

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- Wisconsin Statewide Parent-Educator Initiative (WSPEI)
- Cooperative Educational Service Agency (CESA#1)
- MPS Partnership Since 2015-16
- Focus was on training families of children with special needs
- Agency referrals and one-on-one support

## **Special Education Liaison For Families (SELF)**

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- Empowering Families and students become equal Individualized Education Plan (IEP) team members
- SELFs assist families creating trust at the school level
- Share knowledge and information with families about:
  - (IEP)
  - Problem-Solving
  - Resources
  - Unique Programming in MPS

## **Strategic Plan Compatibility Statement**

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Goal 2, Student, Family and Community Engagement

## **Fiscal Impact Statement**

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N/A

## **Implementation and Assessment Plan**

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N/A

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**(Item 4) Monthly Report with Possible Action on the MPS FY26 Academic/Literacy Plan**

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

**Background**

On August 28, 2025, Administration presented the 2025-26 Academic Plan. On September 11, 2025, Administration responded to questions regarding the literacy portion of the 2025-26 Academic Plan and offered an opportunity to receive feedback on the information that was presented. On October 16, 2025, the presentation outlined the district's assessments for the 2025-26 school year, grounded in the belief that curriculum, instruction, and assessment are interconnected. Administration addressed the purpose of assessments, testing times, and highlighted the key shifts for the 2025-26 school year, designed to provide more consistent and actionable data to support literacy across the district. On November 13, 2025, Administration provided an update on the literacy plan and the recommendations from the MGT audit, which included feedback from stakeholders. On December 18, 2025, Administration provided information from the November professional development and gave a status update on the literacy plan. Tonight, while Administration will provide a monthly update, you will also hear about the HMH V3 materials and their onsite support as well as the collaborative work of the offices of Schools and Academics and the content delivered during the literacy team meetings.

**Recent Professional Development**

- On November 24 and November 25, 2025, teachers received training on i-Ready and heard updates on moving to HMH V3
- On December 10, 2025, teachers received school-based professional development
- Principals received an update on HMH V3 and a session on the Science of Reading
- Principals had collaboration time in Learning Communities with their Academic Superintendents to prepare for Early Release professional development

**Literacy Leadership Team**

- The first Literacy Leadership Team session occurred on December 17, 2025
- Senior Leaders of MPS aligned on key priorities and next steps for K5-5 literacy
- The structure is built to systematically integrate a continuous improvement cycle for K5-5 literacy

**LETRS for District Teams****LETRS Admin:**

- DLT and Literacy Leadership Team
- Fifty-one team members
- Units 1 to 5: Jan. - June 2026

**LETRS Volume I:**

- Coaches, specialists, and managers from Office of Academics (Literacy, Bilingual, ESL and Immersion)
- Eighteen team members
- Units 1 & 2: Jan. - June 2026
- Units 3 & 4: Sept. - Dec. 2026

**Upcoming Professional Development**

*January 7, 2026: Literacy Leadership Team*

Intended Outcome: Strategize implementation of HMH site-based modeling

*January 14, 2026: Professional Learning Institute*

Intended Outcome: Plan for the implementation of HMH site-based modeling

*January 26, 2026: K5-5 Teachers*

- Intended Outcome: Learning, collaboration, and planning, facilitated by HMH coaches, to understand the HMH V3 instructional design in order to deliver instruction for Module 5.

- Teachers are organized by Learning Communities to learn as a community
- Within Learning Communities, teachers are grouped by grade level and learn side by side with one another and the HMH Coaches for grade specific learning

**HMH v3 Materials Update**

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- HMH V3 materials were successfully delivered to all MPS schools with grades K5-5 during the week of December 15, 2025
- Operations managers and coaches from the Academics team are partnering with school leaders to unpack materials and deliver them to classrooms

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.01 - Teaching and Learning Goals

**Fiscal Impact Statement**

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n/a

**Implementation and Assessment Plan**

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n/a

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**(Item 5) Update, with Possible Action, on the Academic Literacy Plan for Family and Community Engagement**

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

**Background**

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The Administration will provide an update on the academic literacy strategy focused on family and community engagement. You will hear about the ways in which the initiative operates under the core belief that "all will read" and "all will teach." The district identifies caregivers—including parents, relatives, and legal guardians—as essential stakeholders in achieving successful literacy outcomes. To support these stakeholders, MPS is utilizing seven high-leverage practices proven to increase engagement, such as assisting caregivers in creating literacy-friendly home environments and encouraging the use of home languages.

**Family and Community Engagement**

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A child’s caregiver can be a parent, a relative, or a legal guardian responsible for the child’s health and welfare. Caregivers, and the community at large, are key stakeholders in a district’s literacy strategy.

