



REGULAR MONTHLY BOARD MEETING

July 25, 2017

7:00 PM

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

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Regular School Board Meeting
July 25, 2017
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. Semper Fidelis All-American
- 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
- XI. Consent Agenda
 - A. Consent/Approve 5
Recommendations Concerning Appointments, Leaves of Absence,
Retirements, Resignations and Separations
 - B. Consent/Approve 7
Minutes of 6/27/17 Special Meeting and Executive Session and
6/27/17 Regular Meeting
 - C. Consent/Approve 18
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 - D. Consent/Approve 26
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(Second Reading)
- XII. Old Business

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• 1400 - Gifts, Grants and Bequests	
• 1500 - Solicitations/Fundraising	
• 1510 - Advertising/Promotions	
• 2810 - Incident Reporting	
• 3422 - Exclusivity Agreement with Vendors	
• 3900 - Insurance Management	
• 6740 - Student Fundraising Activities	
• 6741 - Raffles	
• 1331 - Use of Facilities	
• 1350 - Equipment Use by Community Groups	
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XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

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Kenosha Unified School District
Kenosha, WI
July 25, 2017

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Atkins	Jon	Dimensions of Learning	Physical Education	Instructional	08/28/2017	1	\$41,000.00
Appointment	Bart	Kimberly	Forest Park	Grade 3	Instructional	08/28/2017	1	\$46,000.00
Appointment	Botsch	Autumn	KTEC (East)	English/Social Studies	Instructional	08/28/2017	1	\$41,000.00
Appointment	Bouy	Cassandra	Somers Elementary School	Kindergarten	Instructional	08/28/2017	1	\$43,690.00
Appointment	Brown	Melinda	Bullen Middle School	Cross Catagorical	Instructional	08/28/2017	1	\$56,241.00
Appointment	Brzozowski	Lisa	Pleasant Prairie Elementary	Cross Catagorical	Instructional	08/28/2017	1	\$41,000.00
Appointment	Chase	Brittany	Tremper High School	Science	Instructional	08/28/2017	1	\$41,000.00
Appointment	Chiapetta	Emiko	Southport Elementary	Grade 2	Instructional	08/28/2017	1	\$41,000.00
Appointment	Connors	Patrick	Indian Trail HS & Academy	Physics	Instructional	08/28/2017	1	\$41,000.00
Appointment	Coroneos	Emily	Bullen Middle School	Grade 6	Instructional	08/28/2017	1	\$41,000.00
Appointment	Daane	Catherine	Bradford High School	Library Media Specialist	Instructional	08/28/2017	1	\$77,793.00
Appointment	Eiben	Garrett	Tremper High School	Earth/Space Science	Instructional	08/28/2017	1	\$41,000.00
Appointment	Fischer	Kimmarie	Bradford High School	Assistant Principal	AST	07/01/2017	1	\$118,715.00
Appointment	Geiger	Brian	School Leadership High School	Regional Coordinator Secondary Schools	AST	07/01/2017	1	\$110,778.00
Appointment	Hauke	Justin	Indian Trail HS & Academy	Theater	Instructional	08/28/2017	0.92	\$37,720.00
Appointment	Henkes	Aimee	Indian Trail HS & Academy	Spanish	Instructional	08/28/2017	1	\$65,862.00
Appointment	Howard	Emma	Bullen Middle School	Math	Instructional	08/28/2017	1	\$41,000.00
Appointment	Kellow	Amanda	Tremper High School	E.D.	Instructional	08/28/2017	1	\$41,000.00
Appointment	Ketterhagen	Donald	Hillcrest	E.D.	Instructional	08/28/2017	1	\$49,069.00
Appointment	Kotarak	Jered	Roosevelt Elementary	Principal	AST	07/01/2017	1	\$95,395.00
Appointment	Kotarek	Bridget	Special Education & Student Support	Interim Director of Special Education & Student Support	AST	07/01/2017	1	\$105,285.00
Appointment	Lawler	Emily	4K Program	4K Program	Instructional	08/28/2017	1	\$41,000.00
Appointment	Lesko	Ashley	Jefferson Elementary	Kindergarten	Instructional	08/28/2017	1	\$41,000.00
Appointment	Mentek	Kelsey	Department of Special Ed	Speech Therapist	Instructional	08/28/2017	1	\$46,000.00
Appointment	Mozinski	Susan	Bose Elementary	Instructional Coach	Instructional	08/28/2017	1	\$53,724.00
Appointment	Ormseth	Bethany	Lakeview Technology Academy	Director of Lakeview Technology Academy	AST	07/01/2017	1	\$131,868.00
Appointment	Petkus	Jurga	Dimensions of Learning	Art	Instructional	08/28/2017	0.8	\$32,800.00
Appointment	Roush	Renee	Nash Elementary	Multi-Age 4/5	Instructional	08/28/2017	1	\$45,483.00
Appointment	Schroeter	Eric	Lakeview Technology Academy	Biology/Life Science/Chemistry	Instructional	08/28/2017	1	\$59,034.00
Appointment	Schultz	Ryan	Tremper High School	Chemistry	Instructional	08/28/2017	1	\$46,000.00
Appointment	Sellenheim	Joseph	Grewenow Elementary	Principal	AST	07/01/2017	1	\$87,907.00
Appointment	Spracklin	Sydney	Grewenow Elementary	Early Childhood	Instructional	08/28/2017	1	\$41,000.00
Appointment	Stapleman	Thomas	Indian Trail HS & Academy	Technology Education	Instructional	08/28/2017	1	\$64,310.00
Appointment	Steren	Lynne	EBSOLA CA	Instructional Coach	Instructional	08/28/2017	1	\$78,897.00
Appointment	Thompson	Tuanquilla	Student Support/Guidance	Social Worker	Instructional	08/28/2017	1	\$53,724.00
Appointment	Thompson	Leah	KTEC (West)	Math	Instructional	08/28/2017	1	\$41,000.00

Kenosha Unified School District

Kenosha, WI

July 25, 2017

The Office of Human Resources recommends the following actions:

Appointment	Vancaster	Bryanna	KTEC (West)	Art	Instructional	08/28/2017	1	\$46,379.00
Appointment	Wagner-Dunlop	Amber	Bullen Middle School	English	Instructional	08/28/2017	1	\$41,000.00
Appointment	Wells	Robert	Harborside Academy	Instrumental Music	Instructional	08/28/2017	0.87	\$68,640.39
Appointment	Wells	Haven	Fine Arts	Music	Instructional	08/28/2017	1	\$41,000.00
Early, Early Retirement	Reynolds	Julia	Harvey Elementary School	E.C.	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Roiniotis	Brenda	Mahone Middle School	Social Studies	Instructional	06/12/2017	1	\$61,790.00
Resignation	Auces	Mariano	EBSOLA- Dual Language	Dual Spanish	Instructional	08/28/2017	1	\$39,750.00
Resignation	Cohen	Elliott	Indian Trail HS & Academy	Student Support Specialist	Support	07/05/2017	1	\$16.28
Resignation	Garrigan	Amy	Professional Development	Professional Learning Specialist	Support	06/23/2017	0.7	\$21.80
Resignation	Hunt	Jamie	EBSOLA-Creative Arts	E.C.	Instructional	06/30/2017	1	\$47,210.00
Resignation	Jensen	Justin	Hillcrest	Physical Education	Instructional	08/28/2017	1	\$39,153.00
Resignation	Mayes	Nicole	KTEC (East)	Assistant Principal	AST	07/21/2017	1	\$78,616.00
Resignation	McBurney	Ryan	Indian Trail HS & Academy	Intervention Specialist/English	Instructional	06/15/2017	1	\$58,909.00
Resignation	Miceli	Amy	EBSOLA- Dual Language	Instructional Coach	Instructional	06/15/2017	1	\$72,890.00
Resignation	Michalski	Angela	Bradford High School	Math	Instructional	07/06/2017	1	\$39,153.00
Resignation	Rinka	Jessica	KTEC(East)	Science	Instructional	06/15/2017	1	\$39,153.00
Resignation	Shaffer	Cary	Facility Services	Head Custodian	Service	09/04/2017	1	\$22.90
Resignation	Smith	Faith	Washington Middle School	Technology Title 1	Instructional	06/12/2017	1	\$62,544.00
Resignation	Thompkins	Satyra	Indian Trail HS & Academy	ESL Other Language	Instructional	06/30/2017	1	\$70,602.00
Retirement	Eisenhauer	Steve	Facility Services	Maintenance Service Worker - Electrical	Service	09/08/2017	1	\$26.53
Retirement	Lorenz	Anthony	Facility Services	Night Custodian - Second Shift	Service	09/01/2017	1	\$21.35
Separation	Lemke	Jason	Bradford High School	Assistant Principal	AST	06/30/2017	1	\$89,699.00

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 27, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 27, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:01 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mrs. Snyder, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Falkofske arrived later. Mr. Wade and Mr. Garcia were excused.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Position Assignments and Collective Bargaining Deliberations.

Mrs. Snyder moved that the executive session be held. Mr. Kunich seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mrs. Snyder, and Mrs. Coleman. Noes: None. Unanimously approved.

1. Collective Bargaining Deliberations

Mr. Tarik Hamdan, Chief Financial Officer, and Mrs. Annie Petering, Chief Human Resource Officer, arrived at 6:02 P.M.

Mr. Falkofske arrived at 6:05 P.M.

Mr. Hamdan discussed collective bargaining deliberations with Board members and sought direction for same.

Mr. Hamdan and Mrs. Petering were excused at 6:12 P.M.

2. Personnel: Position Assignments

Mr. Brian Geiger arrived at 6:13 P.M. and answered questions from Board members. Mr. Geiger was excused at 6:24 P.M.

Mrs. Bridget Kotarek arrived at 6:25 P.M. and answered questions from Board members. Mrs. Kotarek was excused at 6:34 P.M.

Mr. Jered Kotarek arrived at 6:35 P.M. and answered questions from Board members. Mr. Kotarek was excused at 6:47 P.M.

Mr. Joe Sellenheim arrived at 6:48 P.M. and answered questions from Board members. Mr. Sellenheim was excused at 6:58 P.M.

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

Meeting adjourned at 6:58 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 27, 2017

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 27, 2017, 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 7:05 P.M. with the following Board members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mrs. Snyder, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Wade and Mr. Garcia were 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 the LakeView Technology Supermileage Vehicle Club Award and the Black History Bee, Black History Art and Writing Contest Winners.

Dr. Savaglio-Jarvis presented four Administrative Appointments.

Ms. Stevens moved to approve Mr. Brian Geiger as the Regional Coordinator of Leadership and Learning - Secondary Schools. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Mrs. Bridget Kotarek as Interim Director of Special Education and Student Support. Mr. Falkofske seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Mr. Jered Kotarak as Principal at Roosevelt Elementary School. Mr. Falkofske seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Mr. Joe Sellenheim as Principal at Grewenow Elementary School. Ms. Stevens seconded the motion. Unanimously approved.

There was not a student ambassador.

There was no legislative report.

Views and/or comments were made 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 5/23/17 Regular Meeting, 6/7/17 (2) and 6/12/17 Special Meetings and Executive Sessions, and 6/7/17 and 6/13/17 Special Meetings.

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. Sue Savaglio-Jarvis, excerpts follow:

“It is recommended that the May 2017 cash receipt deposits totaling \$1,021,055.46, and cash receipt wire transfers-in totaling \$15,234,885.97, be approved. Check numbers 550970 through 552208 totaling \$7,305,183.62, and general operating wire transfers-out totaling \$365,350.88, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2017 net payroll and benefit EFT batches totaling \$13,302,187.20, and net payroll check batches totaling \$12,400.32, be approved.”

Mr. Kunich moved to approve the consent agenda. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Integrated Library Media and Technology Plan submitted by Mrs. Annie Fredriksson, Coordinator for Instructional Technology and Library Media; Mrs. Housaman, Chief Academic Officer; Mr. Kristopher Keckler, Chief Information Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“The current Integrated Library Media and Technology Plan (formerly referred to as the Three Year Information & Technology Plan) expired at the end of the 2016-17 school year. Consistent with the Wisconsin Department of Public Instruction (DPI) expectations and past practice, a KUSD technology leadership committee (Appendix A) has spent the past several months utilizing district technology data and compiling updated standards for the development of a new plan. Several sub-groups provided input for further surveys and practical applications as part of the process. As of 2013, Wisconsin removed the formal requirement for school districts to develop and adopt new technology plans; however, DPI strongly encourages Local Education Agencies (LEAs) to continue the process for awareness and alignment to strategic goals and initiatives. Also, these plans are inclusive of the required planning expectations related to funds and projects for school libraries.

The development of this new plan incorporated a federally established model for quality technology integration. Utilizing the Future Ready Framework resource portal as recommended by the DPI, Kenosha Unified aligned the results from the various surveys and resource audits to establish the goals listed in the plan. The Future Ready

Framework listed seven separate categories, called “gears”, of collaborative leadership centered around and supporting professional student learning. For this new plan, KUSD will focus on five of the seven gears. Gears identified as “Use of Space and Time” and “Community Partnerships” are integrated within other gear goals, as DPI suggests as a possible pathway over the course of implementation.

The KUSD Technology Leadership Planning Team completed the initial “Digital Learning Readiness Report” and received an overall score of 7.2 out of 10. This overall baseline data was then compared to the scores from each gear surveyed by different stakeholder groups. These results were further aligned to the 2016 Wisconsin DPI Digital Learning Plan which assists school districts in developing their local goals related to quality technology integration and support. Based on that review, the proposed goals were established and listed below. Each gear lends itself to a specific function while at the same time all of the areas should align to the current mission, vision and goals for school districts.

To accomplish this change process, strong leadership is crucial for district superintendents and their leader teams. In preparation for developing this framework, the KUSD superintendent has supported and signed the respective Future Ready District Pledge. This pledge presents a commitment to improving the technology integration and overall support for quality digital learning. Currently, over 3,100 school superintendents representing over 19.2 million students have signed this pledge. Based on a desire to define evidence-based approaches to manage this process, the U.S. Department of Education and the American Institutes for Research (AIR) published a rubric on the characteristics of Future Ready Leadership. Kenosha Unified leadership will continue to review and integrate the strategies for improved digital learning when possible.

On June 13, 2017, the Curriculum/ Program Committee reviewed and approved to forward the 2017-2020 Integrated Library Media and Technology Plan to the June 27, 2017, regular Board meeting. Administration recommends that the School Board approve the 2017-2020 Integrated Library Media and Technology Plan.”

Mr. Keckler was present and answered questions from Board members.

Mr. Kunich moved to approve the 2017-2020 Integrated Library Media and Technology Plan. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Adoption of the National Coalition of Core Arts Standards presented by Mr. Scott Plank, Coordinator of Fine Arts; Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“The National Core Arts Standards (NCCAS) for dance, media arts, music, theatre, and visual arts were created in a transparent inclusive process engaging over 130 arts educators as writers and 6,000 reviewers. These prekindergarten through twelfth grade-by-grade standards were written to guide educators seeking to provide quality arts education for America's students, define artistic literacy, and support twenty-first century skills and college-and-career readiness.

The National Coalition for Core Arts Standards is an alliance of national arts and arts education organizations dedicated to ensuring quality standards-based arts opportunities for all students.

The artistic processes are the cognitive and physical actions by which arts learning and making are realized. Inspired by the 1997 National Assessment of Education Progress (NAEP) Arts Education Assessment Framework, the National Core Arts Standards are based on the artistic processes of creating, performing/producing/presenting, responding and connecting.

