



REGULAR MONTHLY BOARD MEETING

December 13, 2016

7:00 PM

**Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, Wisconsin**

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Regular School Board Meeting
December 13, 2016
Educational Support Center
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Awards/Recognition	
IV. Administrative and Supervisory Appointments	
V. Introduction and Welcome of Student Ambassador	
VI. Legislative Report	
VII. Views and Comments by the Public	
VIII. Response and Comments by Board Members (Three Minute Limit)	
IX. Remarks by the President	
X. Superintendent's Report	
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XVI. Adjournment	

Kenosha Unified School District
Kenosha, WI
December 13, 2016

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Burroughs	Tommy	Bradford High School	Security	ESP	11/16/2016	1	\$15.33
Appointment	Lachman	Nicole	Nash Elementary School	Special Education	ESP	10/25/2016	1	\$15.33
Appointment	Marecek	Beth	Bullen Middle School	Library Clerical Assistant (10 month)	Secretarial	12/01/2016	1	\$17.32
Appointment	Bernhardt	Matthew	Bradford High School	Security	ESP	11/22/2016	1	\$15.33
Appointment	Vallone-Seaberg	Tammy	Reuther High School	Special Education - Cross Categorical	Instructional	12/05/2016	1	\$78,396.00
Resignation	Remien	Michelle	Dept of Sp Ed	Cross Categorical	Instructional	11/08/2016	1	\$47,153.00
Resignation	Naylor	David	Harborside Academy	Dean of Students	Instructional	11/23/2016	1	\$72,890.00
Resignation	Kuzelka	Karen	Indian Trail Academy	Special Education	ESP	12/09/2016	1	\$14.35
Retirement	Sorensen	Laurel	Tremper High School	Clerical	ESP	12/31/2016	1	\$18.66

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REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 15, 2016

A regular meeting of the Kenosha Unified School Board was held on Tuesday, November 15, 2016, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Ms. Stevens, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mrs. Snyder was excused.

Mrs. Coleman, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mrs. Tanya Ruder, Chief Communication Officer, presented LakeView's Principles of Engineering Class - 2016 Racine County Pumpkin Chunkin Contest Winners Award, Tremper Girls Soccer Team - Academic All American Team by the National Soccer Coaches Association of America Award, and Indian Trail Student Athletes (Girls Golf) - Golf Coaches Association of Wisconsin Academic All-Stars Award.

There were no Administrative or Supervisory Appointments.

There was not a student ambassador present.

Mr. Wade gave the legislative report.

There were views/comments by the public.

Board members made their responses/comments.

Mrs. Coleman gave the Board President remarks.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

Board members considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations.

Consent-Approve item XI-B – Minutes of the 10/25/16 Special Meeting and Executive Session and 10/25/16 Regular Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“It is recommended that the October 2016 cash receipt deposits totaling \$244,742.90, and cash receipt wire transfers-in totaling \$1,125,487.71, be approved.

Check numbers 542416 through 543601 totaling \$9,292,392.17, and general operating wire transfers-out totaling \$259,894.90, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the October 2016 net payroll and benefit EFT batches totaling \$12,282,347.64, and net payroll check batches totaling \$20,441.65, be approved.”

Consent-Approve item XI-D – Policy and Rule 5437 – Threats/Assaults submitted by Ms. Susan Valeri, Chief of Special Education/Student Support, and Dr. Savaglio-Jarvis, excerpts follow:

“During the 2015-2016 school year there were several bomb threats to school buildings in the Kenosha Unified School District. One of the grounds for suspension and expulsion is knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives. The District wants to ensure that Policy and Rule 5437, Threats/Assaults, references all forms of communication by which a threat or false information can be conveyed, in violation of the policy. Therefore, Policy and Rule 5437, Threats/Assaults, now includes language making it clear that students are prohibited from knowingly conveying (through verbal, written, electronic, or other forms of communication) any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.

In addition, section 947.015 of the Wisconsin Statutes makes it a Class I felony to intentionally convey or cause to be conveyed any threat or false information, knowing such to be false, concerning an attempt being made or to be made to destroy any property by the means of explosives. An update to Rule 5437 also includes a reference to Wis. Stat. § 947.015.

At its October 11, 2016, meeting, the Personnel/Policy Standing Committee voted to forward revised Policy 5437 to the School Board for approval. The Board approved revised Policy 5437 as a first reading on October 25, 2016. Administration recommends that the School Board approve revised Policy 5437 – Threats/Assaults as a second reading on November 15, 2016.”

Consent-Approve item XI-E – Policy and Rule 6700 – Extracurricular Activities and Programs submitted by Mr. Bryan Mogensen, Coordinator of Athletics, Physical Education, Health, Recreation, and Senior Center; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“The U.S. Department of Education, Office of Civil Rights (OCR), filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed. Section III of the agreement required the district to develop a process or procedure for students or other interested parties, such as coaches or parents, to use to request the addition of new sports or level of sports at Bradford or Tremper and to publish the procedure, including on the district’s website. The revisions to Policy 6700 are based on the recommendations made by legal counsel.

On October 11, 2016, the Personnel/Policy Standing Committee approved to forward the proposed revisions to Policy 6700—Extracurricular Activities and Programs—to the Board of Education for approval. The Board approved revised Policy 6700 as a first reading at the October 25, 2016, regular school board meeting. Administration recommends that the school board approve as a second reading the revised Policy 6700—Extracurricular Activities and Programs—at the November 15, 2016, regular school board meeting.”

Mr. Kunich moved to approve the Consent Agenda as presented in the agenda. Mr. Falkofske seconded the motion. Unanimously approved.

Mr. Hamdan presented the Unallocated Funds in the 2016-2016 Budget submitted by himself and Dr. Savaglio-Jarvis, excerpts follow:

“On October 25, 2016, the Board of Education unanimously voted to approve a balanced operating budget of \$248.2 MM for the 2016-17 fiscal year with the exception of \$147 K of approved carry-over funds. Contained within the approved 2016-17 budget there are also approximately \$4.3 MM of unallocated funds awaiting Board action.

The capacity created in the 2016-17 budget was primarily the result of cost saving decisions made by the Board. These decisions include changes to the District health insurance plan and the elimination of the Long Term Care benefit.

As shared with the Board on October 25, 2016, the unallocated funds are available for the Board of Education to allocate in the 2016-17 budget as they see fit. Uses could include, but are not limited to, staff compensation or funding of previously approved initiatives such as the curriculum adoption cycle that was approved by the Board on November 24, 2015. The Teaching and Learning Department has identified pieces of the previously approved curriculum adoption cycle which they could move forward on immediately. Those pieces are the K-5 Science (estimated cost \$900 K) and 9-12 World Languages (estimated cost \$100 K) for a total amount of approximately \$1 MM.

Administration requests that the School Board vote on the amount of the unallocated funds that should be used to provide one-time, non-base building stipends for Full-Time Equivalent (FTE) staff and vote on the method to use for distributing those funds.”

Mr. Hamdan gave a PowerPoint presentation which covered the following topics: pathways to success, 2016-2017 budget status, available funds, why one-time bonus for 2016-2017, former teacher schedule step analysis, step implications, former teacher schedule lane analysis, lane implications, consumer price index trend (CPI-U), budget considerations, preliminary forecast for 2017-2018, preliminary forecast for 2018-2019, sustainability, and school board decisions.

Mr. Hamdan answered questions from School Board members and discussion followed.

Mr. Kunich moved that \$3.3 MM of the 2016-2017 unallocated funds to be used for one-time, non-base building, supplemental compensation for full-time equivalent (FTE) staff and that \$1 MM of the 2016-2017 unallocated funds be reserved for expenses related to curricular needs. Motion failed due to lack of a second.

Mr. Wade moved that \$1 MM of the \$4.3 MM 2016-2017 unallocated funds be set aside and used for expenses related to curricular needs. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Kunich moved to approve a one-time, non-base building, 2.4% stipend calculated on base salary for full-time equivalent (FTE) staff. Motion failed due to lack of a second.

Mr. Kunich moved to approve a one-time, non-base building, 2.4% stipend calculated on base salary for full-time equivalent (FTE) staff with the condition that the Board vote on a salary structure no later than June 2017. Mr. Wade seconded the motion.

Roll call vote: Ayes: Mr. Kunich, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Garcia, Mr. Falkofske. Motion failed.

Mr. Kunich moved to approve a one-time, non-base building, 2.4% stipend calculated on base salary for full-time equivalent staff based on the condition that the Board approve a new salary structure by May 2017, and that Administration sit down with any and all school board members over the next nine months to discuss any and all options regarding the salary structure. Mr. Wade seconded the motion. Motion carried. Ms. Stevens dissenting.

Dr. Savaglio-Jarvis introduced the Other Post-Employment Benefits Actuarial Study submitted by Mr. Hamdan and herself, excerpts follow:

“Organizations may offer benefits to their employees that are earned during their years of service, but are not due until after their employment ends through retirement. These benefits, other than pensions, are referred to as other post-employment benefits (OPEB). Kenosha Unified School District offers benefits such as health insurance and dental insurance for eligible employees from the date of retirement until age 65 or Medicare eligibility.

In 2004, the Governmental Accounting Standards Board (GASB) established Statement 45 to provide more complete and reliable financial reporting regarding OPEB. This accounting rule had been in place for private sector companies for many years; however public entities were not previously required to report these long term obligations.

An actuarial valuation under GASB 45 must be performed for plans with a total membership of 200 or more at least biennially. In order to comply with this requirement, KUSD administration requested that Milliman, Inc. prepare an updated report.

Attached is the new actuarial valuation report as of July 1, 2016. The report shows a significant reduction in total liabilities as compared to the last report just two years ago. Most of the reductions can be attributed to changes in the medical plan and the fact that future retirees will now pay a larger portion of the total premium (up to 12%). Administration has invited a representative from Milliman, Inc. to answer any questions and address the assumptions that were used.

This report was reviewed at the November 1, 2016, meeting of the Audit/Budget/Finance Committee, and the committee voted unanimously to forward this report to the School Board for consideration. This is an informational report only.”

Mr. Hamdan introduced Mr. Timothy Bleick from Milliman, Inc. and he distributed and presented valuation results, GASB 45 balance sheet liability, and new GASB account standards for OPEB plans.

There were no questions from Board members.

No action was taken on the Other Post-Employment Benefits Actuarial Study as it was provided for informational purposes only.

Dr. Savaglio-Jarvis introduced the ALiCE Lesson Plans submitted by Ms. Kimberly Fischer, Interim Regional Coordinator of Leadership and Learning – Secondary; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning – Elementary; Mr. Scott Kennow – Regional Coordinator of Leadership and Learning – Elementary; and Dr. Savaglio-Jarvis, excerpts follow:

“At the July 28, 2015, regular school board meeting, the ALiCE response to violent intruder events was adopted along with six action steps. One action step was the creation of training materials and lesson plans to provide training to all district students in an age appropriate manner.

During the summer of 2016, school leadership and district staff drafted lesson plans for student training. The lesson plans focus on instructional and procedural aspects of ALiCE; there are no plans for physical role playing of students. These lesson plans are differentiated for each level and specific for elementary, middle and high school.

Staff signed up for feedback sessions and the sessions were led by school leadership staff. Lesson plans will be finalized and brought to the regular school board

meeting on November 15, 2016. Lesson plans will be delivered to the building leaders, each school will determine a training schedule, and the timeline for lesson plan distribution.

The ALiCE lesson plans were presented to the Curriculum/Program Standing Committee on November 1, 2016. All lesson plans were mailed to the Board of Education in hard copy format on November 4, 2016 and sent electronically on November 7, 2016. The plans are now being presented to the school board for discussion. This item will again be brought before the Curriculum/Program Committee for feedback at their November 29, 2016, meeting with anticipated approval by the School Board on December 13, 2016.”

Dr. Bethany Ormseth, Chief of School Leadership; Ms. Fischer; Mr. Pitts; and Mr. Kennow were present to answer questions from board members but there were no questions.

No action was taken on the ALiCE Lesson Plans as they were provided for informational purposes only.

Mr. Falkofske presented the Donations to the District.

Ms. Stevens moved to approve the Donations to the District. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Kunich moved to adjourn the meeting. Mr. Garcia seconded the motion. Unanimously approved.