**Supporting Literacy Knowledge for Caregivers**

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Caspe and Lopez (2017) described seven high-leverage processes and practices that have been proven to have the greatest effect on caregiver engagement and student learning development. They are:

1. Support caregivers in creating literacy-friendly home environments
2. Teach caregivers how to engage with their child in ongoing conversations.
3. Ensure caregivers have high expectations for their child’s literacy development
4. Assist caregivers in making reading enjoyable outside of school
5. Encourage caregivers to use their home language
6. Support caregivers to utilize the library
7. Promote the importance of home-school communication

**Family Coordinators**

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During second semester of the 2025-2026 SY, the Academics Team is working alongside Family, Community & Partnerships Team to co-construct a strategy that attends to Caspe and Lopez (2017) findings and is contextualized for MPS and includes parent literacy nights, newsletters and radio spots with literacy tips, and ways to support reading and writing at home and in the community.

**Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

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

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Admin Policy 7.01 - Teaching and Learning Goals

**Fiscal Impact Statement**

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n/a

**Implementation and Assessment Plan**

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n/a

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**COMMITTEE ON STRATEGIC PLANNING AND BUDGET**

Director O'Halloran presented the following report for the Strategic Planning and Budget:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning and Budget presents the following report:

**(Item 1) Update With Possible Action on the Long-Range Facilities Master Plan**

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

**Background**

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MPS initiated a process to develop a Long Range Facilities Master Plan by issuing a Request for Proposal to hire an outside firm to assist the district with the process of developing an updated plan. The primary goal of the LRFMP is to support student success by making sure that the district's learning spaces meet student needs.

In March 2024, the Board approved the professional service contract with Perkins-Eastman to begin the process of developing a new Long Range Facilities Master Plan. This plan provides an in-depth review of how MPS buildings support the learning environment and identifies opportunities to further the work toward advancing the district's goals of academic achievement; student, family, and community engagement; and effective and efficient operations.

The scope of work outlined for Perkins-Eastman included site visits to review and rate the condition of building infrastructure and the educational adequacy of all learning spaces. The review took into consideration many factors including enrollment trends, program and building capacities, deferred and projected capital maintenance, ADA accessibility, universal design principals, transportation policies, and equity with a focus on neighborhood characteristics such as household income, reported crimes, and minority populations.

The analysis included input from stakeholders including students, teachers, parents, district partners, and community members. Input was obtained through online surveys. In addition to the surveys, large-scale in person and virtual community engagement sessions were held in order to gather additional stakeholder input. The large-scale community engagement sessions comprised of a series of meetings.

Perkins-Eastman interacted with participants at each of the meetings by explaining the goals of the Long Range Facilities Master Plan, asking questions to gain feedback from the community on priorities, and facilitating open discussions for clarity and understanding.

The analysis included data gathering sessions and review meetings with key individuals from all departments within the district to allow Perkins-Eastman to obtain and validate the information needed for a complete analysis in order to develop the Long Range Facilities Master Plan. After assessing the data gathered, a progress report with considerations will be provided in October of 2024 to the Administration. The progress report contained details on educational suitability, technology readiness, and building conditions for all schools along with a review of district enrollment trends and building capacity. The information included potential plans for consideration to serve as a roadmap for facility use, classroom modernization, and capital investment. The plan is not finalized but focuses on identifying additional programming, instructional and partnership opportunities, and provides considerations for investment or divestment of current building inventory to maximize the use of resources.

On January 13th, Perkins-Eastman will provide an update on the progress of the plan.

### **Eight Guiding Principles**

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1. Rightsizing to address over- and underutilization issues
2. Improve access to high quality programming
3. Minimize disproportionate impacts
4. Equitable resource allocation
5. Strengthen the role of schools as community hubs.
6. Appropriately staffed schools
7. Improve access to high-quality buildings with appropriate spaces
8. Ensure long-term financial stability

### **MPS Areas of Success**

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Sustaining facilities with limited funding

- 1% of MPS budget goes to capital investments; state and national average is over 10%
- 10 states including Wisconsin provide no K-12 capital funding
- 64% of MPS schools have a “good” or “great” FCI score

Delivering excellent programs

- 8 Montessori schools
- 12 International Baccalaureate (IB) schools
- 24 Bilingual and immersion schools

Serving a diverse student population

- 80% of students are economically disadvantaged – twice the state average
- 15% of students are English learners – twice the level in 2006
- 20% of students are those with disabilities – two times more than Milwaukee charters and six times more than private schools

### **MPS Areas of Challenge**

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Declining enrollment and too many schools

- 29% enrollment decline since 1994
- 4% fewer school buildings since 1994

Old buildings and limited investment

- 84 years is the average age of school buildings
- 1993 was the last year school bonds were attempted and it failed

Imbalanced resources and inconsistent school quality

- 22 schools are below 50% utilization
- 28 schools that are above 100% utilization

## **How Does MPS Get There?**

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### **Invest in Buildings**

This plan highlights the need for investment, provides a prioritization framework and a recommended approach; additional capital funds will be needed to deliver transformational change.