The move to adopt the NCCAS is not meant to be an opportunity to throw out the current standards and start over. As teachers have begun exploring the NCCAS, it has become apparent that the task at hand is more of reorganizing and recategorizing what is currently in place. There is a high level of motivation for this, and many teachers have commented that they feel the structure and organization of the NCCAS makes sense and will lead to better quantification of student learning. The process of reviewing the current materials, with the goal of refining the scope and sequence in each of the fine arts disciplines and examining assessment practice, has resulted in a natural evolution of the discussion to implement the new standards.

All fine arts departments have been working with the NCCAS, and there is agreement that as each course or grade level is revised (based on the curriculum revision timeline), the new NCCAS standards will be used (Appendix B).

The implementation of the NCCAS will offer an opportunity to improve student achievement in all areas of fine arts through language unification, enhanced organizational elements and a focus on artistic literacy. The purpose of this update is to formally adopt the NCCAS so that the new standards can be used to guide continuing curriculum work.

This informational report was presented at the June 13, 2017, Curriculum/Program Standing Committee meeting and is shared this evening for the School Board's information."

Mrs. Housaman and Mr. Plank were present and answered questions from Board members.

Dr. Savaglio-Jarvis presented the Report of Contracts in Aggregate of \$25,000 submitted by Mrs. Fredriksson; Mrs. Housaman; Mr. Robert Hofer, Purchasing Agent; Mrs. Salo; Mr. Hamdan; and Dr. Savaglio-Jarvis, excerpts follow:

"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 May 23, 2017 with approval of the purchasing agent are shown in the database in coral color.

The following contracts/agreements have not been added to the Contract Management Database and are being presented for board approval:

- Schenck S.C. in the amount of \$43,800; and
- Compass Learning/Edgenuity in the amount of \$266,520.”

Mrs. Snyder moved to approve the contracts/agreements with Schenck S.C. in the amount of \$43,800 and with Compass Learning/Edgenuity in the amount of \$266,520. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Head Start Federal Grant Cost-of-Living Adjustment Request submitted by Ms. Lisa KC, Assistant Director of Head Start; Ms. Luanne Rohde, Director of Early Education; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning; Dr. Bethany Ormseth, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“At the March 28, 2017, meeting the School Board approved the Head Start Federal Grant for the 2017- 2018 school year. Since that time the Kenosha Unified School District Head Start Program has received notification of a Supplemental Federal Head Start Cost-of-Living Adjustment (COLA) Grant award of \$20,615.

Application for the base award amount of \$2,025,018 was submitted by the due date of April 1, 2017. Application for the separate Cost-of-Living Adjustment (COLA) Grant is due June 30, 2017.

Approval from the Board of Education is requested to submit and implement the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) Grant for the 2017-2018 school year. The funding of this grant is \$20,615. As stated in the program instruction memorandum, (Attachment A), COLA funds are to be used to increase staff salaries and fringe benefits to pay for higher operating costs.

KUSD Head Start will use these monies to off-set the increases in the cost of employee health benefits for the 2017-2018 school year. Current insurance costs will increase by 7.4%, resulting in an increase of \$39,618. Using COLA funds will reduce the increased costs to the district by \$20,615. Head Start Federal funds currently pay for 33 staff positions.

Administration recommends that the School Board approve the Supplemental Federal Head Start Cost of Living Adjustment Grant award of \$20,615.”

Mrs. Snyder moved to approve the Supplemental Federal Head Start Cost of Living Adjustment Grant award of \$20,615. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Harborside Academy Charter Contract Renewal submitted by Mr. William Haithcock, Principal at Harborside Academy; Mr. Hamdan; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

“On March 27, 2007, the initial Harborside Academy charter contract was presented to the Board of Education. At that time, the Board approved a five-year charter contract with Harborside. In 2012, the School Board approved a second five-year renewal charter contract. At that time, Harborside moved to the Reuther Central High School facility and merged with Paideia Academy. The Harborside Academy Governance Board requests that the Kenosha Unified School District Board of Education approve a third charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycles 2017-2019 and 2019-2021.

The Harborside Academy Governance Board request that the Kenosha Unified School District Board of Education approve The Harborside School charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021.”

Mr. Kunich moved to approve The Harborside School charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Dimensions of Learning Academy Charter Contract Renewal submitted by Ms. Diana Pearson, Principal at Dimensions of Learning Academy; Mr. Scott Kennow, Coordinator of Elementary Leadership; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

“On April 24, 2000, the Board of Education first approved the request for charter school approval for the Dimensions of Learning Academy. This charter was renewed in 2005, 2010, and 2015.

Provided for the Board’s review is a contract for renewal. The updated charter has minor revisions. The revisions reflect the change in the length of the charter from two years to five years. The charter contract renewal has been reviewed and is recommended by the staff and Advisory Council.

The Dimensions of Learning Academy Advisory Council and staff request that the Kenosha Unified School District Board of Education approve the Dimensions of Learning Academy charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021.”

Mr. Falkofske moved to approve the Dimensions of Learning Academy charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 3643 – Emergency School Closings submitted by Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified administration continues to review and monitor the calendar modifications related to school closings across the district. The number of instructional days lost to inclement weather has decreased in recent years.

Based on a School Board request from a few years ago, the practice to “bank” instructional days to ensure fulfillment of the Wisconsin requirement for instruction minutes was expanded from 2 full days to 3 full days. This request was based mainly from the information relevant to identified school closings.

For the last few years, KUSD has not utilized all of these days. As noted in the chart below, the previous 8 years produces an average of less than 2 days utilized each year for district-wide closings. The proposal is to reduce the current practice of banking days from 3 to 2.

KUSD administration recommends that the School Board approve the revised Policy and Rule 3643 Emergency School Closings as a first reading at its June 27, 2017, regular school board meeting and a second reading at its July 25, 2017.”

Mrs. Snyder moved to approve the revised Policy and Rule 3643 Emergency School Closings as a first reading at its June 27, 2017, regular school board meeting and a second reading at its July 25, 2017. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Proposed Adjustment to the 2017-18 Instructional Calendars submitted by Mrs. Lorien Thomas, Research Analyst; Mrs. Annie Petering, Chief Human Resource Officer; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“The 2017-18 KUSD Instructional Calendars were approved by the KUSD School Board on June 28, 2016. For the years covering 2016-17 and 2017-18, the practice of covering enough minutes to address any potential cancelled instructional days was increased from 2 full days to 3 full days. This was due to a request from the School Board as the 5-year historical data showed a use of between 2 and 3 cancelled instructional days. When necessary, KUSD schools had to adjust and “recover” lost minutes by sacrificing staff professional development and increasing student instructional durations. Recent use for cancelled days has been limited to less than 2 cancelled days.

The existing Wisconsin state requirements communicate that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours). The proposed calendars not only meet those requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations.

The currently approved end of year sequence for June, 2018, displays that the last day for KUSD students is Thursday, June 14, 2018, with the teacher workday set

for Friday, June 15, 2018. The proposal would be to have the last day for students change to Wednesday, June 13, 2018, and the teacher workday would move to Thursday, June 14, 2018.

Administration recommends that the 2017-18 Instructional Calendars reduce the potential cancelled expectation from 3 days down to 2 days, thus reducing the school year by 1 day. Administration recommends that the School Board review and approve the updated 2017-18 Instructional Calendars at its June 27, 2017 meeting.”

Dr. Savaglio-Jarvis noted that an updated 2017-18 Instructional Calendar was distributed to Board members.

Mr. Kunich moved to approve the distributed updated 2017-18 Instructional Calendars. Mr. Falkofske seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the School Year 2018-19 Instructional Calendars submitted by Mrs. Thomas, Mrs. Petering, Mr. Keckler, and Dr. Savaglio-Jarvis, excerpts follow:

“The proposed 2018-19 instructional calendars follow a traditional format to address the Wisconsin requirement of instructional minutes. The vast majority of the calendar options were developed from feedback from the most recent KUSD staff survey related to the instructional calendar (February, 2016). A similar survey is tentatively scheduled for early 2018 as the district begins to develop the 2019-20 instructional calendars.

The existing Wisconsin state requirements communicate that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours). The proposed calendars not only meet those requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations. Recent instructional calendars accounted for 3 potential cancelled days, but KUSD has not utilized more than 2 cancelled days for the last 2 school years.

Administration recommends that the School Board review and accept the proposed 2018-19 Instructional Calendars at its June 27, 2017 meeting.”

Dr. Savaglio-Jarvis noted that an updated 2018-19 Instructional Calendar was distributed to Board members.

Mr. Falkofske moved to approve the distributed proposed updated 2018-19 Instructional Calendars. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Authorization of the 2017-2018 Expenditures Prior to Formal Adoption of the Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“The budget adoption cycle for Wisconsin school districts is such that school boards do not adopt a final budget until October of each year, despite the fact that the

fiscal year begins in July. The primary reason for this delay is that many of the factors needed to finalize the budget are not known until October. Equalized property values and official 3rd Friday student counts will not be known until the end of September. Certification of state aid from the Department of Public Instruction (DPI) will not occur until October.

It is customary for school boards to approve a resolution authorizing district administration to expend funds between July 1 and the time that the budget is formally adopted in October.

Administration recommends that the Board authorize the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adopted.

Administration also recommends that the Board authorize expenditures in other areas to continue at the discretion of the administration up to the levels authorized in the prior year's budget, not to exceed 34 percent of that budget, unless specific board action has occurred to either initiate or discontinue specific programs or activities."

Ms. Stevens moved to authorize the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adopted and also authorize expenditures in other areas to continue at the discretion of the administration up to the levels authorized in the prior year's budget, not to exceed 34 percent of that budget, unless specific board action has occurred to either initiate or discontinue specific programs or activities. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Kunich presented the Donations to the District.

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

Meeting adjourned at 8:13 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
July 25, 2017

CASH RECEIPTS	reference	total
June 2017 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 56,058,178.39
Johnson Bank	<i>account interest</i>	169.87
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	33,274.91
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	24,699.37
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	28,861.08
HHS	<i>head start grant</i>	173,629.40
USAC	<i>USAC E-Rate</i>	21,664.00
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	222,797.08
Total Incoming Wire Transfers		56,563,274.10
June 2017 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	1,863,839.94
TOTAL JUNE CASH RECEIPTS		\$ 58,427,114.04

CASH DISBURSEMENTS	reference	total
June 2017 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,225,673.04
WI Department of Revenue	<i>state payroll taxes</i>	1,484,616.07
WI Department of Revenue	<i>state wage attachments</i>	5,445.68
IRS	<i>federal payroll taxes</i>	6,775,007.01
Delta Dental	<i>dental insurance premiums</i>	235,790.95
Diversified Benefits Services	<i>flexible spending account claims</i>	63,551.92
Employee Trust Funds	<i>wisconsin retirement system</i>	2,984,439.09
NVA	<i>vision insurance premiums</i>	15,442.58
Various	<i>TSA payments</i>	722,124.09
<i>Subtotal</i>		19,512,090.43
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	258,370.94 *
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>	474.12
Various	<i>returned checks</i>	462.64
<i>Subtotal</i>		425,974.37
Total Outgoing Wire Transfers		\$ 19,938,064.80

June 2017 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01012DP, 01013DP</i>	\$ 4,308.54
General operating and food services	<i>Check# 552209 thru Check# 553500 (net of void batches)</i>	9,324,419.58
Total Check Registers		\$ 9,328,728.12

TOTAL JUNE CASH DISBURSEMENTS **\$ 29,266,792.92**

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending June 15, 2017

Merchant Name	Total
AIRLINE	\$ 19,870.54
HOTEL	\$ 19,320.73
RESTAURANTS & CATERING	\$ 15,919.51
THE RON CLARK ACADEMY	\$ 9,350.00
HOUGHTON CHEMICAL ALLSTON	\$ 8,555.70
MAYFAIR RENT A CAR KENO	\$ 8,518.14
CONVERGINT	\$ 7,284.60
HAJOCA KENOSHA PC354	\$ 7,046.94
MENARDS KENOSHA WI	\$ 5,535.69
KITCHEN CUBES LLC	\$ 4,875.00
HIGHWAY C SVC	\$ 3,662.68
WW GRAINGER	\$ 3,566.06
SOLARWINDS	\$ 2,995.00
SMEKENS EDUCATION	\$ 2,820.00
LEARNING FORWARD	\$ 2,730.00
BECKER BOILER CO INC	\$ 2,548.69
OLSON TRANSPORTATION	\$ 2,520.00
DIRECTPROMOTIONALS	\$ 2,464.90
ULINE *SHIP SUPPLIES	\$ 2,454.37
TIMBER-LEE CHRISTIAN CENT	\$ 2,445.00
LAMERS BUS LINES, INC.	\$ 2,385.00
MARK S PLUMBING PARTS	\$ 2,279.16
3654 INTERSTATE	\$ 2,114.30
VEHICLE MAINT. & FUEL	\$ 2,093.59
NU EVENT REGISTRATION	\$ 2,085.00
HALLMAN LINDSAY PAINTS	\$ 2,046.71
PAYPAL *PHANTOM R B	\$ 1,956.38
NWEA 503-624-1951	\$ 1,950.00
BOSCH PACKAGING SERVICE	\$ 1,929.02
VIKING ELECTRIC-MILWAUKEE	\$ 1,900.21
USPS.COM POSTAL STORE	\$ 1,844.00
IN *ECONO SEWER AND DRAIN	\$ 1,785.00
BADGER COACHES	\$ 1,755.00
IN *GAPPA SECURITY SOLUTI	\$ 1,740.00
AMAZON MKTPLACE PMTS	\$ 1,691.40
EDS ARCHITECTURAL OPENING	\$ 1,690.70
AED SUPERSTORE	\$ 1,660.22
AMAZON.COM	\$ 1,648.86
WEBCONNEX, LLC	\$ 1,581.03
JOHNSTONE SUPPLY	\$ 1,570.91
CONNEY SAFETY	\$ 1,460.11
FILTRATION SOLUTIONS INC	\$ 1,456.50
THELEN MATERIALS LLC	\$ 1,416.69
UW MADISON WCER CC SVC	\$ 1,375.00
FIRST SUPPLY LLC #2033	\$ 1,358.99
VIKING ELECTRIC-CREDIT DE	\$ 1,351.17
GOLF TEAM PRODUCTS	\$ 1,270.50