Meeting adjourned at 9:40 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
December 13, 2016

CASH RECEIPTS	reference	total
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November 2016 Wire Transfers-In, to Johnson Bank from:

WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,677,900.65
Johnson Bank	<i>account interest</i>	169.87
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	134,323.00
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	(6.25)
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	22,644.54
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	34,708.17
HHS	<i>head start grant</i>	166,728.98
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	23,951.62
Total Incoming Wire Transfers		3,060,420.58

November 2016 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	176,315.94
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TOTAL NOVEMBER CASH RECEIPTS

\$ 3,236,736.52

CASH DISBURSEMENTS	reference	total
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November 2016 Wire Transfers-Out, from Johnson Bank to:

Payroll & Benefit wires

Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,074,167.65
WI Department of Revenue	<i>state payroll taxes</i>	492,926.78
WI Department of Revenue	<i>state wage attachments</i>	2,644.60
IRS	<i>federal payroll taxes</i>	2,694,054.58
Delta Dental	<i>dental insurance premiums</i>	242,355.75
Diversified Benefits Services	<i>flexible spending account claims</i>	13,719.41
Employee Trust Funds	<i>wisconsin retirement system</i>	1,564,514.65
NVA	<i>vision insurance premiums</i>	15,197.56
Various	<i>TSA payments</i>	290,695.86

Subtotal

12,390,276.84

General Operating Wires

US Bank	<i>purchasing card payment-individuals</i>	182,629.52 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	716.41
Various	<i>returned checks</i>	140.00

Subtotal

350,152.60

Total Outgoing Wire Transfers

\$ 12,740,429.44

November 2016 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01023DP, 01024DP 01723DP</i>	\$ 38,386.75
General operating and food services	<i>Check# 543602 thru Check# 544800 (net of void batches)</i>	4,012,652.43
Total Check Registers		\$ 4,051,039.18

TOTAL NOVEMBER CASH DISBURSEMENTS

\$ 16,791,468.62

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending November 15, 2016

Merchant Name	Total
HOTEL	\$ 36,254.29
RESTAURANTS & CATERING	\$ 13,802.13
MENARDS KENOSHA WI	\$ 5,902.60
INDUSTRIAL CONTROLS	\$ 4,549.05
3654 INTERSTATE	\$ 4,075.52
MARK S PLUMBING PARTS	\$ 3,413.77
MAYFAIR RENT A CAR KENO	\$ 3,400.29
NELSON ELECTRIC SUPPLY	\$ 2,805.11
MAXON EQUIPMENT	\$ 2,752.66
PROVANTAGE LLC	\$ 2,692.05
WW GRAINGER	\$ 2,487.59
AIRLINE	\$ 2,462.17
VEHICLE MAINT. & FUEL	\$ 2,434.50
CONVERGINT	\$ 2,410.00
FIRST SUPPLY LLC #2033	\$ 2,278.31
ZORO TOOLS INC	\$ 2,034.38
DW DAVIES AND CO INC	\$ 1,944.57
CLASS 1 AIR INC	\$ 1,884.94
HALLMAN LINDSAY PAINTS	\$ 1,884.56
FBLAPBL	\$ 1,875.00
ULINE *SHIP SUPPLIES	\$ 1,854.10
EXPEDIA	\$ 1,712.34
VIKING ELECTRIC - KENOSHA	\$ 1,628.33
EDS ARCHITECTURAL OPENING	\$ 1,590.00
GLENROY, INC.	\$ 1,559.99
AMAZON MKTPLACE PMTS	\$ 1,540.32
NASP INC	\$ 1,525.00
OTC BRANDS, INC.	\$ 1,413.24
KITCHEN CUBES LLC	\$ 1,350.00
AUER STEEL - MILWAULKEE	\$ 1,320.71
HIGHWAY C SVC	\$ 1,318.93
HAJOCA KENOSHA PC354	\$ 1,268.14
CHESTER ELECTRONIC SUPPLY	\$ 1,250.65
FASTENAL COMPANY01	\$ 1,219.91
BEST BUY 00011916	\$ 1,199.86
AMAZON.COM	\$ 1,181.94
USPS POSTAL ST66100207	\$ 1,125.60
IVIE ENTERPRISES INC	\$ 1,076.86
SQ *LAKELANDCOM-COM / BAR	\$ 1,059.73
1000BULBS.COM	\$ 1,036.37
GFS STORE #1919	\$ 1,033.04
SHERWIN WILLIAMS 703180	\$ 1,032.66
JOHNSTONE SUPPLY	\$ 1,030.40
MCMASTER-CARR	\$ 966.28
CES #437	\$ 956.65
FEED & SEED STATION	\$ 950.00
CONNEY SAFETY	\$ 941.80

DESIGN AIR	\$	938.00
PESI INC	\$	928.89
IN *GAPPA SECURITY SOLUTI	\$	928.50
REI*GREENWOODHEINEMANN	\$	916.00
ALL ABOUT UNIFORMS,INC	\$	912.45
MPM ADMISSIONS	\$	900.00
VERIATO INC	\$	900.00
THE HARRYFOX AGENCY	\$	872.32
BLAINE RAY WORKSHOPS INC	\$	867.00
WM SUPERCENTER #1167	\$	856.55
PAT'S SERVICES INC	\$	855.00
PARENTSASTEACHERS	\$	840.00
BIG K LIMO	\$	839.00
VIKING ELECTRIC-CREDIT DE	\$	823.41
WI SHS OWW ADMISSIONS	\$	804.00
IKEA HOME SHOPPING	\$	738.92
DHARMA TRADING CO.	\$	738.51
WAL-MART #1167	\$	718.53
DASH MEDICAL GLOVES	\$	690.00
IMAGINE U LLC	\$	676.00
MIDWEST METER - JACKSON	\$	631.03
BUYFIREALARMPARTS	\$	620.98
SCHOLASTIC BOOK FAIRS R8	\$	610.47
EPIC SPORTS, INC.	\$	594.71
HMCO *BOOKS	\$	587.47
LIFTPRO LLC	\$	584.75
ZOOLOGICAL SOCIETY MIL	\$	570.25
WI ASSOC. FOR LANGUAGE	\$	568.50
BORZYNSKIS FARM/FLORAL	\$	564.00
WWW.CLEVERBRIDGE.NET	\$	548.51
HESCO INC	\$	534.04
RACINE THEATRE GUILD	\$	525.00
LOWES #02560*	\$	508.68
BUS MGMT DAILY	\$	473.00
US CARGO CONTROL	\$	464.06
IL STATE UNIVERSITY PA	\$	455.90
BETTYMILLSC	\$	446.23
REINDERS - SUSSEX CS	\$	443.08
WISCONSIN ASSOCIATION OF	\$	420.00
ZORN COMPRESSOR & EQUIPM	\$	406.19
HUDL	\$	400.00
STAPLES DIRECT	\$	393.64
FITNESS FINDERS INC	\$	385.26
STATE OF WI DPI REGONLINE	\$	375.00
HOLLAND SUPPLY INC	\$	372.24
LUCID8 LLC	\$	360.00
THINK SOCIAL PUBLISHING	\$	350.16
WALMART.COM	\$	349.67
SAN-A-CARE	\$	320.00
IN *A BEEP, LLC	\$	312.30
THE HOME DEPOT #4926	\$	306.97
NATIONAL COUNCIL FOR THE	\$	305.00
PAYPAL *WISCONSINMA	\$	300.00
EB PLTW WISCONSIN STA	\$	300.00
BLS*42GEARS	\$	299.00

PICK N SAVE 00068742	\$	296.56
HERITAGE FOOD SERVICE GRO	\$	293.87
PAYPAL *WI ASCD	\$	288.00
DEMCO INC	\$	281.16
LAMINATOR.COM	\$	280.89
POTTINGER STEEL WORKS INC	\$	274.49
GOODWILL RETAIL #037	\$	264.47
FIRST STAGE CHILDRENS THE	\$	256.50
FREDPRYOR CAREERTRACK	\$	254.00
BESTBUYCOM791622000849	\$	253.94
SAMSClub #6331	\$	253.22
UWW CAMPS AND CONFERENCES	\$	250.00
OFFICEMAX/OFFICEDEPOT6358	\$	247.95
LAKESHORE LEARNING MATER	\$	245.50
BUREAU OF EDUCATION AND R	\$	245.00
ACT*ASSOCIATION OF WIS	\$	244.00
USPS 56661001532563942	\$	235.00
AT&T*BILL PAYMENT	\$	229.73
COLLEGEBOARD*PRODUCTS	\$	225.00
SCRIPPS SPELLING BEE	\$	220.00
PIGGLY WIGGLY #209	\$	217.67
AMAZON.COM AMZN.COM/BILL	\$	216.07
HOTEL*HOTELSONE.COM	\$	213.67
HOBBY LOBBY #350	\$	210.77
USAVACUUM	\$	209.99
EB TEACH LIKE A CHAMP	\$	200.00
DALE L PRENTICE CO.	\$	199.62
SQ *METRO ONE AIRPORT COA	\$	198.00
PRUFROCK PRESS BOOK MAGAZ	\$	192.50
WM SUPERCENTER #2668	\$	188.48
LYNCH ISUZU TRUCK CTR	\$	188.21
DSPS EPAY ISE	\$	180.00
EB WICUG 2016 FALL CO	\$	175.00
WISCONSIN COACH LINES	\$	174.00
SEI*SOCCER.COM	\$	170.44
FARM & FLEET STURTEVANT	\$	166.93
SQ *NORTHERN ILLINOIS SCI	\$	165.00
U-HAUL OF KENOSHA	\$	156.74
IN *B AND L OFFICE FURNIT	\$	150.00
SP * FASTMODEL SPORTS	\$	147.99
HARBOR FREIGHT TOOLS 358	\$	147.97
IN *BECKER BOILER CO., IN	\$	145.90
A AND R DOOR SERVICE INC	\$	145.00
IRIS USA INC	\$	143.00
QUALIFIED HARDWARE	\$	142.00
KENOSHA HISTORICAL	\$	132.00
DOLLAR TREE ECOMM	\$	130.68
FESTIVAL FOODS	\$	122.47
ALMOST HOME ACADEMY I	\$	120.00
SHIFFLER EQUIPMENT	\$	116.55
OMNITRON ELECTRONICS	\$	115.15
DG HARDWARE.	\$	115.00
SPEEDY METALS	\$	111.25
OSU EHE READING RECOVERY	\$	110.00
TOOLUP.COM	\$	109.92

EAI EDUCATION	\$	104.50
MARSHALLS #155	\$	103.95
RVT*KENOSHA UNIFIED SD	\$	100.00
NWEA 503-624-1951	\$	100.00
SN *WBCA	\$	100.00
PROSOFT ENGINEERING INC	\$	99.00
ANIMATINGKIDTINYPASS	\$	99.00
VYRON CORPORATION	\$	96.00
DICKOW CYZAK TILE CARP	\$	96.00
KOHL'S #0212	\$	89.57
TEACHER'S DISCOVERY	\$	89.10
KYLE SWITCH PLATES	\$	86.45
THE CONTAINER STORE	\$	86.22
LINENTABLECLOTH.COM	\$	85.90
PRAIRIE SIDE TRUE VALUE	\$	82.62
BULBS.COM INC	\$	81.89
USA WRESTLING ASSOCIATION	\$	80.00
SEARCHINSTITUTESTORE.O	\$	79.05
BLAIN'S FARM & FLEET	\$	72.67
JET.COM	\$	72.52
ASOPE INC	\$	70.00
GREAT PUMPKIN CHUCKIN	\$	70.00
SECOND LANGUAGE PROMOT	\$	69.00
FACTORYOUTLETSTORE.COM	\$	68.65
ALIBRIS BOOKS	\$	66.17
BISONOFFICE.COM	\$	61.58
SQ *CASLON PUBLISHING	\$	60.00
ROSS STORES #1950	\$	59.03
TARGET 00008060	\$	58.54
METRO CARS GR- MAIN	\$	58.50
HYDRO-FLO PRODUCTS INC	\$	58.47
CHILD AND FAMILY CENTERS	\$	58.00
VZWRLSS*IVR VN	\$	57.83
PARTY CITY	\$	57.54
CRYSTAL SPRINGS BOOKS	\$	57.26
WICPA	\$	55.00
LINCOLN CONTRACTOR	\$	54.22
TLF STROBBES FLOWER CART	\$	52.70
BURLINGTON STORES 1014	\$	50.97
EB 13TH ANNUAL SYSTEM	\$	50.00
SQ *PARK N JET	\$	48.40
CEREBELLUMCORP	\$	47.91
PAYPAL *LIUBO	\$	46.89
THE BELIN-BLANK CENTER	\$	45.43
SEARS ROEBUCK 2342	\$	41.95
HOBART SERVICE-CE	\$	41.14
EXECUCAR AFFILIATES	\$	40.12
WEEBLY-CHARGE.COM	\$	39.95
MATHESON-B96	\$	39.69
FHBCOMPANY	\$	38.45
PAYPAL *EVANBOURAS	\$	38.29
SP * MAKEYMAKEY-JOYLAB	\$	37.13
ERNST MANUFACTURING, INC	\$	35.21
TARGET 00022517	\$	34.78
PAYPAL *WISCONSINED	\$	34.00