### **Align Buildings with Enrollment**

Declining enrollment and high student mobility have left many schools under enrolled; closures and/or mergers could help strengthen school-level enrollment.

### **Balance Impacts**

To mitigate the effects of closures on school communities, this plan recommends prioritizing targeted capital and program investments in nearby schools.

### **Improve Access to Programs**

To strengthen access to specialty programming, this plan will recommend balancing the geographic distribution of programs so that all students have adequate access.

## **Project Phase Summary**

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### **Phase One: Understand and Align**

- Research the people, places, and programs that make up the MPS community
- Engage the MPS community to help define how buildings should support the academic vision
- Create a data-informed, dynamic planning framework to help guide district decision making

### **Phase Two: Test and Refine**

- Facilitate Steering Committees to shape strategies and priorities by aligning data and community context
- Develop Policy Initiatives to address systemic barriers and enable lasting, sustainable improvements
- Evaluate Fiscal Impacts to understand potential short- and long-term costs, savings, and feasibility

## **Update Phase One**

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### **What We Did**

- Conducted a spring stakeholder survey with over 8,000 responses
- Interviewed MPS department leadership
- Led engagement activities with middle and high school students
- Led LRFP specific fall focus groups with high school students
- Hosted four in-person and two virtual town hall meetings in spring
- Attended National Night Out events, Black Arts Fest MKE, HAFA back to school fair, Mexican Fiesta, and Run Back to School
- Hosted four in-person and two virtual town hall meetings in fall
- Conducted a fall stakeholder survey with just under 3,000 responses

### **What We Heard**

*How are MPS students choosing their schools?*

Based primarily on specialty programs, school culture and reputation, and perceived safety of a school and its surrounding community.

*What are MPS stakeholders' greatest concerns?*

Appropriate class sizes, availability of student supports, and quality of school programming were both top priorities and major concerns.

*How can MPS improve its schools?*

Improving the quality and features of school buildings is the most effective way MPS could improve its schools.

## **Update Phase Two**

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### **Steering Committee: Format and Members**

#### Interest & Selection:

60+ members selected from ~200 submissions

#### Commitment & Time Invested

32 steering committee meetings

~3,000 minutes of discussion over 6 months

#### Representation & Voices at the Table

5 committees (4 regional + 1 citywide)

- Parents & alumni
- Teachers & staff
- Principals & district leaders
- Community members & leaders

### **Steering Committees: Process Outcomes**

- Shaped the development of key policy initiatives through meaningful discussion, feedback, and lived-experience perspectives shared across committees.
- Guided development of the prioritization weights for the district planning framework, helping the model reflect district and community values and strategic intent.
- Drove refinement and streamlining of strategy candidate groups, improving clarity, alignment, and consistency throughout the planning process.
- Informed emerging district approach to major facility decisions, including how to navigate closures, direct building investments, and consider program placements.

### **Recommendations – Policy**

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- Begin transition of high school transportation from yellow bus to MCTS public transit
- Placement and compensation policies to stabilize staffing in high-need schools
- Establish more consistent grade configurations to support student transitions and clear pathways.
- Provide baseline access to core programs and a regional spread of specialty offerings
- Ensure all schools have a consistent baseline of staffing by school type
- Advocate for state changes to give MPS more flexibility reusing or selling closed buildings
- Adopt a unified scheduling model to improve access, staffing and broad sustainability of program offerings
- Standardize district surveys to capture key perspectives from students, families, staff.
- Reform permit policies to expand access and generate revenue through shared use
- Enforce existing standards to address overcrowding and improve space alignment
- Reestablish an equity-based, centralized funding model for facilities projects
- Improve clarity, consistency, and accessibility of school and program info for families online

### **Recommendations – Process**

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Tiered prioritization to create clear actionable groups across three key strategy categories:

1. Building Focused Investment
2. Program Focused Investment
3. Closures/Mergers

Phased implementation that aligns timing and district resources and adapts based on feedback

### **Strategy Option – Building Focused Investment: Project Types**

- Transformational - Bring schools in line with modern educational design standards either through new construction or major modernization of facilities.
- Focused Modernization - Update existing spaces (e.g., all classrooms) or add new ones via building additions, though will not modernize all areas of a facility.
- Targeted Improvements - Address key system needs, such as HVAC, roofs, or ADA accessibility; though does not prioritize modern educational design standards.