UNITED RENTALS	\$	1,211.10
TESTO, INC.	\$	1,159.59
BAUDVILLE INC.	\$	1,154.12
WAL-MART #1167	\$	1,123.70
MAD SCIENCE OF MILWAUK	\$	1,122.00
LOYOLA UNIV CHGO	\$	1,095.90
PAYPAL *DINKLESBAND	\$	1,089.90
THE HARRYFOX AGENCY	\$	1,056.82
PBBS EQUIPMENT CORP	\$	1,035.32
INDUSTRIAL CONTROLS	\$	1,025.17
MPM ADMISSIONS	\$	995.00
JENSEN LEARNING CORP	\$	990.00
EXPEDIA 7272855134898	\$	961.11
EXPEDIA 7272855883169	\$	961.11
EXPEDIA 7272856203881	\$	961.11
MEDIEVAL TIMES SCHA RES	\$	958.68
GFS STORE #1919	\$	954.68
TRUGREEN *LOCKBOX	\$	939.00
ZORN COMPRESSOR & EQUIPM	\$	899.07
WM SUPERCENTER #1167	\$	891.15
SHERWIN WILLIAMS 703180	\$	870.52
WISCONSIN SCHOOL MUSIC AS	\$	838.00
BRISTOL OAKS COUNTRY CLUB	\$	830.03
CLASS 1 AIR INC	\$	816.70
EDU OUTREACH PARTNERSHIPS	\$	800.00
ACT*COLUMBIA COLLEGE	\$	795.00
KRANZ INC	\$	790.54
EB TRACK AND FOOTBALL	\$	784.68
EXPEDIA 7272856570114	\$	746.47
REINDERS - BRISTOL	\$	722.63
MENARDS E-COMMERCE	\$	697.46
DASH MEDICAL GLOVES	\$	691.80
BARNES & NOBLE #2037	\$	690.78
BATTERIES PLUS KEN	\$	690.28
L AND S ELECTRIC	\$	687.00
EXPEDIA 7271918307398	\$	673.16
GLENROY, INC.	\$	623.99
STAR ROLLER RINK	\$	620.00
WAKE FOREST UNIVERSITY-AR	\$	615.00
BURRIS EQUIPMENT CO	\$	614.20
METALWORLD INC	\$	610.85
BETTYMILLSC	\$	606.26
REINDERS - SUSSEX CS	\$	605.56
BUMPIN' BUBBLES	\$	600.00
DEMOULIN	\$	595.28
USPS PO 5642800260	\$	588.00
DUNN'S SPORTING GOODS	\$	563.50
OMALINK	\$	560.00
IMAGINE U LLC	\$	555.00
MCMASTER-CARR	\$	554.86
ULTRAZONE LASER TAG	\$	550.00
FESTIVAL FOODS	\$	548.89
CHESTER ELECTRONIC SUPPLY	\$	533.21
HYDRO-FLO PRODUCTS INC	\$	527.77
EXPEDIA 7271300436531	\$	521.85

CDW GOVT #HWP8980	\$	518.81
EB WSMI SUMMER GEOMET	\$	500.00
ILLINI UNION HOTEL F2F	\$	492.68
VIKING ELECTRIC - KENOSHA	\$	489.93
PAYNE & DOLAN INC 40023	\$	456.20
PLAINFIELD CCSD #202 I	\$	450.00
MYEVENT.COM*WALSWORTHADV	\$	450.00
GUTTORMSEN RECREATION CEN	\$	440.76
WISCONSIN CENTER FO	\$	436.00
IN *A BEEP, LLC	\$	431.15
PRIVATE LINES INC	\$	427.10
LINCOLN CONTRACTOR	\$	417.43
OFFICEMAX/OFFICEDEPOT6358	\$	414.83
EXPEDIA 7266613652534	\$	405.14
EXPEDIA 7266614084216	\$	405.14
EXPEDIA 7266614548075	\$	405.14
WWW.THEDANCINGHORSES.COM	\$	401.50
TEACHERSPAYTEACHERS.COM	\$	397.00
SQ *HARBOR EXPRESS TRANSP	\$	396.92
JOHNSON CONTROLS SP	\$	396.00
EXPEDIA 7272777541914	\$	395.12
EXPEDIA 7272783755777	\$	395.12
EXPEDIA 7272783947587	\$	395.12
BELL COMPANY, INC.	\$	393.13
SAMSClub #6331	\$	390.10
SKILLPATH NATIONAL	\$	389.90
NELSON ELECTRIC SUPPLY	\$	388.73
POSITIVE PROMOTIONS INC	\$	383.89
ARC*SERVICES/TRAINING	\$	378.00
COSTCO WHSE #1198	\$	375.58
PREVENTION RESEARC	\$	375.00
METRO FARE AUTOLOAD	\$	375.00
SAMS CLUB #6331	\$	374.08
FERGUSON ENT #1020	\$	364.85
BUS MGMT DAILY	\$	358.00
NAESP-PEAP	\$	357.00
HOBBY LOBBY #350	\$	354.68
AUTISM SOCIETY OF AMERIC	\$	350.00
EXPEDIA 7266615338899	\$	346.69
EXPEDIA 7266616137686	\$	346.69
EXPEDIA 7266616571618	\$	346.69
CROWN AWARDS INC	\$	326.67
FASTENAL COMPANY01	\$	325.34
PAT'S SERVICES INC	\$	325.00
PODS #58	\$	318.00
DISCOVERBOOKS - LETTHESTO	\$	315.00
BSN*SPORT SUPPLY GROUP	\$	309.38
MEIJER STORE #284	\$	308.69
ACCO BRANDS DIRECT	\$	305.83
LOWES #02560*	\$	305.47
SMK*SURVEYMONKEY.COM	\$	300.00
THE VAC SHOP NORTH INC	\$	298.88
AMC DESERT STAR 15 #6496	\$	295.36
PARTY CITY	\$	294.24
STATE OF WI DPI REGONLINE	\$	285.00

LAMINATION DEPOT INC	\$	281.83
SQ *LAKELANDCOM-COM / BAR	\$	280.00
IVES GROVE GOLF LINKS	\$	279.98
CHICAGO HISTORY MUSEUM	\$	278.00
WISMATH	\$	275.00
THINGS REMEMBERED 0581	\$	264.50
EXPEDIA 7271693789140	\$	262.12
MT OLYMPUS WATER & THEME	\$	260.00
DRAPHIX/TEACHER DIRECT	\$	256.34
SPEEDY METALS - WEBSITE	\$	246.58
AT&T*BILL PAYMENT	\$	244.58
WHS MUSEUM STORE	\$	237.00
PROVANTAGE	\$	235.02
PIGGLY WIGGLY #004	\$	228.93
MENARDS RACINE WI	\$	226.22
HESCO INC	\$	226.19
AUER STEEL - MILWAULKEE	\$	225.47
CAVE OF THE MOUNDS	\$	224.00
AIELLO MIDTOWN FLORIST IN	\$	216.75
DOOR CLOSER SERVICE COMPA	\$	215.37
JBLPRO	\$	213.00
RACINE ZOOLOGICAL SOCIETY	\$	212.00
FEDEX 786623996183	\$	205.88
MOTION INDUSTRIES WI04	\$	204.63
FARM & FLEET STURTEVANT	\$	202.96
KENOSHA PUBLIC MUSEU	\$	200.50
TOOLUP.COM	\$	192.34
ROCHESTER 100, INC	\$	191.25
STUDIES WEEKLY	\$	191.25
WATERTRONICS INC	\$	188.06
DOLLAR TREE	\$	181.12
GRAND APPLIANCE & TV KENO	\$	179.00
US CARGO CONTROL	\$	178.64
STATE SUPPLY	\$	176.54
LIVINGWELL HOME MEDICAL S	\$	175.00
HOLLAND SUPPLY INC	\$	174.85
SMITH WALBRIDGE BAND PROD	\$	168.40
FACEBK H3WG7CEN72	\$	159.95
PINSMITH	\$	159.95
NSPRA	\$	159.00
BUYFIREALARMPARTS	\$	156.25
SP * WELDMONGER STORE	\$	155.99
HARBOR FREIGHT TOOLS 358	\$	155.48
SAGE PUBLICATIONS	\$	154.70
VZWRLSS*MY VZ VN P	\$	152.78
ZORO TOOLS INC	\$	152.39
HAAN CRAFTS	\$	150.78
CODE ELECTRICAL CLASS	\$	150.00
GRAPHICSINC.COM	\$	143.00
AMAZON.COM AMZN.COM/BILL	\$	141.58
STEIN'S GARDEN & HOME 14	\$	138.27
PICK N SAVE 00068742	\$	130.58
PHI DELTA KAPPA INTL INC	\$	120.00
EDUCATION WEEK	\$	119.88
MRLOCK.COM	\$	119.74

PICK N SAVE 00068718	\$	118.95
AIRGASS NORTH	\$	112.67
CROWN TROPHY	\$	107.77
EXCHANGE PRESS	\$	106.95
HOMEDEPOT.COM	\$	105.56
SPOT LIGHTING SUPPL	\$	101.00
RVT*KENOSHA UNIFIED SD	\$	100.00
PRAIRIE SIDE TRUE VALUE	\$	97.05
AMERICAN EDUCATIONAL RESE	\$	97.00
RECREATION.GOV	\$	96.00
E GROUP WEBSTORES	\$	95.57
JONES SCHOOL SUPPLY CO.,	\$	89.25
WM SUPERCENTER #2668	\$	88.77
KYLE SWITCH PLATES	\$	84.65
THE INSTRUMENTALIST AWARD	\$	80.00
STAPLES DIRECT	\$	73.83
GETTYSBURG NAT BATTLEF	\$	73.59
JOHN POWLESS TENNIS CENTE	\$	70.00
REALLY GOOD *	\$	68.90
GREEN ACRES	\$	67.98
WILLIAM V MACGILL & CO	\$	67.21
ABC SUPPLY 0205	\$	63.01
MIDTOWN FLORIST	\$	62.18
EAST SIDE TENNIS AND F	\$	54.00
SQ *GOSQ.COM ASHENAFI DAW	\$	53.50
MAKE A LIFE-CHANGING G	\$	53.40
FLIPSIDE PRODUCTS INC	\$	51.28
CESA 7	\$	50.00
PAYPAL *SCROLLSUNLI	\$	47.15
PIGGLY WIGGLY #209	\$	46.86
WM SUPERCENTER #5397	\$	46.77
TLF FLOWERS BY JOSEPH	\$	46.00
IN *B AND L OFFICE FURNIT	\$	45.00
SQ *TAXI. SERVICE	\$	43.50
TOWN & COUNTRY GLASS INC	\$	41.00
VIKING ELECTRIC-DIST CTR	\$	40.11
SQ *GOSQ.COM FEYSA	\$	39.50
SQ *TAXI GOSQ.COM	\$	37.50
BLAINE WINDOW HARDWARE IN	\$	34.33
WALGREENS #3153	\$	34.26
JONES T-SHIRTS INC	\$	31.74
MASTER LOCK	\$	31.68
ADOBE	\$	31.64
PICK N SAVE 00068502	\$	30.70
SMK*WUFOO.COM CHARGE	\$	29.95
IN *HANSENS POOL & SPA, I	\$	29.70
WALGREENS #3617	\$	29.64
JPW INDUSTRIES INC	\$	29.36
WAL-MART #5127	\$	26.08
CHANNING BETE CO AHA	\$	25.66
SPOKANE HARDWARE SUPPLY S	\$	25.15
MILW CO OAKWOOD GOLF	\$	24.97
DG HARDWARE.	\$	21.36
SAN-A-CARE	\$	18.59
ZOOM.US	\$	14.99

WALGREENS #3738	\$	12.45
SEARS ROEBUCK 2342	\$	11.98
OTC BRANDS, INC.	\$	11.48
FACEBK DBW8YBSN72	\$	10.51
AMER LIB ASSOC-CAREER	\$	10.00
FACEBK L3WG7CEN72	\$	9.41
SNAP&READ UNIVERSAL	\$	7.98
TENUTAS	\$	7.82
EXPEDIA 7267782003391	\$	4.00
KALAHARI RETAIL - WI	\$	3.00
EXPRESS LUBE	\$	(8.54)
TLF SUNNYSIDE FLORIST OF	\$	(8.91)
AMAZONPRIME MEMBERSHIP	\$	(49.40)
WAL-MART #1167 SE2	\$	(88.48)
MARZANO RESEARCH LAB	\$	(2,036.00)
US Bank Purchasing Card Payment - Individuals	\$	258,370.94

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 25, 2017

Administrative Recommendation

It is recommended that the June 2017 cash receipt deposits totaling \$1,863,839.94, and cash receipt wire transfers-in totaling \$56,563,274.10, be approved.

Check numbers 552209 through 553500 totaling \$9,324,419.58, and general operating wire transfers-out totaling \$425,974.37, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2017 net payroll and benefit EFT batches totaling \$19,512,090.43, and net payroll check batches totaling \$4,308.54, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT

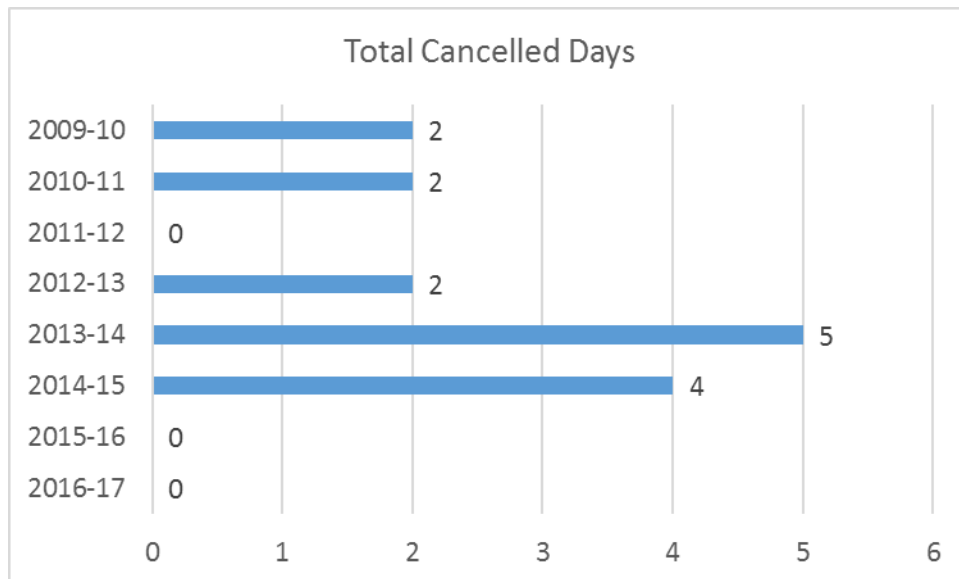
July 25, 2017

Policy and Rule 3643 – Emergency School Closings

Kenosha Unified administration continues to review and monitor the calendar modifications related to school closings across the district. The number of instructional days lost to inclement weather has decreased in recent years.

Based on a School Board request from a few years ago, the practice to “bank” instructional days to ensure fulfillment of the Wisconsin requirement for instruction minutes was expanded from 2 full days to 3 full days. This request was based mainly from the information relevant to identified school closings.

For the last few years, KUSD has not utilized all of these days. As noted in the chart below, the previous 8 years produces an average of less than 2 days utilized each year for district-wide closings. The proposal is to reduce the current practice of banking days from 3 to 2.



Administrative Recommendation:

At its June 27, 2017, meeting the Board of education approved the revision to Policy & Rule 3643 Emergency School Closing as a first reading. Administration recommends that the School Board approve the revised Policy & Rule 3643 Emergency School Closings as a second reading at its July 25, 2017, meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

POLICY 3643
EMERGENCY SCHOOL CLOSINGS
(Inclement Weather)

Only the superintendent of schools or his/her designee is authorized to determine whether schools shall be closed in inclement weather.

A public announcement of school closings shall be made through the various available media. Schools are expected to be open following their regular schedules if no public announcement is made to the contrary by 5:30 a.m. on any given day. Schools may be open when bus transportation or food services are not in operation.

All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather. The superintendent reserves the right to close the district for *all* students and employees if deemed necessary.

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10)	[School day definition]
121.02(1)(f)	[School district standard; minimum number of school days and hours of instruction/authority to close schools for inclement weather]
121.56	[Safe student transportation]
118.15	[Compulsory school attendance]

CROSS REF.: 3511 Transportation
5310 Student Attendance
6210 School Year Calendar
Employee Handbook
Crisis Response Manual
Emergency Operations Plan

AFFIRMED: Sept. 24, 1991

REVISED: Jan. 29, 2002
Oct. 28, 2003
Dec. 18, 2007
Sept. 23, 2014
Oct. 28, 2014
Sept. 22, 2015
March 28, 2017

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)

Kenosha Unified School District puts student safety first, which is why the district takes several factors into consideration when determining whether to close schools due to extreme weather, such as:

- Winter weather warning:
 - If the warning is issued prior to 5 a.m. and remains in effect throughout the school day, schools will be closed (automatic closure)
 - Is there a sustained wind chill of -34 degrees or lower?
 - Is there a sustained temperature of -20 degrees or lower?
 - If the warning goes into effect after 9 a.m. and ends by 3 p.m., school will be in session as usual
 - If the warning goes into effect after 9 a.m. but lasts into the evening, a decision will be made by 5:30 a.m. regarding closure
- Other considerations:
 - Is there blowing snow with winds of 20 miles per hour?
 - Is there or will there be a heavy accumulation of snow, especially during the typical travel times to and from school?
 - Are streets and sidewalks clear?
 - Are buses unable to run due to extreme cold or unplowed streets?
 - Are driving conditions hazardous?
 - Are there power or phone outages?