WOODWORKS, LTD	\$	33.95
DECKER EQUIPMENT	\$	30.95
SQ *THE SMALL BUSINESS ST	\$	30.00
WUFOO.COM/CHARGE	\$	29.95
100 CANDLES.COM	\$	25.93
HOERNEL LOCK & KEY OF KE	\$	25.20
EDLAB AT TC EDLAB AT TC	\$	25.00
WM SUPERCENTER #2936	\$	22.23
BARNES&NOBLE.COM-BN-VT	\$	21.86
WOODWORKERS HARDWARE - W	\$	21.20
2CO.COM*PBISWORLD	\$	20.00
IN *HANSENS POOL & SPA, I	\$	19.99
PIGGLY WIGGLY #004	\$	19.96
WALMART.COM 8009666546	\$	19.69
COSTCO WHSE #1198	\$	18.99
RTD DUS COM RAIL	\$	18.00
RTD EAST DIA	\$	18.00
SHERWIN WILLIAMS #3180	\$	17.79
SUPERSHUTTLE EXECUCARMSP	\$	17.70
DOLLAR GENERAL #10934	\$	16.00
WI ASSOC OF SCHOOL PERS	\$	15.00
WPY*WISCONSIN EDUCATION N	\$	15.00
THE UPS STORE 3860	\$	13.80
UPS*1ZG178TN0300002811	\$	13.67
UPS*1ZG175TF0300025012	\$	12.91
WALGREENS #3153	\$	8.97
DOLLAR TREE	\$	8.44
SHOPKO 31 00200311	\$	6.98
APL* ITUNES.COM/BILL	\$	5.26
DSPE SERVICE FEE COM	\$	3.60
AMAZON SERVICES-KINDLE	\$	1.99
UPS*1ZB12V8T0390749026	\$	(2.73)
GIH*GLOBALINDUSTRIALEQ	\$	(9.40)
WAL-MART #1167 SE2	\$	(47.44)
SECUREDATA, INC	\$	(79.00)
OFFICE DEPOT #3364	\$	(79.92)
US Bank Purchasing Card Payment - Individuals	\$	182,629.52

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 13, 2016

Administrative Recommendation

It is recommended that the November 2016 cash receipt deposits totaling \$176,315.94, and cash receipt wire transfers-in totaling \$3,060,420.58, be approved.

Check numbers 543602 through 544800 totaling \$4,012,652.43, and general operating wire transfers-out totaling \$350,152.60, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2016 net payroll and benefit EFT batches totaling \$12,390,276.84, and net payroll check batches totaling \$38,386.75, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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**Kenosha Unified School District
Kenosha, Wisconsin**

December 13, 2016

ALiCE Lesson Plans

Background

At the July 28, 2015, regular school board meeting, the ALiCE response to violent intruder events was adopted along with six action steps. One action step was the creation of training materials and lesson plans to provide training to all district students in an age appropriate manner.

During the summer of 2016, school leadership and district staff drafted lesson plans for student training. The lesson plans focus on instructional and procedural aspects of ALiCE; there are no plans for physical role playing of students. These lesson plans are differentiated for each level and specific for elementary, middle and high school.

Process

Feedback was gathered from principals and teaching and learning coordinators on August 10, 2016. 7 sessions for instructional and support staff were scheduled on the following dates:

Date	Level	Time and Location
September 22, 2016	Elementary	4:30 – 5:30pm - ESC
September 26, 2016	Middle	4:30 – 5:30pm - ESC
September 26, 2016	High	3:30 – 4:30pm – ESC
September 29, 2016	Elementary	4:30 – 5:30pm - ESC
September 30, 2016	Elementary	4:30 – 5:30pm - ESC
October 4, 2016	Middle	4:30 – 5:30pm - ESC
October 4, 2016	High	3:30 – 4:30pm – ESC

Staff signed up for feedback sessions and the sessions were led by school leadership staff. (See attachment A) Lesson plans will be finalized and brought to the regular school board meeting on November 15, 2016. Lesson plans will be delivered to the building leaders, each school will determine a training schedule and the timeline for lesson plan distribution is noted below:

Date	Action
December 2016	Principal Meeting – Lesson roll out and added to LiveBinders
January 2017	Lesson plans delivered by principals to staff
March – April 2017	Lessons delivered to students

Feedback

The ALiCE lesson plans were presented to the Curriculum/Program Standing Committee on November 1, 2016. Committee members were given hard copies of all lesson plans at that meeting. The feedback from this session was broken down into three parts: Student Training Timeline, Parent Information Timeline and Student Lessons Plans. The feedback from the standing committee was processed and adjustments were made to both the student training and parent information timelines. Much of the feedback was in question form.

Student Training Timeline Concern	Update
Will training be repeated every year?	Yes
Will this be done earlier next year?	Yes
Will all students be going training at the same time?	Schools will create training timelines specific to the building.
Will the training be pushed back now that we have added a month to this feedback?	Yes, student training will begin in March, 2016.

Parent Information Timeline	Update
What will come first the parent letter or the parent nights?	The parent letter
Is it possible to have more than one meeting at each school?	Schools will submit Parent Night dates to the Office of School Leadership. Parents will be directed to call School Leadership for other school nights if unable to make a specific parent night.
Make sure parent letter comes out in time to prime students about the training. This will allow parents time to talk to their children about paying attention.	Letter will go out in time to accomplish this task.
Will there be an online version for parents to watch?	At this time, no, but future planning may include a video.
Will the parent letter be available in Spanish?	Yes

All lesson plans were mailed to the Board of Education in hard copy format on November 4, 2016, and sent electronically on November 7, 2016. The plans were presented to the school board for discussion on November 15, 2016. Feedback from the school board was positive and no concerns, suggestions or questions were raised by board members.

The student lesson plan feedback was extended to the November 29, 2016, Curriculum/Program Standing Committee meeting to ensure committee members had enough time to process the lesson plan content.

Recommendation

Administration recommends that the School Board approve the ALiCE curriculum as presented.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Bethany Ormseth
Chief of School Leadership

Martin Pitts
Regional Coordinator of School
and Learning - Elementary

Scott Kennow
Regional Coordinator of School Leadership
and Learning - Elementary

Kim Fischer
Interim Regional Coordinator of
Leadership and Learning
Secondary School Leadership

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**Kenosha Unified School District
Kenosha, Wisconsin**

December 13, 2016

**SUMMER SCHOOL 2016 UPDATE AND
SUMMER SCHOOL 2017 PROGRAM RECOMMENDATIONS**

Program Overview

The goal of the Summer School program was to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District. In the programs at the elementary and middle school levels, the objective was to provide opportunities for personalized learning in reading and math that encompassed collaboration, creativity, critical thinking, and communication around meaningful learning targets. At the high school level, the objective was to provide high school students with advanced credit in physical education and health, credit recovery opportunities, and to improve the graduation rate. In addition, Summer School provided learning opportunities in the areas of music; science, technology, engineering, and math (STEM) camps, world language camps; and Recreation Department Summer Activities for Children.

The district continued to use a regional site partner school plan at the elementary level. Elementary schools either held Summer School at their site or used the partner school plan.

Middle level programs were held at each of the buildings and included future sixth graders enrolled in the Forward Progress program.

High school programs were offered at Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, Tremper High School, and Kenosha eSchool. The high school program included future ninth graders enrolled in the Early Start program.

ELEMENTARY SCHOOL PROGRAM

The objective at the elementary level was to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The following elementary schools hosted the summer program at their sites: Bose Elementary School, Brass Community School, Edward Bain School of Language and Art, Jefferson Elementary School, Nash Elementary School, McKinley Elementary School, Pleasant Prairie Elementary School, Whittier Elementary School, Southport Elementary School, Stocker Elementary School, and Strange Elementary School (Appendix A).

Getting Ready For Kindergarten. Getting Ready for Kindergarten classes were available for students at Bose Elementary School, Brass Community School, Edward Bain School of Language and Art, Jefferson Elementary School, McKinley Elementary School, Whittier Elementary School, Southport Elementary School, Stocker Elementary School, and Strange Elementary School. The curriculum was based on state standards used in kindergarten math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

Getting Ready For First Grade. Getting Ready for First Grade classes were available for all students entering first grade. The curriculum was based on state standards used in first grade math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

Grades 2 Through 5. Summer reading and math programs for elementary were available to students entering grades 2 through 5. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by the school.

The elementary program focused on personalized learning in math and literacy. It was up to each site to provide engaging, high quality programs which addressed Common Core State Standards for English language arts and math based on student need. A variety of resources were used for instruction.

Staff. The number of classroom teachers varied by site based on enrollment averages for the past three years. Recommended class size was an 18 to 22-to-1 student-to-teacher ratio. Each site was staffed with an interventionist position that provided focused interventions to individual students and small groups. Additionally, the interventionist worked with teachers on developing intervention strategies for the classroom teacher and helped with assessments and data reviews. The library media teacher was at each elementary site. The primary role for this person was to help students locate, evaluate, and use resources for their inquiry processes as well as assist students in selecting appropriate independent choice reading books. The library media teacher worked as an instructional partner with teachers during the inquiry-based learning units.

MIDDLE SCHOOL PROGRAM

A problem-based learning model was used for the summer curriculum for students entering sixth through eighth grade. This model allowed students to gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Professional learning was provided for teams at each middle school to develop the problem-based learning units that addressed the interests and needs of the students. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by schools. Bullen Middle School added a course completion component to their program similar to that offered at the high school level. Students entering seventh and eighth grade who did not earn passing grades in core classes completed work to show mastery of current grade level state standards.

Middle school reading focused on meeting the Common Core standards for literacy. This included developing the most essential strategies used by good readers and writers, including making connections, asking questions, making predictions, summarizing both fiction and nonfiction texts, and building reading stamina. Instruction was provided to accommodate the student's skill level and learning style and incorporated a variety of media and teaching strategies while using a balance of nonfiction and fiction texts.

The middle school math program focused on Common Core State Standards aimed at improving student skills in computation, number sense, and problem solving through a variety of activities. Personalized learning opportunities were provided for students through the use of Compass Learning, Study Island, and Moby Math.

The number of classroom teachers varied by site based on enrollment from the averages for the past three years. Recommended class size was a 20 to 22-to-1 student-to-teacher ratio. Each middle school site was staffed with a library clerk whose primary role was to help students locate and use resources for problem-based learning units as well as assist students in selecting appropriate independent choice reading books. A full time interventionist position instead of a part-time position was added to support students at each of the middle schools for the 2016 Summer School Program.

HIGH SCHOOL PROGRAM

High school students had the opportunity to recover credits, thus improving the graduation rate. Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, and Tremper High School ran credit recovery classes. In addition to credit recovery classes, the high schools offered physical education and health for credit for students entering grades 9 through 12; and Kenosha e-School offered online physical education courses. Early Start Math and English/Language Arts classes were available to incoming ninth graders to help students be more prepared for their upcoming math and English/language arts courses.

Early Start Math and English/Language Arts. Early Start Math and English/Language Arts provided students with the opportunity to improve skills they need to be successful in high school, including algebra, geometry, nonfiction reading, writing, and study techniques. The literacy component focused on nonfiction strategies, note taking, study skills, and vocabulary strategies. The math portion focused on problem solving and vocabulary. Students also had the opportunity to become familiar with high school procedures. These classes were open to all students, but attendance was highly encouraged for students who did not master current grade level standards. Students who successfully completed both portions of the course received a .5 elective credit.

High School Credit Recovery. The credit recovery program used district-developed curriculum and an online learning platform called Compass Learning Odyssey. Credits for

recovery were available in English/language arts, math, science, and social studies. Once students successfully completed the course of study, they were awarded credit for the failed course.

Employability Skills Programs. In collaboration among Kenosha Unified School District, the Boys and Girls Club, and the Kenosha County Division of Children and Family Services, the Employability Skills program provided at-risk children with opportunities that linked academic and occupational standards to workplace skills and experiences. New for the 2016 program was the addition of a Year 2 course. This course reviewed and expanded on the Year 1 course. Each of the two courses included four sessions of classroom instruction. The classroom instruction focused on work readiness skills, including money and banking, social, higher education, resume writing and interviewing, conflict management, job seeking, safety in the workplace, and employer expectation. After successfully completing the classroom instruction portion of the course, students were then employed for 20 hours a week for 8 weeks at the Kenosha County Park System and other work sites. Students who successfully completed the program earned a .5 elective credit.

LIFE, LEARNING, AND LEISURE PROGRAM

The Life, Learning, and Leisure Program is designed for students with significant developmental needs. Student's Individual Education Plans (IEPs) which indicated extended school year services, enrolled in Life, Learning, and Leisure. Students participated in activities that focused on the skills that related to each student's IEP. Students were bussed to the school sites.

SUMMER MUSIC OPPORTUNITIES

Orchestra. Instructional music labs were available for orchestra students completing grades 3 through 11. Six hundred sixty-five students attended the summer orchestra music labs.