### Strategy Option –Program Focused Investment: Key Considerations

- Review program gaps and priority-tier schools to target where new programs will have the greatest impact.
- Apply the “program standard of care” when adding or realigning programs to support lasting and equitable access.
- Analyze where students currently travel for specialty programs to identify regions with unmet needs

### Closure/Merger: Scenario Development

#### *Scenario A*

Closure and receiving schools are identified and merged into a single campus, with one or more closing schools merging into a receiving school.

Investments are prioritized for receiving schools to help mitigate disproportionate impacts

#### *Scenario B*

Closure schools are identified without designated receiving schools, and students receive priority enrollment access to schools of their choice. Investments are prioritized for schools with the greatest need and informed by geographic context.

#### *Closure/Merger: How Schools Were Identified*

##### Minimizing Disruption:

Focused on schools with the lowest utilization rates and lower enrollments to limit the number of students impacted and address schools with higher operating costs.

##### Maintaining Access:

Reviewed neighborhood enrollment patterns and nearby school options to limit student travel burdens and preserve access to programs and services.

##### Data-Informed Prioritization:

Applied weighted data inputs to generate priority scores, identifying schools with the greatest overall need for action.

##### Stronger Receiving Schools:

Receiving schools generally offered newer or better facilities, improved ADA accessibility, and more air-conditioned academic spaces, supporting access to higher-quality and more modern learning environments.

All five proposed closure schools are in school board district 4, an area experiencing long-term depopulation where both student enrollment and the number of students residing are well below the available capacity. (Auer Ave., Keefe Ave., Hopkins-Lloyd, Siefert, Clarke Street)

### Next Steps

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1. Decide upon strategy actions
2. Plan the pursuit of needed resources
3. Kick off cycle one and planning
4. Revisit updated tools annually

The full report, including an appendix with additional data, may be found in the minutes of your Committee’s meeting.

### Strategic Plan Compatibility Statement

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Goal 3, Effective and Efficient Operations

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

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Admin Policy 5.01 - Facilities

**Fiscal Impact Statement**

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This item does not authorize expenditures.

**Implementation and Assessment Plan**

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N/A

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**(Item 2) Report with Possible Action on Advancing the Long-Range Facilities Master Plan for FY27**

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

**Background**

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Advancing the Long-Range Facilities Master Plan: 2026-27

Since 2023, the district has been working in partnership with Perkins Eastman to develop a comprehensive Long-Range Facilities Master Plan (LRFMP). Through this collaborative process, a wide range of potential strategies has been explored, including school mergers, closures, consolidations, and targeted facility investments.

Using the data, analysis, and community input gathered throughout this work, the administration is recommending that the first phase of the plan focus on strategic investments in academic programs and school facilities. These initial actions are intended to address the most urgent needs while strengthening learning environments and supporting student success.

The administration will present these recommended investments to the Board, along with the rationale and guiding principles behind them, to inform discussion and future decision-making.

**Core Belief**

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We believe all students deserve:

- Learning environments where they can thrive
- Equitable access to specialty schools and programs
- Clear paths from kindergarten to high school graduation

**Advancing the Long-Range Facilities Master Plan**

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**Our Actions**

- Investing in buildings where we've seen greatest disinvestment (Perkins Eastman slide 24)
- Improving access to programs by launching/strengthening specialty options (Perkins Eastman slide 26)
- Taking first steps on grade configuration to address 5th-6th grade enrollment loss (Perkins Eastman slide 20)
- Strengthening policies, practices and strategies (Perkins Eastman slides 20-21)

**Investing in Buildings**

*Douglas: Proposed Conversion to Elementary School*

Community-focused lobbying reinforces the school neighborhood  
New windows and façade updates for a greener school  
New kindergarten classrooms create a safe learning environment

Possible Exterior Improvement.....	\$800,000
Possible Interior Improvements .....	\$5,450,000
Possible Exterior Improvement FY27.....	\$3,500,00

*Brown Street Academy: Possible Investments*

New classroom furniture to facilitate modern learning  
 New exterior lighting to provide additional safety and highlight historic architecture  
 Casework and cork board replacements to give functionality back to the school

Possible Exterior Improvement .....\$260,000  
 Possible Interior Improvement .....\$2,440,000

*Starms Discovery Learning Center: Possible Investments*

Welcoming entries with improved brand visibility  
 Lighting and signage enhancements, and added site furnishings  
 Playground enhancements featuring natural play features and outdoor music  
 Library or office entrance enhancements  
 New fences with improved visual appeal and parking security  
 Added signage to improve visibility and security

Possible Exterior Improvement .....\$260,000  
 Possible Interior Improvement .....\$2,350,000

*Gwen T. Jackson School: Possible Investments*

Room separation in an existing classroom. Reallocate cubbies from coat area.  
 Alternative colors and imagery appear in opposition direction.  
 Coat area would be reallocated so the space can be used for push-in or pull-out teaching.  
 Increased healthy light spectrum with light panel and biophilic imagery.  
 Lighting enhancements are dimmable and changeable.