If school is not canceled and a parent and/or guardian feels his/her child is safer at home, the parent and/or guardian may keep the child home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and Wis. Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.

In the event schools are closed or the arrival/dismissal time is changed due to severe weather, an announcement will be made via local television stations, radio stations, the KUSD website (www.kusd.edu), KUSD Channel 20, [Facebook.com/kenoshaschools](https://www.facebook.com/kenoshaschools), [Twitter.com/KUSD](https://twitter.com/KUSD) and 359-SNOW (7669).

If schools are closed for the day, KUSD will make every effort to release this information via the aforementioned avenues by 5:30 a.m. If schools are closed, all after-school activities in the district, including sports and evening events, also will be canceled. When KUSD schools are closed, no transportation will be provided to private and parochial schools.

THREE PROCEDURES TO LOOK/LISTEN FOR
Unless notified otherwise, Procedure 1 is in effect.

Procedure 1: All schools in KUSD will be open today. Students and personnel are expected to attend.

Procedure 2: All schools in KUSD will open two hours late, and school buses that transport students will be running approximately two hours late. There will be no a.m. or p.m. Early Childhood, Speech Impact or 4K classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)

Page 2

Procedure 3: All schools in KUSD will be closed, and no students are expected to report. The Senior Citizen Center also will be closed. KUSD employees must refer to Policy Rule 3643 for attendance guidelines.

INCLEMENT WEATHER DAYS:

~~Three (3)~~ **Two (2)** potential inclement weather days are built into the academic calendar for: teachers, education support professionals (ESPs), interpreters, and 10-and 12-month secretaries.

KUSD employees required to report to work, use vacation or personal time or take unpaid time (deduct) are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical staff.

12-MONTH SECRETARIES BEYOND ~~THREE (3)~~ TWO (2) DAYS:

If there are more than ~~three (3)~~ **two (2)** inclement weather days in a school year, 12-month secretaries are required to:

- Report to work
- Use vacation
- Use personal time or
- Take unpaid time (deduct with supervisor's approval)

TEACHERS, ESPs, INTERPRETERS, AND 10-MONTH SECRETARIES BEYOND ~~THREE (3)~~ TWO (2) DAYS:

If there are more than ~~three (3)~~ **two (2)** inclement weather days in a school year, teachers, ESPs, interpreters, and 10-month secretaries will be required to make up student contact minutes to fulfill state instructional requirements. This may be done during the spring months of the same school year, however, if scheduling prevents this from occurring, additional instructional days will be added to the end of the school year.

If student contact minute requirements are met during spring months, teachers, ESPs, interpreters, and 10-month secretaries also will make up non-instructional days at the end of the year to meet working day requirements pursuant to their respective payroll calendar. On these days, teachers, ESPs, interpreters, and 10-month secretaries will be required to:

- Report to work
- Use vacation (10-month employees who received and retained the vacation benefit prior to the sunset date of June 30, 2013)
- Use personal time or
- Take unpaid time (deduct with supervisor's approval)

INDOOR/OUTDOOR GUIDELINES

1. General guidelines: 10 degrees or below, wind chill factor of 0 degrees or below and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.
2. Administrator's responsibilities: Principals are responsible for the timely implementation of the guidelines, reasonable supervision of students under all circumstances and informing parents each year of the district's expectations regarding indoor periods due to weather conditions.

Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

**Collective Bargaining Agreement between the Board of Education for
the Kenosha Unified School District and the Kenosha Education
Association (KEA)**

On July 11, 2017, representatives from administration and the Board engaged in a negotiation session with the KEA. Both parties exchanged proposals and reached a tentative agreement agreeing to the maximum total base wage increase of (1.26%) effective July 1, 2017, which will be distributed across-the-board to the members of the bargaining unit. The duration of the collective bargaining agreement is for one year, effective July 1, 2017 through June 30, 2018. See attached tentative agreement for terms and conditions of the collective bargaining agreement.

The KEA was scheduled to ratify the attached agreement with its members on July 21, 2017.

Administrative Recommendation

It is the administration's recommendation that the Board adopt the attached agreement as the collective bargaining agreement between the Kenosha Unified School District and the Kenosha Education Association.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Annie Petering, J.D.
Chief Human Resources Officer

JK
JJ

**INITIAL PROPOSAL OF THE
KENOSHA UNIFIED SCHOOL DISTRICT
FOR A
COLLECTIVE BARGAINING AGREEMENT
BETWEEN THE
BOARD OF EDUCATION
FOR THE
KENOSHA UNIFIED SCHOOL DISTRICT
AND THE
KENOSHA EDUCATION ASSOCIATION
2017-2018**

ARTICLE 1 – RECOGNITION

This Agreement applies to all regular full-time and all regular part-time certificated teaching personnel employed by the Kenosha Unified School District No. 1 (District), but excluding all other employees, supervisors, and administrators

ARTICLE 2 – DURATION

This Agreement shall be binding and in full force and effect from July 1, 2017, through June 30, 2018.

ARTICLE 3 – WAGES

The parties have agreed to the maximum total base wage increase (a 1.26%) effective July 1, 2017, which shall be distributed across-the-board to the members of the bargaining unit.

ARTICLE 4 – MISCELLANEOUS

This Agreement was negotiated pursuant to the Municipal Employment Relations Act (MERA), as revised, and applicable administrative regulations. It is intended to conform to state laws and regulations, including MERA and applicable administrative regulations. In the event that any provision of this Agreement is contrary to law, then such provision shall not be applicable, performed, or enforced, except to the extent permitted by law; however, the remaining provisions shall continue to be in effect. Furthermore, this Agreement is the complete agreement between the parties and supersedes and replaces all previous agreements between the parties.

THIS AGREEMENT WAS ADOPTED by the Board and the Association in separate meetings held by their bodies.

KENOSHA UNIFIED SCHOOL DISTRICT

Date

Date

Date

KENOSHA EDUCATION ASSOCIATION

Date

Date

Date

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Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

**Increase for Non-Represented Full-Time Equivalent Employees
Other Than Certified Teaching Personnel**

On July 11, 2017, representatives from administration and the Board engaged in a negotiation session with the KEA on behalf of full-time and part-time certified teaching personnel. Both parties exchanged proposals and reached a tentative agreement for the maximum total base wage increase of 1.26%.

If the Board approves the collectively bargained agreement allowing for 1.26% total base wage increase for teachers, other non-represented full-time equivalent (FTE) employees' wages should also be considered. The term full-time equivalent refers to all regular (not time sheet) employees in the following groups: AST, carpenters, painters, educational support personnel, interpreters, secretary and service.

Administrative Recommendation

Administration recommends that the Board approve a 1.26% base wage increase for all full-time equivalent employees as referenced above effective July 1, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Annie Petering, J.D.
Chief Human Resources Officer

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Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

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 June 27, 2017 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
Rosetta Stone Advantage (Tell Me More).	Language learning software for use in middle schools to supplement Spanish instruction as an elective to learn one of six world languages, and to provide independent learning option outside of school.	\$129,099.
Ellevation	Provides ESL educators tools to enhance instruction, increase productivity, and improve teacher collaboration. Cost includes software and teacher training.	\$36,500.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Ms. 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: Rosetta Stone Advantage (Tell Me More)

Purchased Good/Program: Rosetta Stone Advantage World Language licenses

Start Date/Date Needed: August 17, 2017

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

Rosetta Stone Advantage is used at KUSD middle schools for the following purposes:

- supplement face to face Spanish instruction
- an elective option to learn one of six world languages
- to provide an independent learning option outside of schools.

All KUSD employees are able to utilize this program to learn a language at no additional cost to the district.

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

The total cost of the software purchase is 129,099.00 including all languages, language levels and staff training. Funding is allocated from the world language budget.

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

YES ☐

NO ☒

If no, please request an RFP packet (**n/a renewal**)

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

KUSD students will have the opportunity to learn one of six world languages with the Rosetta Stone Advantage (formerly Tell Me More) software. This online curriculum follows the national ACTFL standards for world languages and assists in teaching world language skills for speaking, listening, reading, and culture. A student, staff and parent survey will be conducted in the 2017/2018 school year to determine stakeholder satisfaction and the impact on student language acquisition.

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

The start date will be August 17, 2017. This will allow teachers to enter student rosters and participate in any needed training for the software.

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature Julie Hallama Date 6-7-17

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: Ellevation, LLC

Purchased Good/Program: English as a Second Language Software

Start Date/Date Needed: August 17, 2017

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

The Ellevation software provides English as second language educators the tools to assist them with enhancing instruction, increasing productivity, and improving teacher collaboration. Ellevation helps educators improve academic outcomes for English language learners. The Ellevation software works with Infinite Campus to generate academic reports and language development plans for all English language learners that are used to facilitate collaboration and conversation between general education teachers, and parents. The use of this software to prepare these reports allows English as second language teachers more time for face to face instruction with English language learners in the classroom.

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

Ellevation will be funded from Title III and will be approximately \$36,500 for use of the software and teacher training for the 2017/2018 school year.

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

YES ☐ NO ☒ **Renewal only**

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

Ellevation will help educators collaborate and provide the best instructional strategies for the district's English language learners. Ellevation monitors the achievement of English language learners and helps produce goals for the academic success of these students.

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

August 17, 2017

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *Julie Homan* Date 6-7-17

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 25, 2017

Renewal of Southeastern Wisconsin School Alliance Membership

For the past fourteen (14) years, the District has participated in the Southeastern Wisconsin School Alliance (SWSA) which provides school leaders and parents with objective, non-partisan information and training needed to be strong advocates for educational excellence. The SWSA serves 31 urban and suburban school districts with a combined enrollment of more than 200,000 students.

The mission of the Southeastern Wisconsin Schools Alliance is to advocate for and inform education policy in support of world class public schools to benefit all students and the economic vitality of the region. The SWSA is guided by the following six core beliefs:

- A strong public school system is essential for educating all students to become contributing members of society.
- A world class education is an investment in a vibrant community and a strong economy.
- Objective and accurate information, research, and data provide the foundation for sound public policy.
- Educating and informing stakeholders creates ownership and advocacy for public education.
- A collective commitment to high quality education requires strong, proactive, courageous leadership at all levels.
- Regional collaboration and healthy dialogue among school, business, government, and community groups promote effective public policy.

The SWSA meets at least once a month and the annual membership fee is \$3,200. Attached is the required resolution to be approved by the Board to participate in the Alliance and the 66.0301 Agreement that authorizes the School District of South Milwaukee as the fiscal agent to manage the SWSA funds. The 2017-18 Proposed Annual Budget for the SWSA, the current participating member school districts, as well as the 2016-17 Annual Report for the SWSA are also attached for reference.

RECOMMENDATION

Administration recommends that the Board approve the attached resolution and membership in SWSA for the 2017-2018 fiscal year and authorization of Board Officers and District Administration to execute any and all documents related to the renewal.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer



SCHOOL DISTRICT OF SOUTH MILWAUKEE

901 15th Avenue - South Milwaukee, Wisconsin 53172

Blaise Paul
Director of Business Services
Phone: 414-766-5027
Fax: 414-766-5029

Date: June 14, 2017

TO: SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE
District Members

FROM: Blaise Paul, Director of Business Services
South Milwaukee – Fiscal Agent

SUBJECT: SWSA 2017-18 Agreement

The attached packet for the Southeastern Wisconsin School Alliance includes:

1. Resolution (check appropriate box and return)
2. 66.0301 Agreement (sign and return)
3. Proposed Annual Budget for SWSA
4. Payment Schedule
5. Participant Listing
6. SWSA Annual Report

NOTE:

1. The resolution should be presented to your school board for approval, the appropriate box checked and returned to our district.
2. The 66.0301 Agreement must be signed and returned to our district.

If you have any questions, please contact Traci Singleton at 414-766-5020.

RESOLUTION

SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE

BE IT RESOLVED that the School District of South Milwaukee retain Hubbard, Wilson & Zelenkova, for the period of July 1, 2017 through June 30, 2018 as Legislative Counsel on a cooperative basis with the other school districts that are members of the Southeastern Wisconsin School Alliance, regarding matters of mutual interest as determined by the Alliance, including but not limited to, constitutional limitations on and legislative decisions related to funding for education, research, public awareness and information sharing.

BE IT FURTHER RESOLVED that the District share the fees for these services, plus reasonable and necessary expenses, with the other school districts that are members of the Southeastern Wisconsin School Alliance on the basis of:

Dues (Check One):

_____ \$3,200 annual fee for school districts participating in Southeastern Wisconsin School Alliance

_____ Not participating

_____ District

Southeastern Wisconsin School Alliance Agreement
(Section 66.0301)

Pursuant to a resolution adopted by school districts participating in the Southeastern Wisconsin School Alliance (SWSA):

Participating school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said parties agree and contract with Hubbard, Wilson & Zelenkova, to serve as Legislative Counsel for the Southeastern Wisconsin School Alliance as hereinafter set forth;
2. That the School District of South Milwaukee is to be the operator and fiscal agent of the Southeastern Wisconsin School Alliance;
3. That the fiscal agent district shall establish and maintain records in accordance with the uniform financial accounting system prescribed by the Department of Public Instruction;
4. That the pro-ration of costs will be assessed equally to each participating school district as provided in the authorizing resolution;
5. That the estimated budget and plan of operation for this cooperative shall be approved in advance to contract signing by all school district parties hereto;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file the required financial reports with the Department of Public Instruction;
8. That attached hereto and incorporated herein by reference are the budget, the plan for operation and plan of payments to said operator of fiscal agent by each school district.

District

SCHOOL DISTRICT OF
SOUTH MILWAUKEE

School Board President

By Blaine Paul

School Board Clerk

Director of Business Services
Title

Date

June 14, 2017
Date

2017-18 PROPOSED ANNUAL BUDGET
SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE (SWSA)

June 13, 2017

EXPENSES:	PROPOSED BUDGET
Legislative Liaison	\$30,000
Executive Director	49,674
Dues/ Memberships	2,300
Hanover Research Project (Fee collected below)	4,000
Operational Expenses (Web development/host, travel, printing & supplies)	2,900
Additional Research - Hanover Library Access (Potential studies commissioned by the membership)	15,500
TOTAL EXPENSES	\$104,374

REVENUES:	PROPOSED BUDGET
Hanover Research Project Fee (based on 1 District)	\$4,000
Fees from Participating School Districts (based on 30 members)	92,800
TOTAL REVENUE	\$96,800
USE OF RESERVES:	\$7,574

Basis for Prorating Costs: Equal distribution among member districts based upon 66.0301.

PAYMENT SCHEDULE
SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE
July 1, 2017 – June 30, 2018

Each member District will remit payment to the School District of South Milwaukee, Fiscal Agent, as follows:

There will be a one time payment due no later than October 13, 2017.