Strings Groups

1. Beginning Strings (completed grades 3, 4, and 5)
2. Cadet Strings (completed grades 4 and 5 [first-year players])
3. Advanced Cadet Strings (completed grades 5 through 6 [second- and third-year players])
4. Middle School Strings (completed grades 7 through 8)
5. High School Strings (completed grades 9 through 11)

Jazz. A summer jazz music program was offered for middle and high school band and orchestra students as well as high school choir students. Sixty two students participated in the jazz program.

Jazz Groups

1. Summer Jazz Program (completed grades 6 through 11)
2. All Star Jazz Choir (completed grades 9 through 11)

Band. Music instruction was offered for band students entering grades 6 and 7. Two hundred thirty seven students participated in the two bands. Starting in summer 2016, the Rambler Band and Band of the Black Watch became part of the Recreation Department Summer Activities for Children.

Bands

1. K-L Band (completed grade 5)
2. Continental Band (completed grade 6)

Theatre. The Kenosha Youth Performing Arts Company (KYPAC) theatre arts program involved 141 students in kindergarten through eighth grade. KYPAC presented *Peter Pan*.

SUMMER ENRICHMENT CAMPS

Stem Camps. Five-day STEM Camps were offered at Bradford High School, Bullen Middle School, and LakeView Technology Academy in summer 2016. The STEM Camps provided students with hands-on learning opportunities in the areas of science, technology, engineering, and mathematics. The Carl Perkins federal grant provided the supplies for these camps with unspent funds from the 2015-16 school year. One hundred fifty four students participated in the different STEM camps.

STEM Camps

1. 3-D printing (two camps)
2. Computer Gaming
3. Lab Technicians
4. Design Challenge

World Language Camps. During summer 2016 ten one-week World Language Camps were offered for students interested in exploring a world language. The camps were offered over the summer from June 20, 2016, to July 22, 2016; and the classes were held at Lance and Washington Middle Schools. Ninety six students participated in the camps.

World Language Camps

1. Spanish (three camps)
2. Italian (two camps)
3. French (two camps)

4. German (two camps)
5. Chinese

RECREATION DEPARTMENT SUMMER ACTIVITIES FOR CHILDREN

Recreation Department Summer Activities for Children offered swimming, tennis, soccer, baseball/softball, and basketball. Certified teaching staff developed lessons, and instruction was provided in each of these areas following the guidelines established in the physical education curriculum.

Registration

New for summer 2016, was the online registration process. The new online registration allowed families to register their children for the different programs without having to wait for a substantial amount of time in line on the day that registration opened.

Enrollment

See Appendix B for student enrollment figures.

Budget

The total amount budgeted for Summer School was \$1,253,336. The decentralized Summer School budget gave sites and departments control of their own budgets. The budget amount was based on each school's Summer School attendance from the previous three years. Site administrators developed a budget that included salaries and benefits for both certified and noncertified staff, supplies, and purchased services.

2017 Summer School Program Administrative Recommendations

CALENDAR

It is proposed that elementary and middle schools continue to run on a 24-day schedule, and high schools offer two sessions of 14 days each.

- Teacher workday: June 15, 2017
- Elementary and middle school: June 19 through July 24, 2017
- High school Session 1: June 19, 2017, through July 10, 2017
- High school Session 2: July 11 through 28, 2017
- No school for staff or students: July 3 through 4, 2017

PROPOSED PROGRAM UPDATES

Grant Elementary School and Jefferson Elementary School have provided summer programs through the Regional Site Partner School Plan. Due to the specific needs of students at both schools, the schools have requested to operate programming as individual sites for the 2017 summer session.

BUDGET

The summer 2016 budget was \$1,253,336. Administration recommends that the budget remain the same for summer 2017.

Administrative Recommendation

At its November 29, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education. Administration recommends that the Board of Education approve the proposed dates, program updates, and budget for Summer School 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Patricia Clements
Coordinator of Talent Development

**SUMMER SCHOOL
ELEMENTARY REGIONAL SITES
2016**

HOST SCHOOL	PARTNER SCHOOL(S)
<ul style="list-style-type: none"> Edward Bain School of Language and Art—Dual Language 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> Edward Bain School of Language and Art—Creative Arts 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> Brass Community School 	<ul style="list-style-type: none"> Roosevelt Elementary School
<ul style="list-style-type: none"> Jefferson Elementary School 	<ul style="list-style-type: none"> Grant Elementary School
<ul style="list-style-type: none"> Nash Elementary School 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> Pleasant Prairie Elementary School 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> Bose Elementary School 	<ul style="list-style-type: none"> Harvey Elementary School Somers Elementary School
<ul style="list-style-type: none"> Southport Elementary School 	<ul style="list-style-type: none"> Grewenow Elementary School Vernon Elementary School
<ul style="list-style-type: none"> Stocker Elementary School 	<ul style="list-style-type: none"> Forest Park Elementary School
<ul style="list-style-type: none"> Strange Elementary School 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> McKinley Elementary School 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> Whittier Elementary School 	<ul style="list-style-type: none"> Jeffery Elementary School Prairie Lane Elementary School

**SUMMER SCHOOL
ENROLLMENTS BY SITE
2016**

ELEMENTARY SCHOOL				
Host School	Partner School(s)	2014 Student Enrollment	2015 Student Enrollment	2016 Student Enrollment
Brass	Roosevelt	115	117	134
EBSOLA—CA	NA	218**	216**	112
EBSOLA—DL	NA	218**	216**	123
Jefferson	Grant	84	65	73
Nash	NA	146	117	105
Pleasant Prairie	NA	62	68	73
Bose	Harvey Somers	155	126	134
Southport	Grewenow Vernon	165	161	131
Stocker	Forest Park	157	119	131
Strange	NA	142*	113	93
McKinley	NA		116	81
Whittier	Jeffery Prairie Lane	117	102	159
Life, Learning, and Leisure (Stocker)		35	26	25
STUDENT TOTALS		1,396	1,346	1,374

*Strange and McKinley Combined

**EBSOLA—CA—and EBSOLA—DL—combined

MIDDLE SCHOOL			
School	2014 Student Enrollment	2015 Student Enrollment	2016 Student Enrollment
Bullen	203	163	140
Lance	114	94	91
Lincoln	66	61	59
Mahone	80	91	96
Washington	81	116	102
Life, Learning, and Leisure (Mahone)	60	37	44
STUDENT TOTALS	604	562	532

HIGH SCHOOL			
School	2014 Student Enrollment	2015 Student Enrollment	2016 Student Enrollment
Bradford	477	496	537
Indian Trail	594	568	811
Reuther/Harborside	148	334	236
Kenosha eSchool	0	95	96
Tremper	848	654	779
High school employability skills	*	*	177
STUDENT TOTALS	2,067	2,147	2,636
*No data available			

FINE ARTS, CAMPS AND INSTRUCTIONAL RECREATIONAL OFFERINGS			
Area	2014 Student Enrollment	2015 Student Enrollment	2016 Student Enrollment
Fine Arts			
Band	350	506	237*
Orchestra	576	685	665
Jazz	NA	NA	62
*Only includes Continental and K-L Band			
Camps			
STEM Camp	NA	NA	154
World Language Camp	NA	NA	96
Instructional Recreation Classes			
Swimming	1,108	823	1,047
Baseball/softball	164	276	126
Basketball	201	316	80
Tennis	279	398	276
Soccer	196	349	300
Rambler Band	NA	NA	136
Band of the Black Watch	NA	NA	109
KYPAC	197	234	141**
STUDENT TOTALS	3,071*	3,587*	3,429*
*Total includes duplicate students who enrolled in multiple sections			
**Moved from a kindergarten to grade 12 program to a kindergarten to grade 8 program			

Kenosha Unified School District

December 13, 2016

KUSD Teacher Salary Structure Survey

In the fall of 2016, Kenosha Unified began the process of gathering various forms of data and feedback with the goal of developing an updated and financially feasible salary schedule for district employees. For example, several staff members along with the Superintendent attended a CESA 1 Superintendent meeting that focused on teacher salary presentations. These included compensation models from multiple school districts and their processes for gathering feedback from staff to building a salary structure. As noted during these presentations, the general timeline for developing and implementing these models covered a two to three-year period.

Staff in the teacher group make-up approximately 75% of the overall organization. The goal of this KUSD survey was to capture as many teacher voices; ensuring staff on a teacher contract had an opportunity to provide input. This survey was voluntary and anonymous. The survey was sent to 1,708 staff identified in the teacher group. Of which, 1,361 responded within the window of 10/27/16-11/07/16.

As the largest employer in the county, KUSD is always looking to attract and retain quality employees for all positions. Representatives from the Office of Human Resources, Office of Educational Accountability, Communications Department, School Leadership and the Superintendent's office attended survey-planning meetings. During these meetings, draft inquiries were discussed. These discussions helped shape this interest based collection survey. Similar areas of feedback were aligned to questions and research obtained from a recent Kenosha Area Business Alliance (KABA) project. This resulted in the publication "Labor Market Analysis of the Kenosha, Wisconsin Region" from May 16, 2016 (<http://research.upjohn.org/cgi/viewcontent.cgi?article=1223&context=reports>)

Since each question of the teacher survey was voluntary, the percentage of responses for respective selections will only be based on those staff that provided a response. The survey also had six questions that allowed staff to provide an individual text response. Those six questions produced nearly 5,000 comments that were reviewed and catalogued by twelve staff that were assigned to read each separate response. A quick reference guide for the select response questions and summary points for the comments are provided with the attached presentation.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Annie Petering
Chief Human Resources Officer

Mr. Kristopher Keckler
Chief Information Officer

Q1. Do you work full-time or part-time?

Answer Options	Response Percent	Response Count
Full-time	96.6%	1,307
Part-time	3.4%	46
Total Responses:	100.0%	1,353

Q2. How long have you worked at KUSD?

Answer Options	Response Percent	Response Count
Less than 6 months	6.4%	87
6-12 months	0.5%	7
1-3 years	11.4%	155
3-5 years	10.5%	143
5-10 years	14.3%	195
10-15 years	19.0%	258
More than 15 years	37.9%	515
Total Responses:	100.0%	1,360

Q3. What is your contracted annual salary? This would not include any additional compensations received for additional paid duties (coaching, summer school, club adviser, etc.)

Answer Options	Response Percent	Response Count
Less than \$30,000	1.5%	20
\$30,000-\$50,000	33.0%	449
\$50,000- \$75,000	50.8%	691
More than \$75,000	14.7%	200
Total Responses:	100.0%	1,360

Q4. Please select your current school. If you work at more than one school, select the school at which you spend the most time. If you are evenly split between schools, please select one of those schools.

Instructional staff provided responses from every KUSD school and program.

Q5. Please rate your satisfaction with KUSD's pay program over the last 5 years.

Answer Options without "NA"	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Total Responses
2015-16: Received 1.5% stipend based on base salary plus \$155 stipend at end of the year.	11 (0.9%)	88 (7.3%)	168 (13.9%)	370 (30.7%)	501 (41.5%)	1,138
2014-15: Received 1.9% per cell increase. Steps and lanes frozen.	10 (0.8%)	85 (7.1%)	144 (12.0%)	363 (30.2%)	469 (39.1%)	1,071
2013-14: Received flat stipend of \$1,100 for full-time equivalent.	11 (0.9%)	128 (10.7%)	207 (17.3%)	324 (27.0%)	326 (27.2%)	996
2012-13: Received steps and lanes, and 3% per cell increase.	384 (32.1%)	398 (33.3%)	90 (7.5%)	38 (3.2%)	27 (2.3%)	937
2011-12: Received steps and lanes, and 3% per cell increase.	397 (33.1%)	390 (32.5%)	87 (7.3%)	36 (3.0%)	25 (2.1%)	935

Q6. Looking at the list below, what do you feel are the most and least important factors to consider when determining pay? Please rank the below items with 1 being the most important and 11 being the least important.

	Score*
Certifications/degrees required for the position	8.38
Years of service to KUSD	8.16
Additional credits related to profession	8.04
Certifications/degrees earned beyond the requirements for the position	7.88
Professional learning hours related to profession	6.72
Service beyond the classroom/primary role (ex. leading curriculum design team, mentoring students/staff, club adviser, serving on a committee, leading professional learning, leading parent engagement)	5.93
Earning a certification/degree for an identified "hard-to-fill" position (ex. math, science, SPED, PT, OT, psychologists, speech, CTE)	5.82
Student level achievement/performance	4.52
Building level goal achievement/performance (ex. If your school meets its annual goals)	4.23
Individual staff perfect attendance	3.46
District level goal achievement/performance (ex. If the district meets its annual goals)	3.42

* The answer choice with the largest average ranking/score is the most preferred choice overall.

Q7. Are there any other factors not listed in the above question that you believe are important to consider when determining pay? If yes, please enter them in the box below.

See text response summary

Q8. What attracted you to KUSD? Please select all that apply.