Possible Exterior Improvement .....\$500,000  
 Possible Interior Improvement .....\$3,300,000

**Improving Access to Programs**

*Career Pathways: North Division High School*

- Connect academic learning to real-world, high-demand careers with MATC support
- Expand equitable access to college credit and industry credentials
- Revitalize underused CTE labs to maximize instructional capacity
- Potential programs: Cybersecurity, Architectural Technology, Nursing Assistant, Dental, Emergency Medical Technician (EMT), Construction, Auto Tech, Welding

*WCLL/Obama Grade Alignment*

- Offer grades K-6 at WCLL
- Offer grades 7-12 at Obama SCTE
- Allows WCLL to focus on age-appropriate learning environment for K-6
- Allows Obama to focus on career exploration, greater course variety, advanced academics, arts athletics in an HS facility
- Create opportunity for stronger enrollment at each school, reducing potential for split grade classrooms

*Strengthen River Trail as Vincent Feeder*

- Greenhouse project:
  - o 20' x 36' facility on ready-to-build site
  - o Provides more equitable year-round access to hands-on agriculture learning that is currently limited by weather
- Enclose classrooms to foster stronger learning

*Continue Green Schoolyard Developments*

- Completed 37 schools with 5 to be completed summer 2026
- Fund \$1.5 million to fully fund cohort 8 (schools to be worked on in summer 2026)

*Lab School at Hartford University School*

- Build formal partnership with UWM
- Develop Hartford as a model urban school, intentionally advancing innovative practices

- Grow teaching workforce through residency and quality practices
- Establish steering committee, leverage research, and strengthen professional learning practices (including with student teachers)

**First Steps on Grade Reconfiguration**

- Current state: 6th grade is 6% smaller than 5th grade – closer to 7% smaller in recent years (source: 4MATIV Technologies enrollment research)
  - o Disproportionate grade-to-grade loss
  - o 41 K-5 schools, 23 have physical capacity for 6th grade
- Allow all K-5 schools to explore expansion to K-6; 23 with physical capacity could move forward in fall if they have 20 5<sup>th</sup> grade families on board

**Strengthening Policies, Practices and Strategies**

*Perkins Eastman Recommendations: Currently in Progress*

- Enrollment and class size caps (Admin. Pol. 7.25 & 8.45)
- Transportation for HS students (Admin. Pol. 4.04)
- Staff placement and incentives
- Aligned grade configurations
- Program standard of care
- Staffing standard of care
- Surplus property reform (Admin. Pol. 5.01)
- Districtwide scheduling model
- Centralized facilities funding (Admin. Pol. 5.01)
- Access to school/program info
- Standardized district surveys (Admin. Pol. 2.15)
- Expanded shared use of facilities (Admin. Pol. 5.02)

**Strategic Plan Compatibility Statement**

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

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

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Admin Policy 5.01 - Facilities

**Fiscal Impact Statement**

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N/A

**Implementation and Assessment Plan**

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N/A

**Committee’s Recommendation**

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Your Committee recommends approval of the "green school yard" plans, using Fund 46, for \$1.5 million.

*Approved 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**

No reports were presented this month.

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

In support of the MPS Vision and Mission, and in collaboration with district and community partners, the President’s activities during January 2026 included the following:

- Participated in a Deaf and Hard of Hearing (DHH) Relocation Update meeting with district leadership and stakeholders.
- Attended the Parent Academy School Resource Officer (SRO) Update meeting.
- Participated in Dr. Martin Luther King Jr. Day observances, including:
  - o YMCA 29th Annual Dr. Martin Luther King Jr. Celebration Breakfast
  - o City Year Day of Service at Humboldt Park
  - o 42nd Annual Dr. Martin Luther King Jr. Birthday Celebration at the Marcus Center, honoring student speech, writing, and art contest winners
- Engaged with local media, speaking with reporters regarding the School Resource Officer (SRO) Resolution and its goals.
- Participated in the Wisconsin Association of School Board’s Delegate Assembly, where several noteworthy resolutions were adopted including:
  - o Support for universal school meals for all students
  - o Opposition too decoupling
  - o An emergency resolution addressing special education funding
- Participated in weekly leadership meetings with the Office of the Superintendent, the Office of Accountability & Efficiency, and the Office of Board Governance to ensure strong collaboration and communication across teams.
- Participated in a presentation by San Diego Unified School District on affordable housing strategies and district partnerships.
- Ensured Chief Executive Officer self-evaluation process began in partnership with the Wisconsin Association of School Boards (WASB).