All Districts:

- | | | |
|----|------------------|----------------|
| 1. | October 13, 2017 | <u>\$3,200</u> |
|----|------------------|----------------|

2017-18 Southeastern Wisconsin School Alliance Projected Participant Listing:

District	SWSA Fee
Brown Deer	\$ 3,200
Elmbrook	\$ 1,600
Fox Point / Bayside	\$ 3,200
Franklin	\$ 3,200
Glendale / River Hills	\$ 3,200
Grafton	\$ 3,200
Greendale	\$ 3,200
Greenfield	\$ 3,200
Hamilton	\$ 3,200
Hartford Union	\$ 3,200
Hartland-Lakeside	\$ 3,200
Kenosha	\$ 3,200
Kettle Moraine	\$ 3,200
Milwaukee Public Schools	\$ 3,200
Menomonee Falls	\$ 3,200
Mequon / Thiensville	\$ 3,200
Muskego-Norway	\$ 3,200
Nicolet	\$ 3,200
Oak Creek / Franklin	\$ 3,200
Oconomowoc	\$ 3,200
Pewaukee	\$ 3,200
Port Washington-Saukville	\$ 3,200
Saint Francis	\$ 3,200
Shorewood	\$ 3,200
South Milwaukee	\$ 1,600
Waukesha	\$ 3,200
Wawautosa	\$ 3,200
Westosha Central High	\$ 3,200
West Allis / West Milwaukee	\$ 3,200
Whitefish Bay	\$ 3,200
Whitnall	\$ 3,200
Total	\$ 96,000



2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

May, 2017

As we reflect upon this past year, SWSA continues to grow as an organization and significantly impact education and the well-being of all children.

We began our journey in July 2016 with an extensive visioning session and re-examined our mission, vision and purpose statements. These conversations with our membership were invigorating and challenged our members to consider the impact we have in a much broader sense. We renewed our commitment to advocacy and also expanded our purpose to positively impact community well-being.

The summary of this work evolved into the commitment statements described below. These statements and strategies have and will continue to provide focus for our work over the course of the next few years.

Statement	
Purpose	School districts lack the capacity and scale to advocate for policies and practices that will most benefit their communities. There is an opportunity to create greater impact by taking action on common interests that positively impact our students, teachers, and communities.
Mission	SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.
Vision	By 2025, Wisconsin is a recognized leader in education for all students.
Key Strategies	<ul style="list-style-type: none">• Lead the development of a policy agenda.• Raise the impact of SWSA with policymakers and advocates.• Strengthen business model of SWSA.

Accomplishments in the Key Strategic Areas include:

I. Lead the development of a policy agenda

During the 2016-17 calendar year, our dear friend and colleague Pete Christianson retired after serving many years as the lobbyist for SWSA. We welcomed Ramie Zelenkova, with Hubbard, Wilson, and Zelenkova to join our team and lead our lobbying efforts.

As a team, our accomplishments during this past year include:

- ❖ Developed a legislative agenda and identified specific legislative priorities for 2017-19. The membership developed an action plan to achieve these legislative priorities.



2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

- ❖ One of our key legislative goals focused on advocating for a \$200 increase / student in each year of the biennium.
 - Through meetings with Governor Walker's staff and developing a coordinated and unified message with key stakeholder groups, SWSA was pleased to see Governor Walker's budget include a \$200 and \$204 per pupil increase over the biennial budget.
 - SWSA has had many conversations with key legislators (including Senator Darling and Senator Olsen) to clearly explain why this increase is needed to support our public schools. We will continue to advocate for this increase until the 2017-19 biennial budget has been passed.
- ❖ Spearheaded the first Education Academy 101 to engage legislators around issues and opportunities prior to the beginning of the budget cycle.
 - The purpose of Education Academy 101 was to bring legislators and their staff together for a half day training session on critical issues facing education.
 - This education was delivered in Madison in a non-partisan manner and over 40 legislators and their aides participated in the programming. SWSA coordinated efforts with other advocacy organizations across the state including, SAA (School Administrators Alliance), WASB (Wisconsin State School Boards Association), and the WIRSA (Wisconsin Rural Schools Alliance).
 - SWSA developed a website to store all of the information, content, and videotaped presentations delivered during Education Academy 101. Special thanks to Joe Donovan, with the Donovan Group for assisting us in this process.
 - Visit educationacademy101.com to view the videos and presentations including School Finance 101 and School Accountability. These were greatly valued by our legislators. We encourage you to share this link with your board, community, and legislators.
- ❖ SWSA continues to leverage our research base to better understand and refine our policy positions. Utilizing our Hanover Research membership, SWSA commissioned Hanover to conduct research on the following issue areas:
 - Mental Health Services and Public Education
 - Academic & Career Planning and Student Decision-Making.
- ❖ All SWSA members have access not only to the research mentioned above, but the full Hanover Research Library.

II. Raise the impact of SWSA with policymakers and advocates

SWSA continues to build relationships with policymakers and other education advocates. By developing strong relationships with policymakers, SWSA has been invited to and participated in multiple meaningful conversations regarding policy to positively impact educational outcomes for all children in Wisconsin.

- ❖ SWSA participated in dialogue with several legislators and elected officials over the course of the 2016-17 calendar year. These legislators are developing strong relationships with their local school districts as well as the SWSA. We are finding these relationships extremely valuable as they are seeking information from us as to the impact of policy on our students and communities. SWSA hosted the following legislative leaders during this past year:



2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

- Representative Jeremy Thiesfeldt, Chair of the Assembly Education Committee
 - Senator Luther Olsen, Chair of the Senate Education Committee
 - Senator Alberta Darling, Co-Chair of the Joint Finance Committee
 - Governor Scott Walker, (SWSA was asked to participate in a press conference to support the Governor's budget proposal to increase categorical aid for public school students)
-
- ❖ These relationships provided the opportunity for SWSA to play a key role in advocating for the increase in per pupil funding in Governor Walker's budget.
 - ❖ In October, SWSA hosted Dr. Tony Evers, Wisconsin State Superintendent (DPI), Jeff Pertl, Senior Policy Advisor (DPI) and Laura Pinsonneault, Director of the Office of Accountability (DPI). These representatives from DPI provided information on the changes in the state report card prior to their public release.
 - ❖ In November, SWSA hosted Dale Knapp (Wisconsin Taxpayers Alliance), Joe Yeado (Public Policy Forum), and Brian Pahnke (Assistant State Superintendent, DPI) to discuss the upcoming budget cycle and issues that SWSA should focus on during the budget process.
 - ❖ On April 5, 2017, SWSA coordinated with several school districts to provide testimony to the Joint Finance Committee at State Fair Park. These first few hearings were critical and the result of our engagement persuaded the legislators to begin with the Governor's budget recommendation to increase categorical aid for students.
 - ❖ SWSA stays connected with other education advocacy organizations to align legislative positions to make a stronger impact.
 - ❖ At our May 9th meeting, SWSA led a community conversation focused on supporting Mental Health services for children using a tiered system of support. Over 70 community stakeholders attended this event to hear our featured presenter, Dr. Andy Garbacz, Associate Professor in the School Psychology Program at the University of Wisconsin-Madison. His presentation focused on creating sustainable systems of support across homes, schools, and community settings for children and adolescents affected by and suffering from mental health challenges.
 - This presentation was followed by an incredibly strong panel of community members working together to support the mental health needs of students. Panelists included:
 - Paul Farrow, Waukesha County Executive
 - Jeff Molter, Ph.D., Manager of Psychological Services and Allied Health, MPS
 - Kim Merath, Project Coordinator for Project Prevent; Resilient Kids, MPS
 - Tanya Fredrich, Ph.D., Director of Special Education and Student Services, Elmbrook School District
 - Laura Cherone, MSW, LCSW, LCSAC, Director of Program and Clinical Services, Family Service of Waukesha
 - Anna M. Ruzinski, Chief of Police/Director of Protective Services, Menomonee Falls Police Department
 - Laurie Kohler, LCSW, Supervisor at Waukesha County Health and Human Services
 - ❖ SWSA will continue to support and share best practices to support our districts as they promote community well-being.

2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

III. Strengthen the business model of SWSA

- ❖ SWSA continues to broaden our membership and invite new districts to attend our meetings.
- ❖ There has been a significant increase in board member attendance providing new perspectives in our discussions around legislative topics.
- ❖ 2017, SWSA will be undertaking an evaluation of our website to provide a more valuable information internally to our members as well as externally to those who are engaged in our work.

As we reflect on the progress we've made over the past 12 months, we are proud of the positive impact that the SWSA membership has had influencing public policy. We will continue to provide leadership opportunities to build organizational capacity and our ability to advocate effectively on behalf of our students.

Most Sincerely,



Terri Phillips
SWSA Executive Director

2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

We thank the following members of SWSA for volunteering their time to serve on the Executive Committee for a three-year term. Their guidance provides direction to the full membership.

Members of the SWSA Executive Committee:

Patricia Greco, SWSA Co-Chair (Superintendent Menomonee Falls)
John Haslam, SWSA Co-Chair (School Board member South Milwaukee)
Sharon Muehlfeld, SWSA Co-Chair Elect (School Board Member, Wauwatosa)
Region 1 Rep: Larry Smalley (Glendale-River Hills)
Region 2 Rep: Sharon Muehlfeld, (School Board member Wauwatosa)
Region 3 Rep: Larry Dux (Board Member, Pewaukee)
Region 4 Rep: Marty Lexmond (Superintendent West Allis-West Milwaukee)
Region 5 Rep: Chris Thiel (Legislative Policy Director Milwaukee Public Schools)
Blaise Paul, Business Manager for South Milwaukee School District, and SWSA's fiscal agent
Ramie Zelenkova, SWSA Legislative Liaison

SWSA recognizes the following members for their significant contributions to the SWSA, their dedication to their communities, and most importantly to the students in their districts.

- ❖ *Dr. JoAnn Sternke, Superintendent, Pewaukee School District. JoAnn is retiring from her position as superintendent after 17 years of service to her district. She has served the SWSA in many capacities including Co-Chair, Executive Committee and long-time advocate. Best wishes JoAnn!*
- ❖ *Dr. Steve Patz, Superintendent Franklin School District. Steve retired in April from his position as superintendent. He has been a wonderful advocate for students and we wish him well!*

2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.



Dr. Michelle Langenfeld, Superintendent, Green Bay Public Schools presents to the legislators at Education Academy 101 in February 2017.

Dr. Evers, Jeff Pertl, and Laura Pinsonneault, discuss the new state report cards with the SWSA members.



Representative Jeremy Thiesfeldt meets with the membership in January 2017 prior to the release of the Governor's budget.

2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

Senator Luther Olsen discusses the Governor's budget with the membership in February 2017.



Senator Darling discusses elements of the Governor's budget with the membership in March 2017.



John Forester, Terri Phillips, and John Stellmacher are first in line awaiting entrance into State Fair Park to provide testimony to the Joint Finance Committee.

2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.



In early April, Terri Phillips provided comments at a press conference alongside Governor Walker and John Ashley (WASB Executive Director) in support of the Governor's proposed increase in categorical aid for students. Several SWSA members joined the team for the morning event.



On May 9, 2017, SWSA hosted a conversation focused on supporting mental health services as a community. Dr. Andy Garbacz presented research and best practice on *Creating and Sustaining Systems to Improve Access to Mental Healthcare and Promote Outcomes for Children and Adolescents*.

2016-17 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.



SWSA hosted several panelists who followed Dr. Garbacz with examples of community based approaches to support mental health needs in schools.



**Kenosha Unified School District
Kenosha, Wisconsin**

July 25, 2017

ACT 55—NOTICE OF ACADEMIC STANDARDS

On July 12, 2015, the Wisconsin 2015-17 State Budget Bill, Act 55, was signed into law. It requires Kenosha Unified School District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography and history that have been adopted by the school board and that will be in effect during each school year. Accordingly, the district academic standards that will be in effect in these specific content areas for the 2017-18 school year are listed below. Electronic links to the detailed version of the applicable standards are provided pursuant to section 120.12(13) and section 118.30(1g)(a)1 of the state statutes.

CURRICULAR AREA	ACADEMIC STANDARDS	REFERENCE LINK
Early learning	Wisconsin Model Early Learning Standards	http://www.collaboratingpartners.com/documents/WMELS4thEdition_web_edit2.pdf
English/language arts (includes reading and writing)	Common Core Standards	http://dpi.wi.gov/ela/standards In kindergarten through fifth grade, the district has also adopted standards-based grading in English/language arts. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Mathematics	Common Core Standards	http://dpi.wi.gov/math/standards In kindergarten through fifth grade, the district has also adopted standards-based grading in mathematics. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.

CURRICULAR AREA	ACADEMIC STANDARDS	REFERENCE LINK
Science	Next Generation Science Standards	http://www.nextgenscience.org/next-generation-science-standards In kindergarten through fifth grade, the district has also adopted standards-based grading in science. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Social studies	Common Core Standards	https://dpi.wi.gov/social-studies/standards/essential-questions/strands In kindergarten through fifth grade, the district has also adopted standards-based grading in social studies. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.

Additionally, with regards to emphasizing content-area literacy in all subjects, the Kenosha Unified School District has adopted the Common Core Standards for Disciplinary Literacy. A link to this additional resource is: <http://dpi.wi.gov/standards/literacy-all-subjects>.

Recommendation

Administration recommends that the Board of Education approve the annual declaration and parent notice of the district's student academic standards that will be in effect for the 2017-18 school year at the July 25, 2017, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Luanne Rohde
Director of Early Education

Mr. Che Kearby
Coordinator of Educator
Effectiveness and Social Studies

Mrs. Jennifer Lawler
Coordinator of Mathematics

Mrs. Susan Mirsky
Coordinator of English/Language Arts

Mrs. Christine Pratt
Coordinator of Science

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 25, 2017

ACADEMIC & CAREER PLANNING (ACP) UPDATE

Background

Wisconsin State Law PI 26 states that every student in grades 6 through 12 statewide will have an Academic and Career Plan (ACP) and process to learn more about themselves and the opportunities they want to pursue after graduation by fall 2017.

ACP is well under way in Kenosha Unified School District. Students in grades 6 through 12 will learn more about themselves and their interests. Students will be able to match their interests to careers and have opportunities to explore these careers through their high school education.

Career Cruising is the computer software tool Kenosha Unified and the state of Wisconsin has chosen. ACP refers to both a process that helps students integrate their academics with career development activities, and a product that is created and maintained to document and support these activities. Students sign in on their Career Cruising online account. Through Career Cruising, students explore their interests, get to know themselves, plan for courses that are connected to careers/colleges, and then experience a job or college visit that helps refine their plans. These experiences have been organized through the Business in Education Partnership Program at the high schools, college visits by grade levels at the middle schools and career day events across all grade levels.

Students will be able to obtain transcripts through Career Cruising that are sent to colleges electronically. Students in grades 9 – 11 have access to ACT preparation through Career Cruising. Since fall 2015, counselors have assisted students with Career Cruising exploration and shared how parents can access their child's Career Cruising profile. In grades 8 and 10, counselors have met individually with students and their parent(s)/guardian(s) in ACP conferences. The goal is for every staff member to help students make connections with themselves to classroom experiences that foster college and career readiness.

Expectations: The Wisconsin Department of Public Instruction (DPI) provided direction to school districts stated in the PI 26 law (APPENDIX A) and shared that districts are incorporating ACP practices into school action plans through the district Education for Employment (E4E) plans.

Training will be provided in July 2017 for district teams to create or update the E4E plans which will be developed by our district ACP leadership team.

A district ACP leadership team has been identified and meets regular to provide support to school teams on implementing effective ACP, to provide guidance on implementation structures including time allocation, and to provide input on marketing and communication information to schools, students and families.