Answer Options	Response Percent	Response Count
Available openings	64.9%	790
Location	64.1%	781
Pay/Benefits	38.0%	463
Quality of the school district	37.3%	454
Community	32.9%	401
Familiarity with the school system	32.3%	393
Family	26.7%	325
Opportunities for growth	25.6%	312
Diversity	20.7%	252
Collaborative professional environment	17.3%	211
Other (please specify)	11.8%	144
Well-maintained facilities	8.3%	101

Q9. What motivates you to remain with KUSD? Please select all that apply.

Answer Options	Response Percent	Response Count
Location	55.6%	673
Familiarity with the school system	47.8%	579
Family	36.6%	443
Community	32.4%	392
Collaborative professional environment	32.4%	392
Other (please specify)	24.2%	293
Quality of the school district	23.8%	288
Diversity	19.5%	236
Pay/Benefits	17.7%	214
Opportunities for growth	16.3%	197
Well-maintained facilities	10.4%	126
Available openings	8.4%	102

Q10. What is your definition of a high-performing, highly effective educator?

See text response summary

Q11. What did you like about the former salary structure?

See text response summary

Q12. What did you dislike about the former salary structure?

See text response summary

Q13. What features should be included in a salary structure?

See text response summary

Q14. What features should not be included in a salary structure?

See text response summary

Teacher Compensation Survey Analysis of Text Responses

Question 7: *“Are there any other factors that you believe are important to consider when determining pay?”* Out of 436, 63 of the responses were classified as “N/A” or “no real comment” because the individual either responded as “N/A” and/or provided responses that were not responsive to the question posed respectively and were removed.

The remaining 373 responses were then grouped into the following seven categories.

1. People preferred a step and lane/annual planned increase system of pay
 2. There should be merit pay based on the “Educator Effectiveness” evaluation score
 3. People listed a perceived work condition that they felt should influence pay
 4. There should be extra pay for extra work
 5. Other
 6. People asked that we kept our pay competitive with neighboring district
 7. There should be merit pay for teachers who produce strong student outcomes
- 111 instructional staff (29.8%) suggested they preferred some kind of pre-established, planned increase to people’s pay. This group of respondents said they appreciated regular increases in pay and often cited cost of living as part of their reasoning. They also felt there should be a pre-established set of pay increases to help offset/honor the learning and college credits that teachers need to take in order to maintain the current skills necessary for their profession.
 - 63 teachers (16.9%) listed that they favored a system that provided a sort of merit pay to teachers based on the results of their Educator Effectiveness evaluation score.
 - 56 of the responses (15.1%) suggested that a perceived difference between the types of job that a person holds should impact their pay. For example, there were suggestions that people who teach special education should be paid at a higher rate. Similarly, the opposite suggestion was also made in reference that special education teachers should be paid less since they don’t have to complete all of the expected teacher tasks. Staff also suggested that teachers in high poverty schools, teachers who teach AP classes and teachers who work in “hard-to-fill areas” should earn more.
 - 47 respondents (12.6%) said that extra pay should be made available for extra work. Some of the suggestions included people who serve on school/district committees to help the school should earn more. Others felt that additional pay should be provided since they felt the need to complete work at home.
 - 47 staff (12.6%) listed a variety of other suggestions that did not fit into one of the main categories. 33 respondents (8.9%) asked that KUSD is kept competitive with other neighboring districts (of similar size) and 15 people (4.03%) suggested that there should be merit pay type increases for teachers when their students produce strong results. Academic achievement and growth were suggested as possible measures.

Question 10: *“What is your definition of a high-performing, highly effective educator?”* Out of the 918 responses, 18 were classified as “N/A” or “no real comment” because the individual either responded as “N/A” and/or provided responses that were not responsive to the question posed and were removed.

The remaining 900 responses were categorized into seven categories:

1. General or multiple comments
 2. Produces strong student results
 3. Level of education or training
 4. Creates strong relationships with students
 5. Puts in extra effort after school and participates in extra activities and responsibilities
 6. Evaluation rating
 7. Level of experience
- 679 responses (75.4%) aligned to a General or multiple comments category, which provided a sporadic list of comments based on opinions. Each response had two or more topics. This was very difficult to categorize because of the multiple responses; therefore, these responses were labeled with this category accordingly. The information was purposeful to help define the question but could not be sorted. Ex: *“A high quality educator is a person who is certified in the area/subject they are teaching. They actively use data to improve student's academic achievement, they use differentiation to meet the needs of all learners, and they build a safe environment in which students are comfortable to make mistakes and learn from them.”*
 - 70 staff members (7.8%) suggested the definition be aligned to someone who produces strong student results. Being connected to students was listed as a key factor and that students produced high academic results as a result of this connection.
 - 57 responders (6.3%) included statements about their level of education or training to define this category such as continuing their education by receiving credits and holding the proper certification for their position. Similar responses were provided for training in keeping up with best practices in curriculum, instruction, and assessment.
 - 53 staff (5.9%) felt creating strong relationships with students was of high importance. Ex: *“Someone who connects with students, is able to motivate them, and help them see the real world application of the subject they are studying.”*
 - 20 staff (2.2%) believed the effort put in after school and participate in extra activities and responsibilities helped to define a highly effective educator. This would include grading papers, serving on school committees, and working with students after school. Ex: *“Someone who happily puts in overtime to help their students achieve success.”*

- There were two remaining categories: evaluation rating and level of experience. 15 responses (1.7%) felt that a positive evaluation score defines a highly qualified individual. 6 respondents (0.7%) believed that the level of experience defines quality staff members.

Question 11: *“What did you like about the former salary structure?”* A total 979 responses were provided. Out of those 979, 59 responded as “N/A or not being in the district at the time the salary structure was active.” Those 59 responses were removed. In addition, 51 respondents provided answers that were not responsive to the question posed and therefore were categorized as “no real comment.” Both the “N/A” and “no real comment” responses were filtered out, which left a total of 869 valid responses.

The remaining 869 responses were categorized into the following seven categories:

1. Consistent and predictable
 2. Recognition for educational growth or achievement
 3. Fair and reasonable
 4. Valued and respected
 5. Motivation
 6. Other (did not fit into listed categories)
 7. Multiple
- 416 responders (47.9%) liked that the salary structure was consistent and predictable in that they could plan for their future or know what it took to advance on the salary structure.
 - 241 staff (27.7%) liked the former salary schedule because it recognized personal educational growth.
 - 91 individuals (10.5%) liked the former salary schedule because it was fair and reasonable.
 - 71 respondents (8.2%) liked the former salary schedule because they felt valued and respected.
 - 42 respondents (4.8%) said the former salary structure motivated them to engage in ongoing learning.
 - The “other” responses included reasons such as transparency, encouraged loyalty, steps and lanes helped attract teachers to the District, not defined based on the performance of students, and with the step and lane increases, it was possible to continue in the profession they love. 3 responses included multiple combinations of reasons.

Question 12: *“What did you dislike about the former salary schedule?”* Out of the 865 responses, 187 were classified as “N/A” or “no real comment.” 178 of the responses were only a positive affirmation of the former model.

The 500 remaining valid responses were categorized into the following categories:

1. Not enough steps and lanes
 2. Lack of consideration of merit/effectiveness
 3. Automatic steps and lanes are not fair
 4. Not competitive
 5. Lack of flexibility/PDP's not recognized
 6. Other
 7. Multiple
- 213 responses (42.6%) stated they disliked the former salary structure, because there were not enough steps and lanes, specifically veteran staff with higher degrees topped out at step of 15 years and a lane limit of having a masters degree and 30 credits.
 - 87 staff (17.4%) indicated they disliked the former salary structure, because it lacked consideration of merit and/or teacher effectiveness. Specifically, comments noted that if they were effective teachers, there was no consideration of their skills in comparison to a less effective teacher.
 - 84 teachers (16.8%) said they disliked the former salary structure, because automatic advancement through steps and lanes was unfair. Specifically, the comments noted frustration in observing poor, ineffective teachers receiving the same increases as effective teachers.
 - 59 staff (11.8%) said they did not like the former salary structure, because it was not competitive due to the fact that there was no consideration for teachers in hard-to-fill areas.
 - 24 respondents (4.8%) said they disliked the former salary schedule because movement on the lanes did not take into account other methods of professional growth (i.e. PDP's).
 - 31 responses (6.2%) were categorized as other, which included a variety of responses ranging from “newer teachers are at a disadvantage as the incoming salary is too low,” “certain positions, such as deans, PST's and instructional coaches should be on a different salary schedule,” and “too many steps and lanes.” 2 comments were categorized as multiple and indicated “not enough steps and lanes” and each contained movement on lanes “not including other means of professional learning” and “disliked automatic advancement of poor teachers on the steps and lanes.”

Question 13: *What features should be included in a salary structure?* There were 844 responses placed in seven categories.

- 364 responses (43.1%) listed the former step and lane model as their sole preferred item they feel should be included in a salary structure.
- 213 staff (25.2%) provided a response that included multiple items, though the step and lane model was noted in the vast majority.
- 127 comments (15.1%) were related to a smaller quantity of features, such as pay for work above and beyond the normal and customary assignments.
- 77 staff (9.1%) suggested additional certifications and degrees as a good feature to have in a salary structure.
- 29 responses (3.4%) felt merit and/or bonus pay was valid.
- 26 staff (3.1%) supported the feature that years of service should be incorporated.
- 8 respondents (1.0%) said cost of living increase should be included in a salary structure.

Question 14: *What features should not be included in a salary structure?* 701 responses were distributed to seven categories.

- 458 instructional staff (65.3%) listed student achievement as the sole item they felt should not be included in a salary structure.
- 77 responses (11.0%) provided a variety of other features that should not be included in a salary structure. Some of these were repeated suggestions for professional attendance followed by credits unrelated to the educator's current teaching field, having additional degrees, steps and lanes, hard-to-fill positions or extra compensation and evaluations.
- 60 staff (8.6%) said merit and/or bonus pay should not be included in a salary structure model.
- 33 teachers (4.7%) said freezes or caps should not be a feature.
- 10 staff (1.4%) stated that extra assignments should not be considered.
- 32 responded (4.6%) that years of service should not be applied to a salary structure.
- 31 staff (4.4%) provided a response with multiple items and student achievement was noted in the majority.



KUSD Teacher Salary Structure Survey Results

*KUSD Mission: Provide excellent,
challenging learning opportunities
and experiences that prepare each
student for success.*

KUSD School Board Meeting
December 13, 2016



Obtain Initial Feedback

- Survey window: October 27 - November 7, 2016
- Reached out to largest staff group, teachers comprise about 75% of the KUSD organization
- Initial link sent to 1,708 teachers (counselors, deans, coaches)
- 1,361 responses (79.7% response rate)
- Responses from every KUSD school
- Nearly 5,000 separate comments



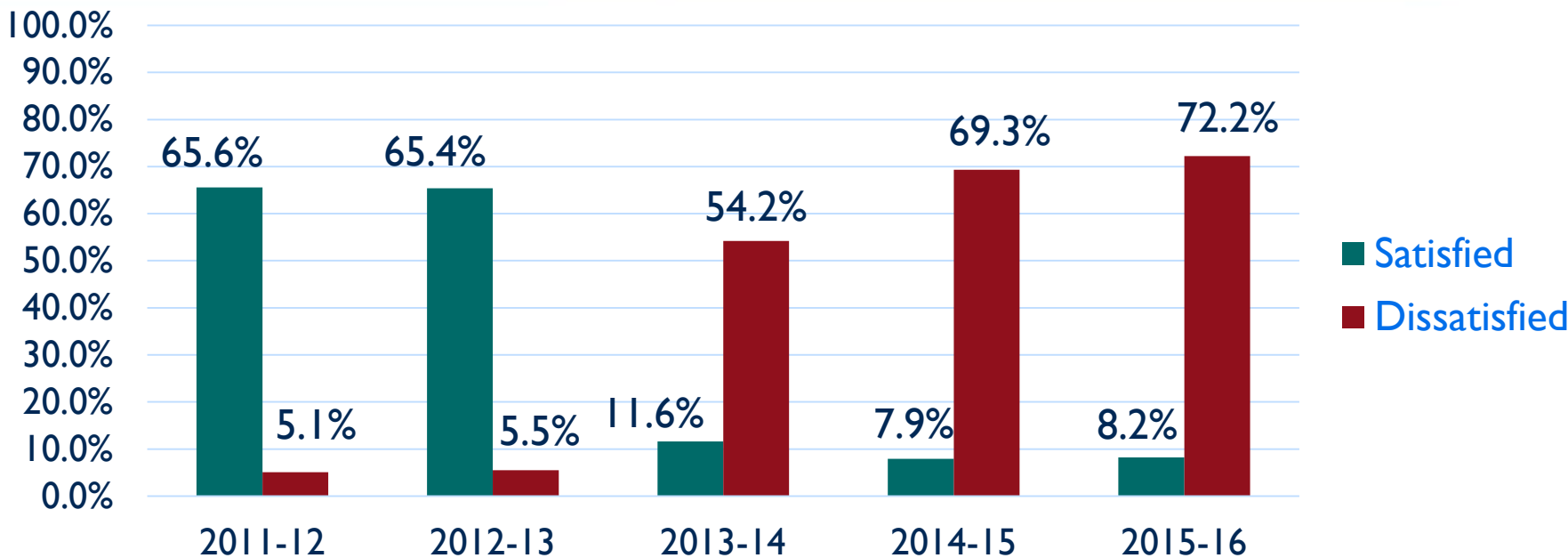
Teacher Demographics

All Self Identified:

- 96.6% identified as full time
- 56.9% employed for more than 10 years at KUSD
- 65.5% selected an annual salary greater than \$50,000



Recent Forms of Teacher Compensation



Form of Compensation	3.0% increase per cell plus step and lane activation*		Flat \$1,100 for full-time equivalent	1.9% per cell increase*	1.5% stipend based on base salary plus \$155
Change in Teacher FTE	-254.7	-190.2	+169.1	+53.1	+0.8

* Base building compensation

Ranking of Compensation Factors

Certifications/degrees required for the position	8.38
Years of service to KUSD	8.16
Additional credits related to their profession	8.04
Certifications/degrees earned beyond the requirements for the position	7.88
Professional learning hours related to profession	6.72
Service beyond the classroom/primary role (ex. leading curriculum design team, mentoring students/staff, club adviser, serving on a committee, PD)	5.93
Earning a certification/degree for an identified "hard-to-fill" position (ex. math, science, SPED, PT, OT, psychologists, speech, CTE)	5.82
Student level achievement/performance	4.52
Building level goal achievement/performance	4.23
Individual staff perfect attendance	3.46
District level goal achievement/performance	3.42

Staff were asked to rank 11 different work related factors regarding consideration for additional compensation (most to least preferred).