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**NEW BUSINESS**

**(Item 1) Action on a Request to Approve an Amended 2025-2026 Districtwide Calendar**

**Background**

In November 2025, the Board approved districtwide calendars for FY27 and FY28. Each calendar includes a five-consecutive-day districtwide closure.

The FY27 closure includes days that fall at the end of June and the beginning of July. Three of those days, June 26, June 29, and June 30 occur at the end of the FY26 calendar, while the remaining two days, July 1 and July 2, occur at the start of the FY27 calendar.

Because the closure spans two fiscal years, this item is needed to approve the three June dates on the FY26 calendar so the full five-day closure in FY27 can be implemented as approved.

The following is the revised 2025-2026 districtwide school calendar.

- August 25 .....Organization Day
- August 26-28 .....Professional Development Days
- August 29 .....Labor Day Break
- September 1 .....Labor Day
- September 2.....First Day of School for Students

October 8.....	Early Release Day for K-12 Professional Development
October 17.....	Parent/Teacher Conference Day
October 20.....	October Break
November 7.....	Record (K-8)/Professional Development Day (HS)
November 24-25.....	Districtwide Professional Development
November 26-28.....	Thanksgiving Break
December 10.....	Early Release Day for K-12 Professional Development
December 22-31.....	Winter Break
January 1-2.....	Winter Break
January 5.....	Classes Resume
January 19.....	MLK Jr. Day
January 26.....	Record (HS)/Professional Development Day (K-8)
February 16.....	Mid-semester Break
February 17.....	Record (K-8)/Professional Development Day (HS)
March 4.....	Early Release Day for K-12 Professional Development
March 20.....	Parent/Teacher Conference Day
March 30-April 3.....	Spring Break
April 15.....	Early Release Day for K-12 Professional Development
April 30.....	Districtwide Professional Development
May 1.....	Professional Development Day
May 25.....	Memorial Day
June 5.....	Record (K-8)/Professional Development Day (HS)
June 15.....	Last Day of School for Students
June 16.....	Record (HS)/Professional Development Day (K-8)
June 17-18.....	Emergency Make-up days, if needed
<u>June 26.....</u>	<u>Central Services Closed</u>
<u>June 29-30.....</u>	<u>Central Services Closed</u>

*ACT Testing dates are to be determined.*

**Strategic Plan Compatibility Statement**

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

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

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Admin Policy 7.03 - School Year/School Calendar

**Fiscal Impact Statement**

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No fiscal impact for this item.

**Implementation and Assessment Plan**

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The amended calendar will replace the current calendar and be posted accordingly.

**Recommendation**

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The Administration recommends the Board approve the 2025-2026 districtwide amended calendar as attached.

Director O'Halloran moved to approve the Administration's recommendation to amend the 2025-26 districtwide calendar, as indicated in the attachment to the item. The motion passed, the vote being as follows:

- Ayes — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.
- Noes — None - 0.

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**(Item 2) Update with Possible Action on FY27 Budget Preparations****Background**

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The District's financial planning and budget development is a year-round process guided by the Milwaukee School Board of Directors' goals, the District's strategic plan, and established budget priorities.

The attached presentation provides a preview and update to support planning for the upcoming 2026–2027 budget. The Administration is sharing this information to provide insight into the District's current financial position, key decisions that are forthcoming, and the challenges the District faces.

This presentation is intended to further inform and support discussion around the planning work for the FY27 budget.

1. Current State: Restoring the Control Environment
2. Future Vision: Budgeting for Our Priorities
3. Getting There: Tightening Our Belts

**Summary**

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- Gap between revenues and expenses now and beyond:
  - Declining birth rates
  - State funding not keeping up with inflation
  - Growing healthcare costs
  - Utilities
- 2024 referendum helped narrow the gap
- Moving forward: Balancing priorities within our means
  - Academic achievement with a focus on literacy
  - Safe and welcoming schools,
  - Efficient operations - helping us reinvest in our classrooms
- General school district revenues per pupil lag inflation by more than \$3,300 since 2009

**Current State: Restoring the Control Environment**

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Financial Challenges: The District's five-year forecast is driven by national trends and state policy.