The KUSD ACP leadership team includes:

Eric Beem, Social Studies Teacher
Jessica Burch, English Teacher
Michael Fiedler, Business Teacher
Kim Fischer, Secondary School Leadership Coordinator
Steve Germain, Assistant Principal
Deb Giorno, Assistant Principal
Christine Grochowski, Marketing Teacher
Cheryl Kothe, CTE Coordinator
Ed Kupka, Student Support Coordinator
Sue Murray, School Counselor
Michelle Santelli, Assistant Principal
Jenny Schmidt, Special Education & Student Support Coordinator
Debbie Shuppert, School Counselor
Jeff Tarkowski, School Counselor

Current KUSD Progress to Date

School Year 2014 – 2015:

- KUSD selected Career Cruising as the tool for students to explore their skills and career interests that replaced our previous tool known as WISCareers.
- Individual Learning Plans (ILP) and parent conferences continued at grades 8 and 10 that connected student career interests with academic planning per DPI expectations.
- All counselors were trained in the fall of 2014 on the features of Career Cruising and regular webinars are set up for continued sharing of best practices. New counselors are trained each fall with a tutorial at a monthly counselor meeting and by a school-based mentor.
- A state pilot study was considered in the spring of 2015 and two schools were identified as district pilots for the 2015 – 2016 school year: Mahone Middle School and Tremper High School.

School Year 2015 – 2016:

- During monthly counselor meetings, pilot schools shared experiences and best practices as all middle and high schools began Career Cruising activities with students in grades 6 through 12, along with effective classroom connections via lesson connections, guest speakers and career panel discussions or school-wide assemblies, including college and career fairs.
- To merge the previous ILP expectations from DPI, Career Cruising parent conferences were identified at grades 8 and 10 for formal face-to-face meetings with students and parents.
- By spring 2016, counselors at all middle and high schools defined expectations for grade level activities to be conducted as part of the Career Cruising skill profile. (APPENDIX B)

- The Wisconsin DPI likewise selected Career Cruising as the state tool for students to explore themselves and career interests in the summer of 2016.

School Year 2016 – 2017:

- A counselor summit in KUSD took place in fall 2016 to finalize our grade level skill profiles and student expectations for activities within Career Cruising, along with renewed professional development on Career Cruising use based on statewide adoption of this tool. (APPENDIX B)
- Professional development continued through state pilot district visits around the state and a KUSD district team attended the state conference in the fall of 2016 to replicate best practices.
- Use of Career Cruising was shared monthly at counselor meetings to implement best practices for students and refine our expectations for students using the tool as well as a survey for how classrooms were integrating the information into lessons, projects and connections with career experiences.
- A district team for ACP implementation was identified in spring of 2017 to bridge the necessary experiences for students with what they've learned about themselves with classroom connections.

The KUSD district ACP Leadership Team:

- Supports school teams on implementing effective ACP, including a classroom and school-wide calendar of activities.
- Determines guiding structures for ACP implementation
 - Parent Communication
 - Time in school schedule
- Provides input on marketing and website information
- The KUSD district ACP Leadership Team has set a calendar of discussions that will continue through upcoming implementation efforts, including annual connections with the statewide conference for best practice applications.

Next Steps

Fall 2017:

- Expand the KUSD district ACP Leadership Team to include community stakeholders and postsecondary institutions that will finalize and implement the Education for Employment (E4E) program.
- Update the KUSD website to reflect ACP resources for students and parents.

- Evaluate and provide classroom resources to use in lessons and classroom connections to career exploration.
- Create an annual calendar for career exploration among students, including college and career fairs, job fairs, and the full spectrum of experiences that include college, trades, armed forces and job connections for immediate experiences to inform students about options upon graduation.
- Create connections within content areas and specifically with Career & Technical Education programs, including highlights within the English, Economics and Personal Finance scope and sequence.
- Determine how time in the school day will address the necessary expectations for students and staff to incorporate ACP delivery.
- Define and share grade level expectations on the Career Cruising skill profile that is consistent across the district and locked into the Career Cruising system for KUSD.
- Upload necessary student and parent information so that ACP profiles are consistent across the district and shared among schools.

Future efforts:

- Annually review Career Cruising usage reports and career based learning experiences for students to share among the district ACP Leadership Team members and publish on the district ACP website each summer.
- Communicate ACP career based learning experience statistics, future opportunities and access to technical college connections with parents through the district School Messenger system and the Torch newsletter annually.
- Upload the KUSD course catalog into Career Cruising so that a 4-year academic plan can be explored and documented into the Career Cruising tool by students, counselors and parents for future planning. It likewise bridges the middle and high school experience for students and parents as plans are made for graduation.
- Enhance the ACP experience by incorporating career connections for students through the Inspire component. This feature of Career Cruising connects our community economic study by KABA with student experiences via online communication on Career Cruising, job shadowing, internships and job placements.
- Communicate the eTranscript capacity to students/parents so that Career Cruising information and transcript data is shared for free with college application pursuits.

- Expand the college/career experience for students to be exposed to available options locally and otherwise by connecting Career Cruising database with:
 - Job Opportunities and Internships
 - Youth Apprenticeships

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Chief of School Leadership

Mr. Edward Kupka
Coordinator of Student Support

APPENDIX A

Chapter PI 26 EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

- [PI 26.01](#) Applicability and purpose.
- [PI 26.02](#) Definitions.
- [PI 26.03](#) Education for employment program.
- [PI 26.04](#) General requirements for school boards.
- [PI 26.05](#) Program approval.

Note: Chapter PI 26 was repealed and recreated by [CR 15-025 Register November 2015 No. 719](#), eff. 12-1-15.

PI 26.01 Applicability and purpose.

(1) Under s. [121.02 \(1\) \(m\)](#), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. [115.28 \(59\)](#), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017-18 school year.

(2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:

- (a) Prepare elementary and secondary pupils for future employment.
- (b) Ensure technological literacy; to promote lifelong learning.
- (c) Promote good citizenship.
- (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- (e) Establish a role for public schools in the economic development of Wisconsin.

(3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

History: [CR 15-025](#): cr. [Register November 2015 No. 719](#), eff. 12-1-15.

PI 26.02 Definitions. In this chapter:

- (1) "Academic and career plan" means a comprehensive plan developed and maintained by a pupil that includes the pupil's academic, career, personal, and social goals and the means by which the pupil will achieve those goals both before and after high school graduation.
- (2) "Academic and career planning services" means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.
- (3) "Academic and career planning software tool" means the computer software program procured by the department under s. [115.28 \(59\) \(b\)](#), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.
- (4) "Child with a disability" has the meaning given in s. [115.76 \(5\)](#), Stats.

- (5) "Department" means the Wisconsin department of public instruction.
- (6) "Education for employment program" means the program under s. [121.02 \(1\) \(m\)](#), Stats.
- (7) "Individualized education program" has the meaning given in s. [115.76 \(9\)](#), Stats.
- (8) "Parent" includes a guardian.
- (9) "Pupil postsecondary outcomes" means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.
- (10) "School board" has the meaning given in s. [115.001 \(7\)](#), Stats.
- (11) "State superintendent" means the state superintendent of public instruction.

History: [CR 15-025](#); cr. [Register November 2015 No. 719](#), eff. 12-1-15.

PI 26.03 Education for employment program.

- (1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:
 - (a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.
 - (b) A process used to engage parents in academic and career planning. The process shall do all of the following:
 - 1. Inform parents in each school year about what academic and career planning services their child receives.
 - 2. Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning.
 - 3. Update parents throughout the school year on the progress of their child's academic and career planning.
 - (c) A description of all of the following:
 - 1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. [\(2\)](#) and [\(3\)](#).
 - 2. The career and technical education provided in the school district.
 - 3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.
 - 4. How the education for employment program will meet the requirements of s. [121.02 \(1\) \(m\)](#), Stats.
 - (d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.
- (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:
 - (a) Career awareness at the elementary grade levels, including developing an understanding of the following:
 - 1. Why people work.
 - 2. The kinds of conditions under which people work.
 - 3. The levels of training and education needed for work.
 - 4. Common expectations for employees in the workplace.
 - 5. How expectations at school are related to expectations in the world of work.

(b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

(c) Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.
2. School-supervised, work-based learning experiences.
3. Instruction in career decision making.
4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
5. Pupil access to career and technical education programs, including programs at technical colleges.
6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

(3) Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

- (a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.
- (b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services under s. [115.787 \(2\) \(g\)](#), Stats.
- (c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.
- (d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: [CR 15-025](#); cr. [Register November 2015 No. 719](#), eff. 12-1-15.

PI 26.04 General requirements for school boards. The school board shall do the following:

- (1)** Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.
- (2)** Annually review and, if necessary, update the long-range plan and education for employment program under s. [PI 26.03](#). This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.
- (3)** Publish its long-range plan under s. [PI 26.03 \(1\)](#) and the report under sub. [\(2\)](#) on the school district's website.

(4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. [PI 26.03 \(2\)](#) and [\(3\)](#), including the availability of programs at technical colleges.

History: [CR 15-025](#); cr. [Register November 2015 No. 719](#), eff. 12-1-15; correction in (4) made under s. [35.17](#), Stats., [Register November 2015 No. 719](#).

PI 26.05 Program approval. A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss. [115.28 \(59\)](#) and [121.02 \(1\) \(m\)](#), Stats.

APPENDIX B

ACP Scope & Sequence

Grade	Career Cruise Activity	Supporting Activity
6	<ul style="list-style-type: none"> • Career Match Maker • My Skills • Explore career clusters • Document activities and abilities • Begin Academic Career Plan 	<ul style="list-style-type: none"> • Speakers visit based on career matchmaker info
7	<ul style="list-style-type: none"> • Learning styles inventory • Inventory assessment • Update activities and abilities • Update Academic Career Plan 	<ul style="list-style-type: none"> • Career Day • Digital citizenship
8	<ul style="list-style-type: none"> • Explore careers of interest • Career selector • Parent conference with student on ACP • Create initial 4 year education plan (Gr 9) 	<ul style="list-style-type: none"> • College Challenge & visits • CTE Day at the Middle Schools (CTE HS staff, HS students and employers invited)
9	<ul style="list-style-type: none"> • Career match maker • My Skills • Learning styles inventory • Careers of interest • School of interest • School selector • Update 4 year education plan • Create 4 year education plan (Gr 10-12) 	<ul style="list-style-type: none"> • Career Exploration paper • Introduce Method Test Prep (MTP)
10	<ul style="list-style-type: none"> • Career match maker • My Skills • Learning styles inventory • Careers of interest • School of interest • School selector • Update 4 year education plan • Parent conference with student on ACP • Career Comparison paper - English 10 	<ul style="list-style-type: none"> • Career Comparison paper • Connect MTP with parent conferences
11	<ul style="list-style-type: none"> • Career match maker • My Skills • School of interest • School selector • Financial aid selector • Update 4 year education plan 	<ul style="list-style-type: none"> • Build a resume • Promote MTP through academic challenges and classroom competitions
12	<ul style="list-style-type: none"> • School of interest • School selector • Financial aid selector 	<ul style="list-style-type: none"> • Mock Interview

Kenosha Unified School District
Kenosha, Wisconsin

July 27, 2017

POLICY 6100 – MISSION, VISION, CORE VALUES AND STRATEGIC DIRECTIONS

Background:

Policy 6100 was developed to outline the focus of the district. Throughout the years this policy has been adjusted to align with the district's current goals and initiatives. The current strategic planning process began in February 2015. The district's Pathway to Success is a plan where work continues around the Mission, Vision, Core Values and Strategic Goals set forth by the board of education. KUSD's Pathway to Success will continue throughout the next several years. The initial work focused on developing the mission, vision, core values and strategic goals. These five goals will drive the work of the district. The board of education approved revised Policy 6100 on Sept. 22, 2015. Since that time, strategic goal teams and reactor groups have met to develop score cards containing objectives, initiatives, measures and an implementation plan that support the strategic goals. These scorecards will guide the work of the district for the next three to five years.

Update:

One change was made based on feedback from the 2017 reactor groups which resulted in the word Directions being replaced with the word Goals. Therefore, our previous five Strategic Directions now become five Strategic Goals.

Policy 6100 is presented this evening for affirmation by the board of education.

Administration Recommendation:

Administration recommends that the board approve revised Policy 6100 - Mission, Vision, Core Values and Strategic Goals as a simultaneous first and second reading on July 25, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

MISSION, VISION, CORE VALUES AND STRATEGIC DIRECTIONS Goals

MISSION:

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

VISION:

To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

CORE VALUES:

- **Safety** – providing a safe learning and working environment
- **Teamwork** – collaborating respectfully to meet goals
- **Unity** – being united among staff, students, families and all other stakeholders
- **Diversity** – being inclusive of all individuals
- **Equity** – treating all in a fair and just manner
- **Nurturing** – providing a caring and encouraging environment
- **Trust** – building confidence through transparency
- **Stability** – building organizational capacity to adapt to change successfully

STRATEGIC DIRECTIONS Goals:

1. Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.
2. Implement transparent fiscal management practices that prioritize and align resources with strategic goals.
3. Retain and recruit highly qualified staff who work to ensure the success of every student.
4. Enhance the leadership and expertise of all staff through professional learning and collaboration.
5. Foster and strengthen community partnerships to increase student learning and family engagement.

LEGAL REF.: Wisconsin Statutes

Sections 118.01	[Educational Goals and Expectations]
118.13	[Pupil Discrimination Prohibited]
118.30	[Pupil Assessment]
120.13	[School Board Powers]
121.02(1)	[School District Standards]

No Child Left Behind Act of 2001 [Federal academic requirements for all students]

POLICY 6100

MISSION, VISION, CORE VALUES AND STRATEGIC DIRECTIONS **Goals**

Page 2

CROSS REF.: 1120, Parent/Caregiver Involvement
2110, Benchmarks
2720, Shared Decision Making
3600, School Safety
4370, Professional Learning
5110, Equal Educational Opportunity Discrimination Complaint
5430, Student Conduct and Discipline
6456, Graduation Requirements
8520, Board Goal Setting

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991
October 6, 2016

REVISED: October 10, 2000
January 29, 2002
December 13, 2005
June 28, 2011
September 22, 2015
July 25, 2017

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Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Pathway to Success/Strategic Goals: Objectives, Initiatives, and Scorecard

Background

In 2015, Dr. Sue Savaglio-Jarvis, Superintendent for KUSD, began the strategic planning process for Kenosha Unified School district when the board of education together with leadership to draft the mission, vision, core values and strategic goals. By mid-year, the board had voted upon each item and the work began for district staff and others to outline what each of the strategic goals would look like.

The initial district and community-wide meeting was held on February 17, 2016, at Brass Community school. At this meeting, facilitators from Waukesha Technical College assisted with this step to provide a common starting point and framework for each of the five groups. Each group then met separately on different dates and locations to accomplish their assigned tasks. Each of the five strategic goals created a design team. The design team included the development of the objectives, initiatives, measures, and a draft timeline of implementation.

By the end of March 2017, all five strategic goals had been filtered through several reactor groups made of us staff and/or community stakeholders. And, each of the five goals had been shared at one or two district standing committees to garnish input and feedback which refined the final objectives and initiatives. Upon approval, beginning in the fall of 2017, each facilitator will design an implementation team that will work on the action plan and steps meeting the expected timeline and outcomes.

Strategic Goal 1 - *Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.* This group had two leaders, Julie Housaman, Chief Academic Officer and Bethany Ormseth, Chief of School Leadership.