Initial Attraction to KUSD

- Based on attraction to KUSD, almost two-thirds selected available positions (64.9%) and location (64.1%) for reasons to work for KUSD.
- Pay/benefits were designated by 38.0% of the instructional staff.
- Community was identified by 32.9% of the responders.
- Just a quarter (25.6%) listed opportunities for growth as an attraction for KUSD.

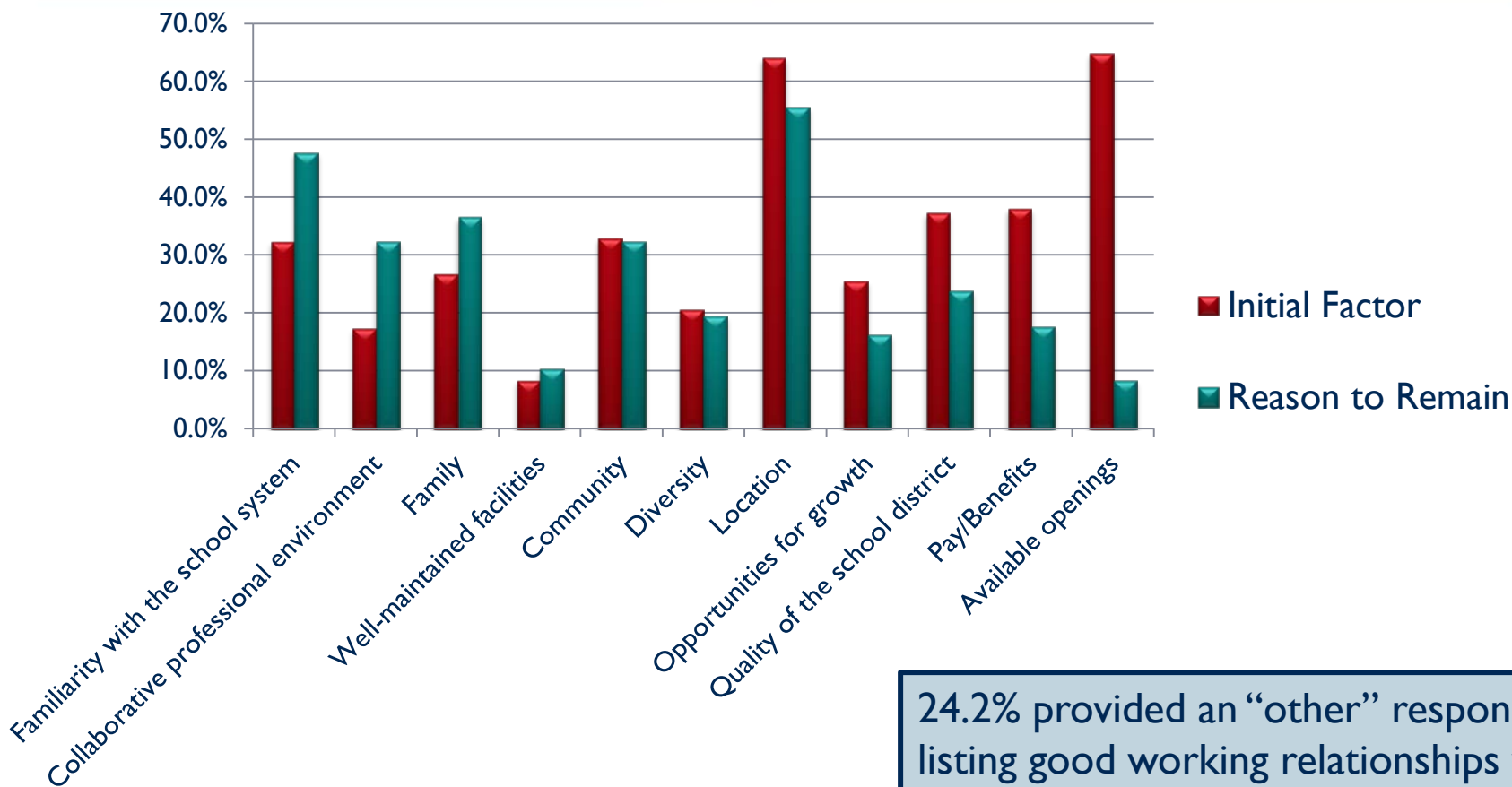


Motivation to Remain With KUSD

- Regarding motivational reasons to remain with KUSD, over half selected location (55.6%).
- Work environment familiarity was chosen by nearly half of the instructional staff (47.8%).
- Pay/benefits was chosen by 17.7%, which was just slightly higher than the 16.3% selection for opportunities for growth.
- Well maintained facilities was near the bottom for both lists (10.4%)



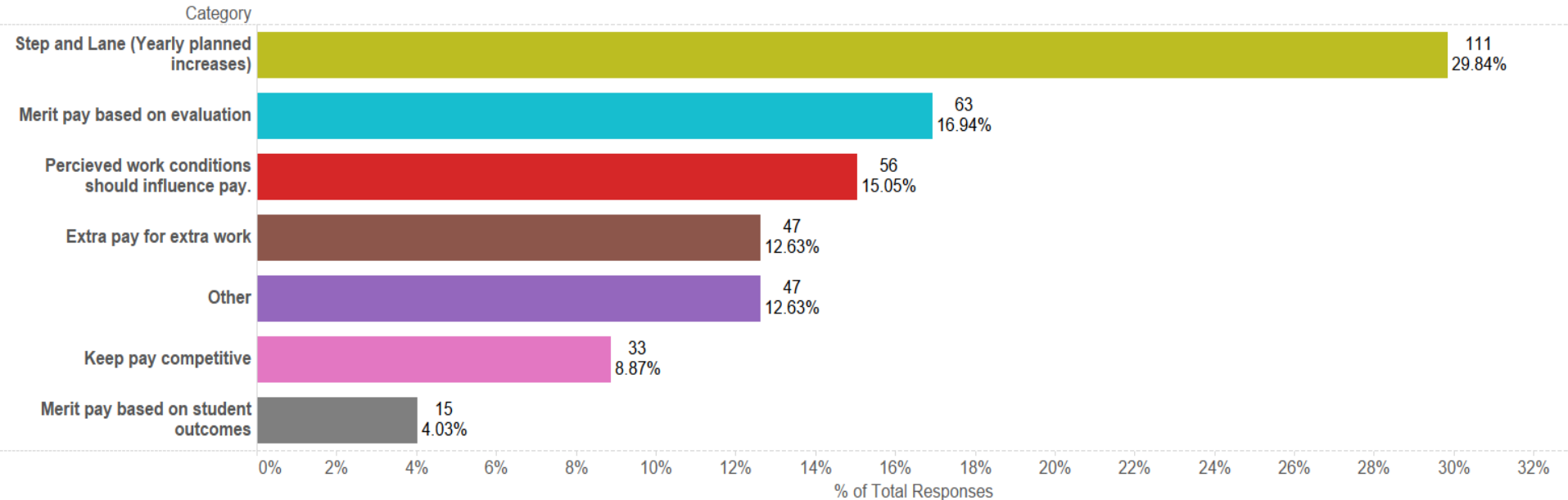
Change in Motivation



24.2% provided an “other” response, mostly listing good working relationships with coworkers and supervisors.

Q7: Comment Summary

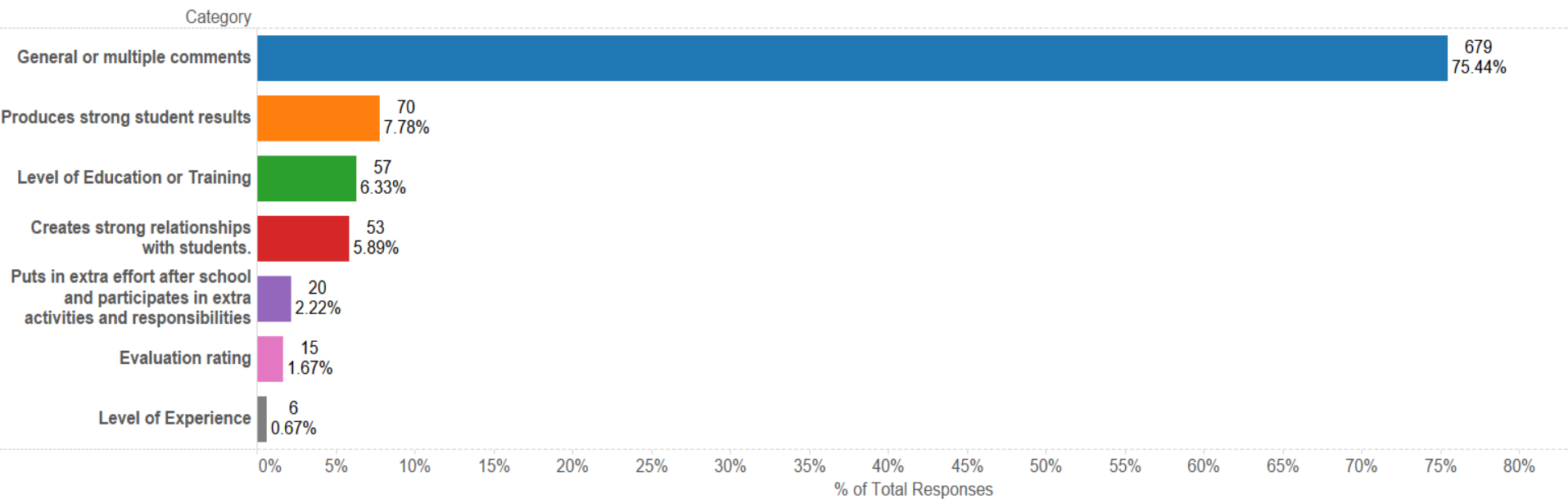
Q7. Are there any other factors not listed in the above question that you believe are important to consider when determining pay?



% of Total Responses for each Category. Color shows details about Category. The marks are labeled by sum of Responses and % of Total Responses. The view is filtered on Category, which excludes Response not related to the question..