- State imposed revenue limits
- \$0 increase in state equalization aid
- Demographic trends and declining enrollment
- Historic inflation
- Limited reimbursement for special education
- Critical social services: nurses, social workers, nutrition

**2024 Referendum**

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- Maintained services despite gap between revenues and expenses
- Supported:
  - o A per pupil increase in school allocations
  - o Investment in staff salaries
  - o Inflationary cost increases for supplies, transportation, and utilities
  - o Art, Music, and Phy Ed

**2024-25 Audit Update**

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- Annual report and financial statements completed and submitted to DPI: January 15
- Single audit (of state and federal grant compliance) is scheduled for completion in March
- Complete presentation of audit by auditing firm CliftonLarsonAllen (CLA) expected in April

**Lessons From the 2024-25 Audit**

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- Shows need to control spending and improve fund balances

- In 2025-26 school year, administration monitoring spending and planning steps to ensure all funds end on budget and not increase gap
- 2026-27 Proposed Budget will include reductions to improve the anticipated structural imbalance and fund balance

### **Controlling Spending This Year (2025-26)**

The administration is developing options to ensure spending is at or below budget this current year. Options may include:

- Soft hiring freeze (exception for mission-critical roles)
- Travel freeze
- Limit overtime
- Examine textbook adoptions
- Analyzing transportation options for savings

The administration is developing options to ensure spending is at or below budget and no transfers are required.

- Audit all utilities
- Audit employee insurance membership
- Audit Workers' Comp claims to prevent risk of injuries

### **2026-27 Budget Priorities**

The administration will continue to focus on the following priorities:

- Academic achievement and literacy
- Safe and welcoming schools
- Efficient operations
- Financial stability and improving the District's fund balances

### **2026-27 Assumptions — Enrollment**

The District anticipates declining enrollment to continue in line with national demographic trends.

- 2025-26 (Third Friday): 64,594
- 2026-27 Projected: 63,684 (decline of 1.4%)
- Planning steps to attract students
- Investing in historically disinvested communities with a focus on capacity to serve more students
- Academic achievement
- Investing in teacher and principal effectiveness
- Program improvements

### **2026-27 Assumptions – Revenues**

The District has limited ability to increase revenues outside of the state's biannual budget.

- Revenue limit is projected to increase by \$54 million (Approximately \$1,112,667,525)
- Equalization aid is projected to decrease by -\$1 million (Approximately \$690,705,925)
- The most recent state budget provided \$0 additional equalization aid
- 35% special education reimbursement

### **MPS Budgeted Funds**

Seven funds each with a specific purpose and rules:

- School Operations
- Categorical
- Special Education
- Nutrition
- Debt
- Long Term Capital Improvement
- Community Extension — MKE Rec

**MPS Budget Funds Overview**

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- School Operations: Current educational services and operations
- Categorical: Grant funds awarded for specific purposes; if expenditure exceeds grant revenue, School Operations covers shortage
- Special Education: Supporting special education services
- Nutrition: Breakfast, lunch, and snacks to fuel student learning; if costs are greater than federal funding, the School Operations covers the gap
- Debt: Tracks the repayment of the District's debts.
- Long Term Capital Improvement: Restricted to capital projects for facilities and equipment; funded by transfers from the School Operations Fund.
- Community Extension: Supports MKE Rec and community programs and facilities open to all residents; cannot pay for activities in the other funds.

**Investing in MPS Staff – Salaries and Benefits**

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- Inflation (Consumer Price Index) reported at 2.63%.  
The below scenarios show the cost of projected salary and benefits increases at different rates that would need to be offset.
- Steps and Lanes: \$23 million
- 1% COLA: \$12.25 million (Total \$35.25 million)
- 1.5% COLA: \$18.5 million (Total \$41.5 million)
- 2% COLA: \$25.5 million (Total \$48.5 million)
- 2.63% COLA: \$32 million (Total \$55.5 million)

**Cost of Living Adjustment History**

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Year	Cost of Living Increase	Actual CPI
25-26	2.95%	2.95%
24-25	4.12%	4.12%
23-24	8.00%	8.00%
22-23	4.70%	4.70%
21-22	1.23%	1.23%
20-21	1.81%	1.81%
19-20	2.44%	2.44%
18-19	2.13%	2.13%

- In addition to steps and lanes
- No health benefit plan design changes

**Planning for the 2026-27 Budget**

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- The administration is requesting the Board hold a Strategic Planning and Budget Committee meeting on February 5 to:
- Review the five-year forecast
  - Discuss the anticipated structural imbalance
  - Begin the conversation about correcting in the 2026-27 budget

**Budgeting with a Multi-Year Perspective**

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- The District must take decisive action to responsibly pass a structurally balanced budget in 2026-27:
- Deep dive to address central office spending to support services in the classroom
  - Review all district contracts
  - Eliminate redundant or inefficient costs
  - Control spending to correct the anticipated deficit in the five-year forecast

### **Conclusion**

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The District must balance priorities within its financial means to correct the anticipated structural imbalance.

The Administration will focus on educational achievement, especially improving literacy.

It will be critical to increase efficiency in all MPS operations to reinvest savings in our classrooms.