The following stakeholders were participants in the KUSD Strategic Goal 1 building process

Stakeholder	Position
Amelia Holm	Teacher
Brenna Komistra	Teacher
Curtiss Tolefree	Principal
Jennifer Lawler	Coordinator
Melissa Jakubowski	Teacher
Patti Clements	Coordinator

Sue Mirsky	Coordinator
Wendy LaLonde	Principal
Beth Ormseth	Chief of School Leadership
Che Kearby	Coordinator
Elizabeth Cummings	Teacher
Julie Housaman	Chief Academic Officer
Michelle Zwerling	Teacher
Stacy Cortez	Teacher
Tammy Cruz	Teacher

Strategy Goal 1 met on the following dates:

March 17, 2016
April 13, 2016
April 25, 2016
May 24, 2016
August 1, 2016
September 20, 2016
September 28, 2016
September 29, 2016

Reactor Group Feedback

Each of the two objectives outlines specific initiatives to support the objective. Objective one has three initiatives and objective two has five initiatives specific to that objective. These objectives and initiatives were shared with an internal reactor group before bringing them to the standing committee meeting November 1, 2016.

The reactor group meeting for strategic direction one was held on September 28, 2016, with district employees representing various departments and positions. The reactor team purpose was to allow committee members to hear a new perspective and to gain feedback on clarity and quality of the work. The reactor group meeting provided the Strategy 1 committee with feedback, suggestions and questions to process. The feedback from the reactor session feedback was reviewed on September 29, 2016 by the Strategy 1 team.

On November 1, 2016, KUSD strategic directions one and two were presented to the Joint Audit/Budget/Finance and Personnel/Policy Standing Committee. An overview of this process and current plan regarding strategic direction one resulted in few suggestions, as the majority of the draft format produced positive comments from the committee members with encouragement to combine ideas and state initiatives in simpler terms. Feedback from this activity was taken back to the complete strategic direction one team for review that resulted in minor language changes.

Scorecard

The draft scorecard for Strategic Goal 1 presents two identified objectives, each with specific measures and initiatives respective to progress monitoring.

- **Objective 1** - *Develop and utilize a universal goal setting process at the district, school, principal, teacher and student levels to increase academic achievement.* Objective 1 highlights the KUSD goal setting process and the need for all stakeholders to set clear, consistent goals to increase student achievement.
- **Objective 2** - *All instructors will implement the district curriculum to fidelity with evidence-based instructional practice.* This objective will outline the process for teachers and staff to implement and monitor in the district approved curriculum while ensuring our students are receiving research based best instructional practices within the classroom.

Closing

With the closing of the strategic planning team, the focus now shifts to the development of the implementation process. For strategic direction one, the implementation team will proceed with the objectives and initiatives within this strategic direction. In addition to strategic direction one leaders, members of this implementation team will consist of school leadership members, teaching and learning members, principals and teachers.









Recommendation

It is the recommendation of Administration that the board of education approve strategic goal 2 and attached scorecard at the July 25, 2017, board meeting so that the implementation phase may begin in the fall of 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Julie Housaman
Chief Academic Officer

Beth Ormseth
Principal of LakeView Technology Academy

Strategic Goal #1 Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.																				
Objective 1					Implementation Timeline															
Develop and utilize a universal goal setting process at the district, school, principal, teacher and student levels to increase academic achievement. Measure:					2017-2018				2018-2019				2019-2020				2020-2021			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 1.1 Conduct a district wide needs assessment for district, school, principal, teacher and student levels to identify areas of growth and baseline																				
Initiative 1.2 Establish realistic growth expectations for district, school, principal, teacher and student growth																				
Initiative 1.3 District departments, schools, principals, and teachers will align resources with goals.																				
Objective 2					Implementation Timeline															
All instructors will implement the district curriculum to fidelity with evidence-based instructional practice Measure:					2017-2018				2018-2019				2019-2020				2020-2021			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 2.1 Develop a plan to communicate expectations regarding the use of curriculum and assessments of students learning																				
Initiative 2.2 Develop a process to monitor the implementation of the curriculum and assessments																				
Initiative 2.3 Identify high leverage team practices for instructional staff to collaboratively plan instructional units based on the Kenosha Unified School District curriculum and common assessments																				
Initiative 2.4 Establish a continuous and differentiated professional learning process to develop and evaluate the effectiveness of teacher designed formative assessments																				
Initiative 2.5 Develop and implement an instructional model that can serve the district across the curriculum																				

Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Pathway to Success/Strategic Goals: Objectives, Initiatives, and Scorecard

Background

In 2015, Dr. Sue Savaglio-Jarvis, Superintendent for KUSD, began the strategic planning process for Kenosha Unified School district when the board of education together with leadership to draft the mission, vision, core values and strategic goals. By mid-year, the board had voted upon each item and the work began for district staff and others to outline what each of the strategic goals would look like.

The initial district and community-wide meeting was held on February 17, 2016, at Brass Community school. At this meeting, facilitators from Waukesha Technical College assisted with this step to provide a common starting point and framework for each of the five groups. Each group then met separately on different dates and locations to accomplish their assigned tasks. Each of the five strategic goals created a design team. The design team included the development of the objectives, initiatives, measures, and a draft timeline of implementation.

By the end of March 2017, all five strategic goals had been filtered through several reactor groups made up of staff and/or community stakeholders. And, each of the five goals had been shared at one or two district standing committees to garnish input and feedback which refined the final objectives and initiatives. Upon approval, beginning in the fall of 2017, each facilitator will design an implementation team that will work on the action plan and steps meeting the expected timeline and outcomes.

Strategic Goal 2 - *Implement transparent fiscal management practices that prioritize and align resources with strategic goals.* This group has two co-leaders, Tarik Hamdan and Kris Keckler, KUSD Chief Financial Officer and KUSD Chief Information Officer, respectively.

The following stakeholders were participants in the KUSD Strategic Goal 2 building process:

Stakeholder	Position
Tarik Hamdan	Chief Financial Officer
Kristopher Keckler	Chief Information Officer
Ann Fredriksson	Coordinator
Elisabeth Bischoff	Teacher
Lisa Salo	Coordinator
Ruth Walls	Teacher
Terri Huck	Principal
Chad Dahlk	Principal
Eric Hopkins	Teacher

Julie Dawson	Community Member
Jolene Schneider	Coordinator
Kathleen Vincent	Teacher
Robert Neu	Director of Title Programs
Todd Battle	Community Member

Strategic Goal 2 met on the following dates:

February 17, 2016
March 3, 2016
April 20, 2016
May 4, 2016
May 11, 2016
June 1, 2016
June 8, 2016
February 14, 2017

The week of June 8, 2016, was used as an online collaborative review of the shared artifacts. During each of these meetings, the facilitators and leaders presented a variety of material related to proper fiscal practices and how a public school district budget is affected by internal and external forces. Developing a preliminary understanding for each group member was crucial to build a foundation for the subsequent dialogue.

To gain a broader view of fiscal practices respective to publically funded entities, a meeting was held with the Chief Financial Officer from the Village of Pleasant Prairie on June 2, 2016. This allowed for a comparison of annual and management tasks and processes and how they impact various groups. Useful examples and documents were shared for potential integration with future KUSD artifacts.

Reactor Group Feedback

A reactor group meeting was held on September 21, 2016, with eight district employees representing various departments and positions. The reactor group meeting provided the leaders with fresh feedback and constructive comments that further refined the scorecard. During this step, valuable suggestions and inquiries were related to current internal fiscal practices, funding sources, and how best to monitor commitment to this district goal.

On November 1, 2016, KUSD Strategic Goals 1 & 2 were presented to the Joint Audit/Budget/Finance and Personnel/Policy Standing Committee. An overview of this process and current plan regarding goal 2 resulted in limited suggestions, as the majority of the draft format produced positive consensus from the committee members. Feedback from this activity reinforced the need for consistent wording and phrasing, both within this goal and among all 5 district goals.

Scorecard

The draft scorecard for Strategic Goal 2 presents three identified objectives, each with a specific measure and initiatives respective to progress monitoring.

- **Objective 1** highlights the KUSD budget process and the need for key stakeholders (i.e. budget managers) to receive clear, consistent, and frequent delivery of the overall budget process. A visual guide with annual deadlines and workflow will be created and shared to assist with this objective.
- **Objective 2** calls for the development and application of a fiscal rubric aligned to the overall KUSD Strategic Goals. When budget decisions are considered, careful examination should be given towards the expected impact and support of the district mission and goals.
- **Objective 3** completes the communication cycle by working to promote the various budget considerations that affect KUSD and how decisions are related to the identified priorities. With any public funded organization, properly communicating the associated budget to all community members is crucial for overall support and transparency.

Closing

With the closing of the strategic planning team, the focus now shifts to the development of the implementation process. For Goal 2, the implementation team will proceed with the creation of the visual budget process, the fiscal rubric, and the overall communication plan. In addition to the Goal 2 leaders, members of this team will consist of at least two members of School Leadership (both elementary and secondary representation), a representative from the Department of Pupil Services/SPED, and an Instructional Coordinator from the Teaching and Learning Department. Based on the current goal format, these artifacts are projected for draft completion within the first semester of the 2017-18 school year.








Recommendation

It is the recommendation of Administration that the board of education approve strategic goal 2 and attached scorecard at the July 25, 2017, board meeting so that the implementation phase may begin in the fall of 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Kristopher Keckler
Chief Information Officer

Strategic Goal #2																				
Implement transparent fiscal management practices that prioritize and align resources with strategic goals.																				
Objective 1					Implementation Timeline															
Budget process is clearly communicated to stakeholder groups.					2017-2018				2018-2019				2019-2020				2020-2021			
<i>Measure</i> <i>Progressive decline in the number of questions related to the budget process over multiple years.</i>					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 1.1 Describe budget process clearly with visual representation.																				
Initiative 1.2 Train leaders and budget managers on the process to ensure understanding and commitment to transparent fiscal management..																				
Initiative 1.3 Communicate an accurate and consistent message to stakeholder groups.																				
Objective 2					Implementation Timeline															
Budget decisions are aligned with Strategic Goals.					2017-2018				2018-2019				2019-2020				2020-2021			
<i>Measure</i> <i>High score with alignment on the budget rubric.</i>					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 2.1 Develop a rubric that is aligned with Strategic Goals to assess and validate budget decisions.																				
Initiative 2.2 Apply the rubric to validate budget decisions.																				
Objective 3					Implementation Timeline															
Budget priorities and decisions are clearly communicated to stakeholder groups.					2017-2018				2018-2019				2019-2020				2020-2021			
<i>Measure</i> <i>Reduction in the amount of non-conforming budget requests (internal and external).</i>					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 3.1 Determine budget criteria that align with strategic direction.																				
Initiative 3.2 Utilize criteria to determine budget priorities..																				

 = projected completion date

Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Pathways to Success/Strategic Goals: Objectives, Initiatives and Scorecard

Background

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The initial district and community-wide meeting was held on February 17, 2016, at Brass Community school. At this meeting, facilitators from Waukesha Technical College assisted with this step to provide a common starting point and framework for each of the five groups. Each group then met separately on different dates and locations to accomplish their assigned tasks. Each of the five strategic goals created a design team. The design team included the development of the objectives, initiatives, measures, and a draft timeline of implementation.

By the end of March 2017, all five strategic goals had been filtered through several reactor groups made of us staff and/or community stakeholders. And, each of the five goals had been shared at one or two district standing committees to garnish input and feedback which refined the final objectives and initiatives. Upon approval, beginning in the fall of 2017, each facilitator will design an implementation team that will work on the action plan and steps meeting the expected timeline and outcomes.

Strategic Goal 3 - *Retain and recruit highly qualified staff who work to ensure the success of every student.* This group has four leaders, Annie Petering, Chief Human Resource Officer, Marty Pitts, Regional Coordinator of Elementary Leadership, Bill Haithcock, Principal of Harborside Academy, and Kurt Sinclair, Principal of Bradford high school. Volunteers were obtained in January of 2016 to participate in the scheduled meetings.

The following stakeholders participated with KUSD Strategic Direction 3:

Stakeholder	Position
Alan Beaulieu	Teacher
Alyssa Sigman	Dean
Annie Petering	Chief Human Resource Officer
William Whyte	Sr. V.P. of Operations – Gateway Technical College
Brett Basely	Principal
David Klimisch	Teacher
Elizabeth Beere	Teacher
Jenny Schmidt	Coordinator of Special Ed.

Stakeholder	Position
Jessica Doyle-Rudin	Exec. Support Specialist
Jordan Gallitz	Psychologist
Joseph Williams	Teacher
Judy Rogers	Human Resources Coordinator
Keri Heusdens	Teacher Consultant
Kurt Sinclair	Principal
Laurie Krueger	Facilities Specialist
Martin Pitts	Regional Coordinator
Michael Russell	Tech Support Technician
Sarah Aguilar	Instructional Coach
William Haithcock	Principal

Goal 3 Committee met on the following dates and times:

March 14, 2016
April 6, 2016
April 27, 2016
May 12, 2016
May 23, 2016
September 29, 2016
October 18, 2016

A reactor group meeting for Strategic Goal 3 was held on October 18, 2016, with district employees representing various departments and positions. The reactor team purpose was to allow committee members to hear a new perspective and to gain feedback on clarity and quality of the work. The reactor group meeting provided the Strategic Goal 3 committee with feedback, suggestions and questions to process. The feedback from the reactor session feedback was reviewed on October 18, 2016, by the Strategic Goal 3 team.

The Strategic Goal 3 team leaders, Annie Petering, Marty Pitts, Bill Haithcock, and Kurt Sinclair presented the scorecard to the personnel and policy planning committee on November 29, 2016.

The team then met in January and in May of 2017 to further refine and tweak the score card based on feedback from the committee. The team incorporated feedback that was relevant and encompassed an overall understanding of human resource management. The majority of the feedback was to wordsmith sentences, i.e. finding better word choice/ synonyms and re-writing statements so that it reads clearer. For example, previously initiative 1.1 read “Develop a process flowchart *articulating* all steps and timeline *associated with* an active recruitment and hiring process.” Based on the feedback from the personnel and policy planning committee we changed 1.1 to read “Develop a flowchart outlining all steps and timelines in an active recruitment and hiring process.”

Scorecard

The draft scorecard for Strategic Goal 3 presents five objectives, each with specific measures and initiatives respective to progress monitoring.

Objective 1 – ***Kenosha Unified School District will demonstrate improved efficiency in the recruitment/ hiring process.*** The Office of Human Resources identified that although we are a large district in which individual buildings do their own hiring, there still needs to be some sort of standardization and understanding of a consistent hiring process and timeline. In addition, there is a deficit in the data and tracking of new hires. So, this piece will need to be tracked in order to improve the overall process.

Objective 2 – ***Diversity of employees will more closely reflect student demographic. This is a very important piece of our recruitment efforts.*** Our District demographic has changed, however the demographics of our staff have not. The District recognizes the overall scarcity of teaching staff from minority groups, however it is incumbent upon the District to come up with strategies designed to attract and recruit highly qualified candidates from under-represented groups.

Objective 3 – ***Ninety-five percent or more of all candidates hired by the District will be identified as “highly qualified” as determined by a standardized practice.*** It is important to find a standardized pre-employment assessment tool to begin this process. The District also needs to identify a measurement tool to collect baseline data on the number of highly qualified candidates we are hiring in order to begin analyzing this data. Ultimately, the measure will be to see the percent of position recruitments that result in at least three highly qualified candidates based upon performance on a pre-employment assessment.

Objective 4 – ***Employees with less than five years of service in the District will be actively engaged in a targeted employee support group.*** This is a critical component necessary to ensure that employees are comfortable in their position. It is necessary to make sure employees are actively engaged in a targeted employee support program.

Objective 5 – ***Kenosha Unified School District will utilize an Employee Value Proposition (“EVP”) to attract and retain highly qualified staff that ensures the success of every student.*** An EVP is defined as a unique set of offerings, associations and values to positively influence target candidates and employees. An organization needs a unique employee offer. The EVP gives current and future employees a reason to work for an employer and reflects the organization’s competitive advantage. An EVP is also core to the employer brand.