Q10: Comment Summary

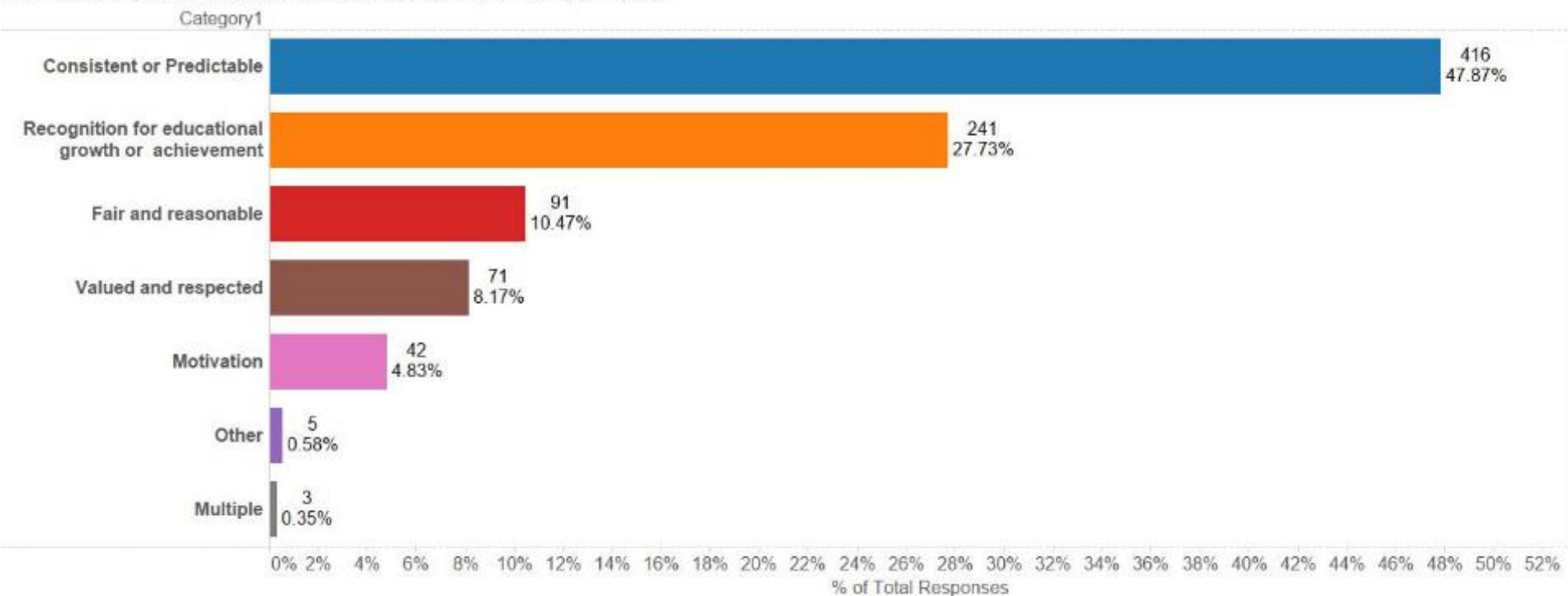
Q10. What is your definition of a high-performing, highly effective educator?



% of Total Responses for each Category. Color shows details about Category. The marks are labeled by sum of Responses and % of Total Responses. The view is filtered on Category, which excludes Response not related to the question..

Q11: Comment Summary

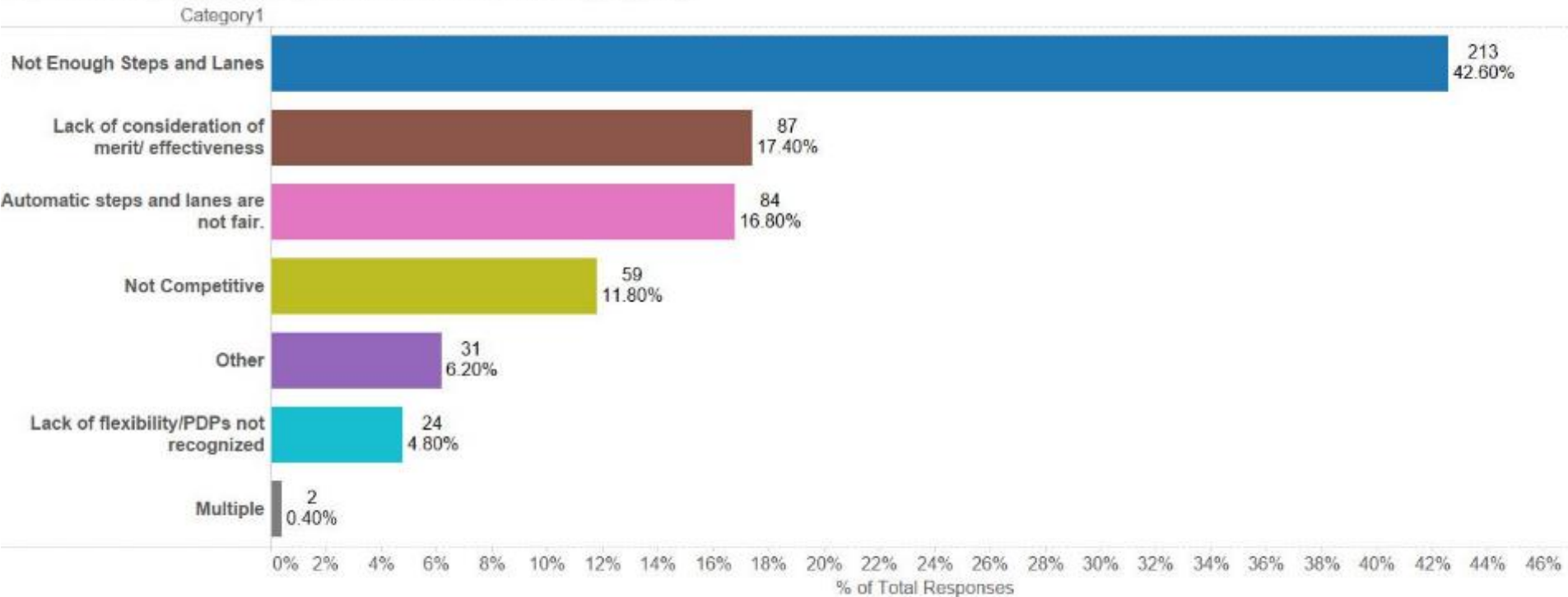
Q11. What did you like about the former salary structure (i.e. step and lane)?



% of Total Responses for each Category1. Color shows details about Category1. The marks are labeled by sum of Responses and % of Total Responses. The view is filtered on Category1, which excludes Response not related to the question.

Q12: Comment Summary

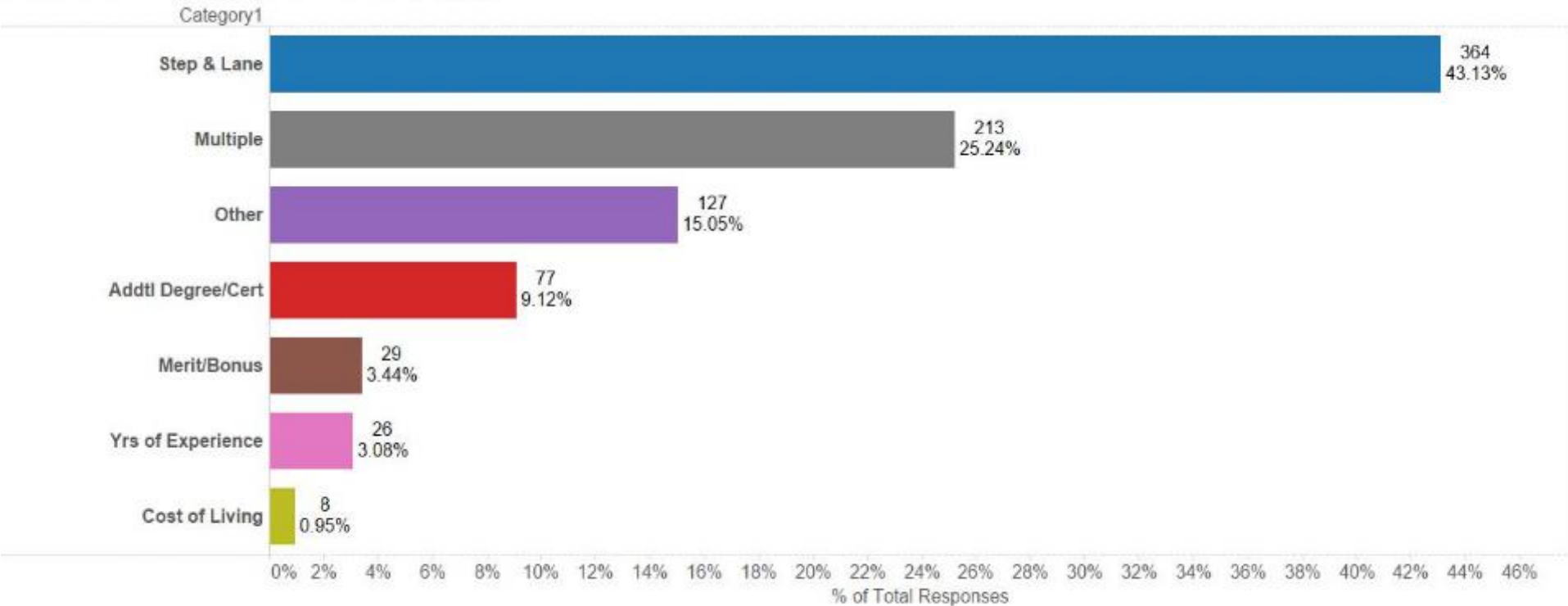
Q12. What did you dislike about the former salary structure (i.e. step and lane)?



% of Total Responses for each Category1. Color shows details about Category1. The marks are labeled by sum of Responses and % of Total Responses. The view is filtered on Category1, which excludes Nothing/ Satisfied and Response not related to the question.

Q13: Comment Summary

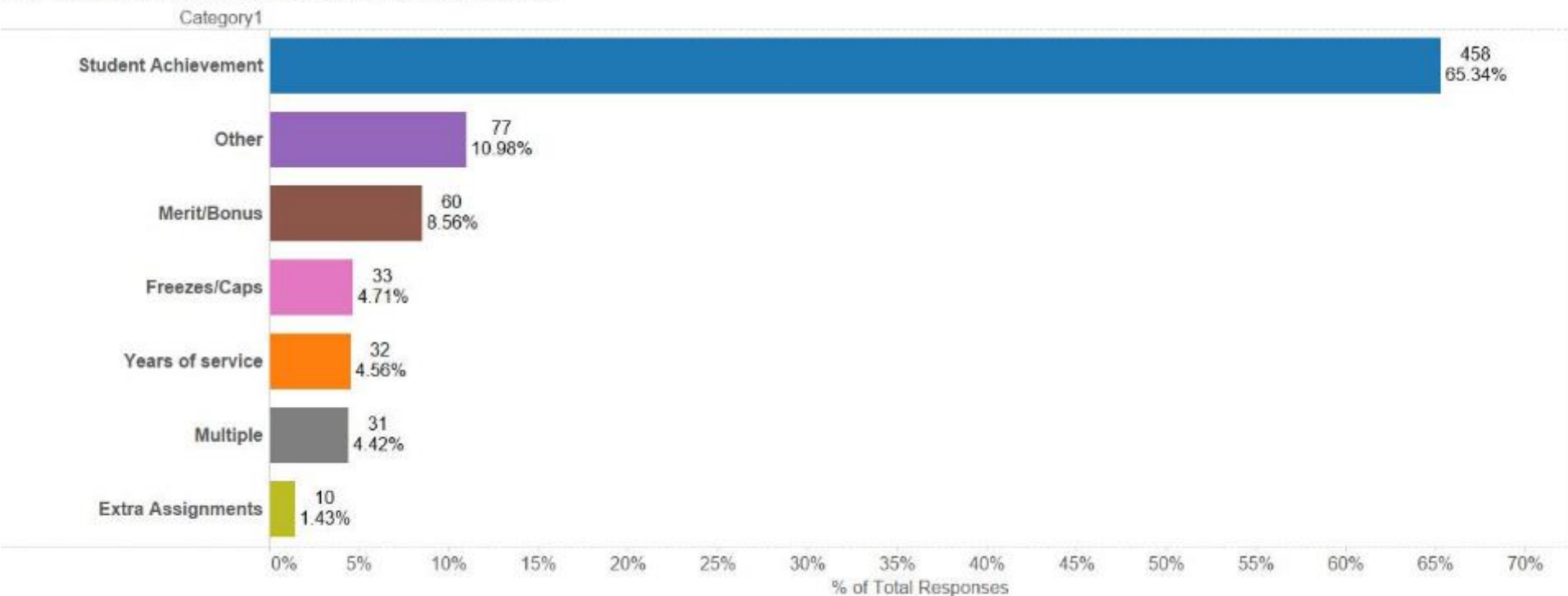
Q13. What features should be included in a salary structure?



% of Total Responses for each Category1. Color shows details about Category1. The marks are labeled by sum of Responses and % of Total Responses. The view is filtered on Category1, which excludes Response not related to the question.

Q14: Comment Summary

Q14. What features should not be included in a salary structure?



% of Total Responses for each Category1. Color shows details about Category1. The marks are labeled by sum of Responses and % of Total Responses. The view is filtered on Category1, which excludes Response not related to the question.



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KENOSHA UNIFIED SCHOOL DISTRICT

December 13, 2016

WorkplaceDynamics Survey Summary

With regards to gaining insight to the overall organization, KUSD Leadership decided to survey employees in order to better understand the feelings of the staff and establish growth objectives for improved engagement. WorkplaceDynamics is a national provider of comprehensive organizational surveys, working with thousands of companies and covering over 2 million employees each year. Multiple workplace metrics and factors are measured; "Direction", "Effectiveness", "Connection", and "My Manager" are factors of the "OrgHealth" metric and "My Work", "My Expectations", and "My Pay & Benefits" are factors of "The Basics" metric. Each of these factors may be further explored by selecting different demographic filters (departments, tenure, factor statements, etc.). The "OrgHealth" and "The Basics" of a job help to establish employee engagement, hopefully defining attitudes that sustain growth and performance excellence.