### **Strategic Plan Compatibility Statement**

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Goal 1, Academic Achievement

Goal 2, Student, Family and Community Engagement

Goal 3, Effective and Efficient Operations

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

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Admin Policy 3.01 - Annual Operating Budget

### **Fiscal Impact Statement**

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N/A

### **Implementation and Assessment Plan**

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N/A

Director Zombor moved to consider this item first [after Awards and Commendations]. The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.

Noes — None - 0.

The Board recessed from 7:14 p.m. to 7:23 p.m.

Director Fons moved to accept the Administration's report and direct the Superintendent to present the Board with a proposed budget that will retain the current staff and attract new staff, to be done with:

- Full cost of living allowed by law
- Salary steps for all eligible workers
- No cuts to healthcare benefits
- Conduct a comprehensive, full searching review of all MPS contracts to find savings
- Principals will share a proposed school budget for staff and family input in March

The motion failed, the vote being as follows:

Ayes — Directors Fons, Herndon, Siemsen, Vannoy— 4.

Noes — Director O'Halloran and President Zombor – 2.

Abstention – Directors Ferguson and Reza – 2.

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## RESOLUTIONS

### Resolution 2526R-005

By Director Katherine Vannoy

WHEREAS, Milwaukee Public Schools (“MPS”) Board Administrative Policy 7.16 details definitions and standards for student access to alternative education programs and is intended to support students whose educational needs are not fully met in traditional school settings; and

WHEREAS, alternative education programs serve as a critical pathway for students to remain engaged in learning and make progress toward graduation; and

WHEREAS, barriers to accessing alternative education—including limited assessment capacity, an overly centralized review process, potentially restrictive definitions of instructional time, and lack of equitable access for bilingual and English-language learners—may unintentionally discourage student participation and contribute to disengagement or dropout rates; and

WHEREAS, improving accessibility to alternative schools aligns with MPS’s commitment to educational equity, student success, culturally and linguistically respectful practices, and providing continued educational opportunities for at-risk students; and

WHEREAS, educators who work directly with students seeking alternative education opportunities are well positioned to assess academic, social-emotional, and contextual factors affecting student success; and

WHEREAS, English Learners and bilingual students face unique challenges in accessing alternative education and require intentional policy protections to ensure equitable access and outcomes; now, therefore, be it

RESOLVED, that the Milwaukee Public Schools Board of School Directors directs the Superintendent, appropriate MPS departments, or their designees to revise and/or add clarifying language to Administrative Policy 7.16 in furtherance of these goals:

- 1.) To prioritize accessibility to alternative education programs and remove unnecessary procedural barriers that limit timely enrollment and participation;
- 2.) To strengthen policy language to emphasize alternative education as a proactive option to encourage continued enrollment, credit attainment, and graduation;
- 3.) To identify and reduce administrative, procedural, and structural roadblocks that hinder student access to alternative education, including delays in assessment, placement, or approval;
- 4.) To expand assessment or review authority for alternative education placement beyond the Department of College and Career Readiness by allowing School Assessment Coordinators, Alternative Program Teachers, administrators, or other appropriately-trained school-based personnel to assess students and review applications for alternative education placement;
- 5.) To allow more flexibility in when and where such assessments can take place, and to consider holistic aspects of individual student circumstances/applications;
- 6.) To clarify the term “traditional school day” as used in Administrative Policy 7.16, to explicitly allow nontraditional scheduling options for alternative educational programs, and to support evening education, flexible schedules, and other innovative instructional models that increase access for students to the extend possible; and
- 7.) To ensure equitable access for bilingual and English-language learners by including policy language stating as much, in accordance with state and federal requirements; and be it

FURTHER RESOLVED, that the Superintendent or designee shall present proposed revisions to Board Administrative Policy 7.16 to the Board of School Directors no later than the March 2026 Board cycle for review, public input, and approval.

*Referred to the Committee on Student Achievement and School Innovation*

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### ITEMS DEFERRED

Having been previously deferred, the Board resumed consideration of the following item/s:

- Action to Retire to Closed Session to Consider an Employment Appeal Filed in Accordance with Board Rule Appendix A
- Action on a Request to Retire to Closed Session to Confer with Legal Counsel with Respect to Pending or Probable Litigation Matters

Director Ferguson moved to retire to closed session, pursuant to Wisconsin Statutes 19.85(1)(c)(f) and (g). The motion passed, the vote being as follows:

Ayes — Directors Ferguson, Fons, Herndon, O'Halloran, Reza, Siemsen, Vannoy, and President Zombor — 8.

Noes — None.

The Board retired to closed session at 10:39 p.m. The Board determined that it would hold the Employment Appeal item to the call of the Chair and the item was not discussed in the closed session.

The Board adjourned at 11:15 p.m.

TINA OWEN-MOORE, Ed. L.D.  
Board Clerk