The WorkplaceDynamics surveys were provided to staff via a secure email link to allow for anonymous delivery and feedback. Staff provided responses to both select response statements and comment boxes. These various submissions are cataloged under different workplace factors and statements. The district will use this data in developing improvements in areas that were noted as weaknesses and continue to enhance areas of strength. In Winter 2016, Administration from every building and department received respective access to their feedback and responses and attended initial trainings to help guide further discussions. In the winter of 2017, the building administrators and departments heads will continue to review the results and recent progress with their staff. The overall district baseline data obtained in April 2015 is compared with the recent October 2016 results and summarized in the associated presentation.

Survey Participation

	2015	2016
Survey Window	April 13-27	October 3-17
Surveys Sent	2,502	2,528
Responses	2,098	2,084
Response Rate	83.9%	82.4%
Comments & Improvement Ideas	4,200	3,800

Those analyzing both surveys should be mindful that the timing might impact a few factors. With the 2016 survey being offered in the fall instead of the spring, there was a noticeable difference between the demographic quantity of staff under 6 months and those under a year for tenure. Also, with a fall implementation, some staff may have only had a limited amount of time working with new managers or in new environments.

GENERAL FINDINGS

Several themes emerged from the survey results. The following summary of findings provides a quality baseline for overall organizational input. The score referenced is based on a 7.0 Likert scale, with points distributed for each selection.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
0.0	1.0	2.0	3.0	4.0	5.0	6.0

- KUSD achieved an overall average “OrgHealth” metric score of 3.55 in 2015 and held a statistically consistent score of 3.60 for 2016 (between neutral to slightly agree).
- At least 16 of the 20 statements had average scores higher than neutral (3.0) for both sets of results.
- The overall “My Manager” factor, which includes school and department supervisory support, had a slight increase, moving from 4.15 in 2015 to 4.20 in 2016.
- 4 of the 5 highest rated workplace statements were based on managerial support for both surveys.
- A slightly positive overall area noted in the survey was that employees felt that KUSD operates by strong values and ethics, rising from 3.62 in 2015 to 3.72 in 2016.
- The highest rated Effectiveness/Execution statement was related to the encouragement of new ideas (3.59) relatively unchanged from 2015.
- The lowest average rating for a single statement for both years was pay. This statement also had the largest individual drop as well. Employees did not feel their pay is fair for the work they do, decreasing from 2.80 in 2015 to 2.01 in 2016 (Slightly Disagree).



Top Challenges:

- The “OrgHealth” factor with the largest performance decline was the connection related to staff being well informed about important decisions at KUSD. This is generally referred to as “Communication Down” or those organizational impact areas where staff members do not feel they are getting all the information they feel they need related to the organization. Nearly every tenure (years of service) category showed a decrease, ranging from -7% for the 1 to 3 year demographic to a large -21% decrease for the 3 to 5 year group. 130 comments were provided for some suggestions. Analysis shows that though staff appreciate that they provide input, some felt their voices are not being heard for decisions or the decisions making process. There were competing suggestions for both more and less emails and other forms of sharing (newsletter, texts, meetings, etc.), though approximately one-third of the comments suggested more emails.
- A second top challenge for KUSD is also related to the “Connection” factor. The workplace statement that KUSD staff “feel genuinely appreciated at KUSD” decreased -7% from the previous survey, but still above neutral with a scale score of 3.57. 70% of the 115 comments provided thoughts on improving appreciation that were associated to some form of additional pay and/or compensation, many of which are hard to quantify or define (i.e. being compensated for a level of passion, dedication and effort).
- A third top challenge showed the single greatest area of concern was related to employee compensation, mainly pay (2.80 in 2015 to 2.01 in 2016) but there was some decline in the feelings towards the district benefits package as well (3.81 in


2015 to 3.6 in 2016). It is important to note that pay and benefits must be viewed together as other districts may offer higher pay, but at the cost of diminished benefit plans.

Top Celebrations:

- KUSD staff positively expressed their belief that they are “part of something meaningful” providing a quality service to the students and community. This statement actually had one of the largest growth indicators as well. The ability to experience progress from the earliest grades to productive young adults encompassed many points of pride. The diversity of students coupled with dedicated professionals builds a strong connection to the organization.
- KUSD employees valued the support, collaboration and growth opportunities received from managers and administrators. Multiple statements that reference managerial assistance continued to land above the “Slightly Agree” range.
- The highest “Basic” statement related to staff getting the formal training they feel they need. The hope is to continue to see an increase in this valuable area with efficient use of professional learning opportunities.

This survey mainly consisted of the following “workplace statements”, which are ranked highest to lowest according to the overall KUSD change in annual results (Appendix A). Statements that have the heart “” icon are aligned to the “OrgHealth” metric and statements that have the briefcase “” icon are associated with “The Basics” metric. The data in the chart identifies both the survey scale score and the change over time. Of note, only 4 of the statements had a 2016 scale score below neutral (3.0), two of which increased since the first survey.

Summary:

To improve the working conditions of the organization, the goal is to address the top challenges, especially in the OrgHealth metric. For staff to have a quality connection, they must feel that their efforts are a true investment in both their professional growth and the betterment of the service to students. These areas are tied directly to teacher efforts and student achievement. The organizational health “” will always play a direct and impactful role in any company. The recently adopted KUSD mission, vision, core values and five strategic directions will, over a period of time, address the concerns for organizational alignment, while developing and retaining quality staff should advance the structural execution. Having effective leaders and managers increase communications and means of appreciation will assist in impacting the alignment and effectiveness of the organization.







The district plans to continue to conduct this survey every fall in order to track improvement and change over multiple years. This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Annie Petering
Chief Human Resources Officer

Mr. Kristopher Keckler
Chief Information Officer

Appendix A: WorkplaceDynamics Statement Scores

Workplace Statement		2015	2016	Change
This company enables me to work at my full potential		3.44	3.61	+0.17
At this company, we do things efficiently and well		2.80	2.96	+0.16
There is not a lot of negativity at my workplace		3.19	3.33	+0.14
There is good inter-departmental cooperation at this company		3.18	3.32	+0.14
My job makes me feel like I am part of something meaningful		4.28	4.39	+0.11
This company operates by strong values and ethics		3.62	3.72	+0.10
My manager helps me learn and grow		4.07	4.14	+0.07
I get the formal training I want for my career		3.71	3.77	+0.06
My manager makes it easier to do my job well		4.22	4.26	+0.04
My manager cares about my concerns		4.15	4.19	+0.04
Senior managers understand what is really happening at this company		2.92	2.96	+0.04
New ideas are encouraged at this company		3.61	3.59	-0.02
I believe this company is going in the right direction		3.50	3.48	-0.02
This job has met or exceeded the expectations I had when I started		3.72	3.67	-0.05
I have the flexibility I need to balance my work and personal life		3.41	3.28	-0.13
I feel genuinely appreciated at this company		3.72	3.57	-0.15
KUSD encourages different points of view		NA	3.36	NA
I feel well-informed about important decisions at this company		3.05	2.88	-0.17
My benefits package is good compared to others in this industry		3.81	3.60	-0.21
My pay is fair for the work I do		2.80	2.01	-0.79

Scoring Scale

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
0.0	1.0	2.0	3.0	4.0	5.0	6.0



National Mentoring Month January 2017

WHEREAS, a number of Kenosha organizations have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that support students; and

WHEREAS, relationships with caring individuals offer students valuable support; and

WHEREAS, quality mentoring encourages positive choices, promotes self-esteem, supports academic achievement and introduces young people to new ideas; and

WHEREAS, mentoring provides the skills needed to build strong, positive relationships with family, friends and community members; and

WHEREAS, mentoring programs have shown to be effective in combating school violence and discipline problems, substance abuse, incarceration and truancy.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2017 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help our students reach their full potential.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 330
December 13, 2016*

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Kenosha Unified School District
Kenosha, Wisconsin

December 13, 2016

REPORT OF CONTRACTS IN AGGREGATE OF \$25,000

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to December 13, 2016, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

Approval of Contract in Aggregate of \$25,000

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval. The Purchase/Contract Rationale is attached.

Vendor	Program/Product	Amount
Wisconsin Evaluation Collaborative (WEC) at WI Center for Education Research	The assessment will help develop an aligned curriculum for all K-5 students and support attainment of student proficiency, by identifying strengths and weaknesses of the current K-5 mathematics program.	\$46,634

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Julie Housaman
Chief Academic Officer

Mr. Robert Hofer
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Wisconsin Evaluation Collaborative (WEC) at Wisconsin Center for Education Research

Purchased Good/Program: Evaluation and Assessment of K-5 Mathematics

Start Date/Date Needed: January 3, 2017

1. **PURPOSE – What is the purpose of the proposed purchase?**

The 2013 Curriculum Audit recommended (Recommendation 5) that KUSD “develop and implement a curriculum management system that establishes an aligned curriculum available to all students and supports attainment of student proficiency.” In response to this recommendation, the Department of Teaching & Learning brought forth revisions to Board Policy 6300 & 6610 which established a five phase curriculum development process as well as seven-year curriculum review cycle. The K-5 Mathematics program is in Phase 1 of this process in 2016-17. During Phase 1, we seek to answer the question, “How does what we are doing now correlate with research?” Answering this question requires collecting data from all stakeholders across the district to develop a comprehensive understanding of current instructional practices, levels of implementation of district curriculum, use of instructional resources and the impact on student achievement. Analysis of this data will enable us to identify strengths and weaknesses of the current K-5 mathematics program to inform the work in future phases of the curriculum development process.

This work is also in alignment with Recommendation 6 of the 2013 Curriculum Audit: “Develop and implement a comprehensive plan for student assessment and program evaluation that requires data use at district and site levels to close the achievement gaps persistent among ethnic populations and subgroups, to raise the level of achievement for all students, and to provide feedback for decisions regarding curriculum management and program adoption, implementation, continuation, expansion, modification, or termination. Align student and program assessment with the curriculum management system and support long-range planning.” It is common to engage an external evaluator to assist with this level of data collection and analysis.

A similar program evaluation was conducted of the 6-12 mathematic program in conjunction with the secondary mathematics adoption in 2013-14. The findings and recommendations of this evaluation substantially informed the adoption process and curriculum development as well as the ongoing work of improving the KUSD secondary mathematics program.

As the first major curriculum program to go through the full curriculum and development cycle described in Policies 6300 and 6610, WEC will also assist us in developing program evaluation procedures that will inform this process for other content areas in the future.

2. FUNDING – What is the total cost of purchase and the funding source?

\$46, 634, Teaching & Learning Budget

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES

☒

NO ☐

If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

The findings of the program evaluation will enable us to identify strengths and weaknesses of the current K-5 mathematics program to inform the work in future phases of the curriculum development process including professional learning and resource needs and community engagement efforts that will result in increased mathematics achievement for all students.

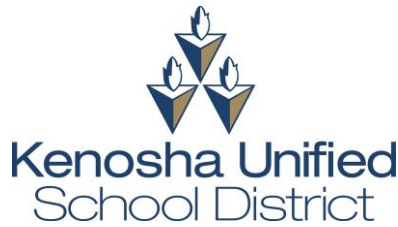
5. START DATE – When is the anticipated start date?

January 3, 2017

The anticipated completion data is late summer/early fall.

Your response does not establish approval of either a contract or a purchase order.
Appropriate Leadership Signature Julie P. [Signature] Date 11-3-16

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December 13, 2016

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Staples Business Advantage donated a 3D printer and filament to KUSD. The estimated value of this donation is \$4,442.
2. Mr. Tim Gascoigne donated \$2,000 to the Tremper High School boys' soccer team.
3. Uline donated \$1,000 to Pleasant Prairie Elementary School. The donation was used for a trip to Washington DC to receive the National School of Character Award.
4. Rustoleum Corporation donated \$525 to Bradford High School baseball program.
5. Mr. Andy Berg/The Garden of Eatin donated over 200 pumpkins to Wilson Elementary School. The estimated value of this donation is \$500.
6. Mr. Greg Leech donated \$300 to Bradford High School basketball program.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 13, 2016

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
December-January**

December

- December 12, 2016 – Special Board Meeting – 6:00 P.M. in ESC Boardroom
- December 13, 2016 – Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom
- December 22, 2016 to January 2, 2017 – Winter Recess – Schools and ESC Closed

January

- January 10, 2017 – Special Meeting – 5:30 P.M., Standing Committee Meetings – 6:00 P.M. in ESC Boardroom
- January 16, 2017 – Dr. Martin Luther King, Jr. Day – Schools and ESC Closed
- January 20, 2017 – Staff Workday – No school for students
- January 24, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

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