Closing

With the closing of the strategic planning team, the focus now shifts to the development of the implementation process. We will begin the implementation phase in fall of 2017.

Recommendation

It is the recommendation of Administration that the board of education approve strategic goal 3 and attached scorecard at the July 25, 2017, board meeting so that the implementation phase may begin in the fall of 2017.






Dr. Sue Savaglio-Jarvis
Superintendent of Schools
















Annie Petering
Chief Human Resource Officer





Marty Pitts
Regional Coordinator of Elementary School Leadership

Bill Haithcock
Principal of Harborside Academy

Kurt Sinclair
Principal of Bradford High school

Strategic Goal #3 Retain and recruit highly qualified staff who work to ensure the success of every student.																				
Objective 1	Implementation Timeline																			
Kenosha Unified School District will demonstrate improved efficiency in the recruitment/hiring process. Measure: Document improvements to the recruitment/ hiring process.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 1.1 Develop a flowchart outlining all steps and timelines in an active recruitment and hiring process.																				
Initiative 1.2 Collect baseline data and set targets for improved hiring and efficiency.																				
Objective 2	Implementation Timeline																			
Diversity of employees will more closely reflect student demographic. Measure: Decrease in difference between the percent of staff in under-represented groups compared to student demographics.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 2.1 Create and implement strategies designed to attract qualified candidates from under-represented groups.																				
Initiative 2.2 Collect and analyze data on strategies developed in initiative 2.1.																				
Objective 3	Implementation Timeline																			
Ninety-five percent or more of all candidates hired by the District will be identified as “highly qualified” as determined by a standardized practice. Measure: Percent of position recruitments that result in at least three highly qualified (and certified when required) candidates based upon performance on a standardized pre-employment assessment.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 3.1 Identify a measurement tool, to collect baseline data pertaining to “highly qualified” candidates, for analyzing improved efficient hiring.																				

Objective 3	Implementation Timeline																			
Ninety-five percent or more of all candidates hired by the District will be identified as “highly qualified” as determined by a standardized practice. Measure: Percent of position recruitments that result in at least three highly qualified (and certified when required) candidates based upon performance on a standardized pre-employment assessment.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 3.2 Develop standard practices and provide training to hiring managers that enhance candidate screening and assessment process.																				
Objective 4	Implementation Timeline																			
Employees with less than five years of service in the District will be actively engaged in a targeted employee support program. Measure: Percent of employees with less than five years of service within the District who are actively engaged in a targeted employee support program.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 4.1 All new hires to the District will participate in an introductory and orientation program.																				
Initiative 4.2 Evaluate staff mentoring and new employee support programs for effectiveness and potential expansion.																				
Objective 5	Implementation Timeline																			
Kenosha Unified School District will utilize an *Employee Value Proposition to attract and retain highly qualified staff that ensures the success of every student. Measure: Kenosha Unified School District staff engagement index. *Employee value proposition (EVP) is defined as a unique set of offerings, associations and values to positively influence target candidates and employees. An organization needs a unique employee offer. The EVP gives current and future employees a reason to work for an employer and reflects the organization’s competitive advantage. An EVP is also core to the employer brand.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 5.1 Create a competitive compensation plan that reflects the values of the District.																				

Objective 5	Implementation Timeline																			
Kenosha Unified School District will utilize an *Employee Value Proposition to attract and retain highly qualified staff that ensures the success of every student. Measure: Kenosha Unified School District staff engagement index. *Employee value proposition (EVP) is defined as a unique set of offerings, associations and values to positively influence target candidates and employees. An organization needs a unique employee offer. The EVP gives current and future employees a reason to work for an employer and reflects the organization’s competitive advantage. An EVP is also core to the employer brand.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 5.2 Create, implement and analyze an employee value proposition for the District.																				
Initiative 5.3 Develop marketing material to promote the District's EVP.																				
Initiative 5.4 Define “Professional Development/ Learning” and identify strategies and resources to non-teaching support staff.																				
Initiative 5.5 Define potential career pathways for employees that might be supported through professional development and advancement opportunities.																				


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Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Pathway to Success/Strategic Goals: Objectives, Initiatives and Scorecard

Background

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The initial district and community-wide meeting was held on February 17, 2016, at Brass Community School. At this meeting, facilitators from Waukesha Technical College assisted with this step to provide a common starting point and framework for each of the five groups. Each group then met separately on different dates and locations to accomplish their assigned tasks. Each of the five strategic goals created a design team. The design team included the development of the objectives, initiatives, measures, and a draft timeline of implementation.

By the end of March 2017, all five strategic goals had been filtered through several reactor groups made up of staff and/or community stakeholders. And, each of the five goals had been shared at one or two district standing committees to garnish input and feedback which refined the final objectives and initiatives. Upon approval, beginning in the fall of 2017, each facilitator will design an implementation team that will work on the action plan and steps meeting the expected timeline and outcomes.

Strategic Goal 4 - *Enhance the leadership and expertise of all staff through professional learning and collaboration.* This group has three co-leaders, Julie Housaman, Chief Academic Officer, Jennifer Navarro, Coordinator of Professional Learning; and Debra Giorno, Assistant Principal, Bullen Middle School. Volunteers were obtained in January 2016 to participate in the scheduled meetings.

The following stakeholders participated on the Strategic Goal #4:

STAKEHOLDER	POSITION
Maria Berea	Secretary
Rade Dimitrijevic	Coordinator of human resources
Cherise Easley	Principal
Leo Eckman	Coordinator of special education and student support
Jennifer Garin	Physical education teacher
Amy Garrigan	Professional learning specialist
Debra Giorno	Assistant principal
Julie Housaman	Chief academic officer

Lauren Johnson	First grade teacher
Maria Kotz	Principal
Jane Larsen	Positive behavioral interventions and supports specialist
Jennifer Lindsay	Library media specialist
Andy Nason	Intervention specialist
Steven Plato	Dean of students
Christine Pratt	Coordinator of science
Sarah Smith	Coordinator of language acquisition

The Strategic Goal 4 Committee met on the following dates:

March 10, 2016
March 16, 2016
April 14, 2016
April 28, 2016
May 19, 2016
May 31, 2016

Reactor Group Feedback

A reactor group meeting for goal 4 was held on October 20, 2016. This group included district employees representing various departments and positions. The reactor team's purpose was to allow committee members to hear a new perspective and to gain feedback on clarity and quality of the work. The reactor group meeting provided the Strategy 4 committee with feedback, suggestions, and questions to process.

On February 14, 2017, KUSD Strategic Goal 4 was presented to the Joint Audit/Budget/Finance and Personnel/Policy Standing Committee. An overview of this process and current plan regarding goal 4 resulted in combining Objective 2 and Objective 3 resulting in a single objective that is inclusive of the focus on collaboration and leadership development. Feedback from this activity reinforced the need for consistent wording and phrasing, both within this goal and among all 5 district goals.

Scorecard

The draft scorecard for Strategic Goal 4 presents two identified objectives, each with specific measures and initiatives respective to progress monitoring.

- Objective 1 highlights the need to provide relevant professional learning opportunities that align with position needs and district goals. These learning opportunities will be tracked by strategic direction and employee group.
- Objective 2 calls for the cultivation and establishment of collaborative employee relationships with a focus on acquisition of leadership skills. The initial focus of this work will be selection and identification of

Closing

With the closing of the strategic planning team, the focus now shifts to the development of the implementation process. For goal 4, the implementation team will proceed with the identification and development of professional learning opportunities aligned with individual and district goals.. In addition to the strategic goal 4 leaders, members of this team will consist of representation from the following departments:

- School Leadership
- Instructional Coordinator from the Teaching and Learning Department
- Instructional staff
- Facilities
- Human Resources
- Information and Accountability

Recommendation











It is the recommendation of Administration that the Board of Education approve strategic goal 4 and attached scorecard at the July 25, 2017, board meeting so that the implementation phase may begin in the fall of 2017.




Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Debra Giorno
Assistant Principal of Bullen Middle School

Mrs. Jennifer Navarro
Coordinator of Professional Learning

Strategic Goal #4 Enhance the leadership and expertise of all staff through professional learning and collaboration.																				
Objective 1					Implementation Timeline															
Provide relevant professional learning opportunities for all staff that align with individual and district goals.					2017-2018				2018-2019				2019-2020				2020-2021			
Measure: Number of professional learning opportunities that are aligned to employee needs					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 1.1 Identify professional learning opportunities that align to Educator Effectiveness.																				
Initiative 1.2 Provide professional learning opportunities that align to Educator Effectiveness.																				
Initiative 1.3 Develop a skills gap analysis to identify relevant training opportunities for staff not subject to Educator Effectiveness.																				
Initiative 1.4 Conduct a skills gap analysis to identify relevant training opportunities for staff not subject to Educator Effectiveness.																				
Initiative 1.5 Provide professional learning opportunities that align to the learning needs of staff not subject to Educator Effectiveness.																				
Initiative 1.6 Develop a skills gap analysis to identify relevant training opportunities for non-instructional staff.																				
Initiative 1.7 Conduct a skills gap analysis to identify relevant training opportunities for non-instructional staff.																				
Initiative 1.8 Provide professional learning opportunities that align to the learning needs of non-instructional staff.																				
Objective 2					Implementation Timeline															
Cultivate and establish productive and collaborative employee relationships through opportunities for advancement, leadership and/or professional discourse.					2017-2018				2018-2019				2019-2020				2020-2021			
Measure: Number of opportunities for leadership training and the number of opportunities for collaboration.					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 2.1 Select and define desirable leadership skills.																				
Initiative 2.2																				

Provide formal training, varied experiential learning opportunities, and mentoring for staff that results in leadership competency.																				
Initiative 2.3 Identify collaboration opportunities based on common focus.																				
Initiative 2.4 Establish expectations for collaboration around desired outcomes.																				
Initiative 2.5 Collect feedback to assess the effectiveness of the collaboration opportunities.																				

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Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Pathway to Success/Strategic Goals: Objectives, Initiatives, and Scorecard

Background

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Strategic Goal 5 *Foster and strengthen community partnerships to increase student learning and family engagement.* This group had two leaders: Tanya Ruder, chief communications officer and Pat Demos, community school relations coordinator.

The following stakeholders were participants in the KUSD Strategic Goal 5 building process

Stakeholder	Position
Tanya Ruder	Chief communications officer
Patricia Demos	Community school relations coordinator
Jennifer Knight	Assistant principal
Juan Torres	Coordinator
Willie Days	Coordinator
Tracy Neilson	United Way CEO
Karl Erickson	ELCA Outreach Center director
Robert Nash	PTA president

Brooke Infusino	KABA
Jean Moran	LMI Packaging CEO
Heather Connolly	Principal
Donna Rhodes	Kenosha County gang intervention supervisor
Cheryl Kothe	Coordinator
Chris Schoen	Community Impact Programs COO

Strategy Goal 5 met on the following dates:

February 22, 2016
March 9, 2016
March 15, 2016
April 5, 2016
May 3, 2016
May 5, 2016
September 7, 2016
September 8, 2016
September 9, 2016
October 6, 2016

Reactor Group Feedback

By September we taken strategic goal number 5 and created the following: objective one with five supporting initiatives, objective two with four supporting objectives and objective three with three supporting initiatives. These were shared with two internal reactor groups for polishing purposes before bringing them to the standing committee meeting in November 2016.

During our presentation in November, most standing committee members were supportive of the outlined objectives and initiatives with some minor tweaks requested. The biggest change requested was removing initiative 2.4, “Work with business leaders to allow flexible scheduling and/or incentives for employees to attend events such as open house, parent-teacher conferences, Band-O-Rama, etc. with the promise of documentation provided by KUSD verifying attendance.” While this was a suggestion of an external stakeholder on the strategic goal team, the standing committee members felt it was too far-fetched and difficult to implement on behalf of the district, so it was removed. Beyond that, it was wordsmithing a few items to make them more clear.

Scorecard

The draft scorecard for Strategic Goal 5 presents three identified objectives, each with specific measures and initiatives respective to progress monitoring.

Objective 1: Replicate effective partnerships that increase student learning and/or family engagement. Objective 1 is designed to allow our schools to collaborate and share ideas on how to actively create partnerships that lead to true engagement. Some schools are models for this purpose and can help others learn how to achieve the same outcomes.

Objective 2: Create and establish new partnerships with businesses in the community. This objective focuses on working with businesses in an effort to encourage them to become more involved with our schools and families in a way that will impact student achievement. Many employers in Kenosha employ the parents of our current students and graduates of our schools, so this allows them to become involved in the education process and help make an impact on their employees.

Objective 3: Create, strengthen, develop and track working relationships with community agencies (e.g. Kenosha County Division of Health, United Way, Community Impact Programs, etc.) to educate families before children reach school age and continue to support them throughout their educational career. The goal with this objective is to try to reach out to families with the help of local agencies prior to their children becoming students in Kenosha Unified. Many families in Kenosha utilize the agencies listed above, and by working closely with them we can connect with families at an early stage of life.

Closing

In spring 2017, the implementation dates were discussed and updated by the internal members of the strategic goal team. Just like any plan, these dates are not firm and may change depending upon the work of the district and/or other strategic goals.









Recommendation

It is the recommendation of Administration that the board of education approve strategic goal 5 and the attached scorecard at the July 25, 2017, board meeting so that the implementation phase may begin in the fall of 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

Pat Demos
Community School Relations Coordinator

Strategic Goal #5																				
Foster and strengthen community partnerships to increase student learning and family engagement.																				
Objective 1					Implementation Timeline															
<i>Replicate effective partnerships that increase student learning and/or family engagement.</i> Measure: Number of effective community partnerships based upon the newly developed rubric.					2017-2018				2018-2019				2019-2020				2020-2021			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 1.1 Identify attributes/characteristics of positive valued partnerships.																				
Initiative 1.2 Develop rubrics to measure the effectiveness of partnerships.																				
Initiative 1.3 Create a policy and template agreement outlining the standards and best practices for creating community partnerships.																				
Initiative 1.4 Establish district and school targets for family engagement.																				
Initiative 1.5 Provide forums for sharing best practices for establishing partnerships that increase student learning and/or family engagement.																				
Objective 2					Implementation Timeline															
<i>Create and establish new partnerships with businesses in the community.</i> Measure: Number of new partnerships added at schools.					2017-2018				2018-2019				2019-2020				2020-2021			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 2.1 Require and hold KUSD administrators accountable for joining and participating on at least one board, committee and/or service club to establish connections and relationships in the community.																				
Initiative 2.2 Develop a KUSD presentation and materials to be used by designated KUSD staff to be utilized when invited to present information to companies and their employees (e.g. school attendance, supporting school success, importance of education supported by facts/data, recent KUSD successes, etc.)																				
Initiative 2.3 Create and maintain a menu of options that will allow businesses to be involved with and support KUSD students and families (i.e. take your child to work day, business open houses, computer skills training, etc.).																				

Strategic Goal #5 Foster and strengthen community partnerships to increase student learning and family engagement.																				
Objective 3	Implementation Timeline																			
Create, strengthen, develop and track working relationships with community agencies (e.g. Kenosha County Division of Health, United Way, Community Impact Programs, etc.) to educate families before children reach school age and continue to support them throughout their educational career.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Measure: Impact on enrollment in early education programs such as Head Start and 4K not affected by things beyond our control (e.g. declining birth rate, etc.).																				
Initiative 3.1 KUSD social workers will accompany public health nurses who are designated to make pre and postnatal home visits in conjunction with the health department to provide face-to-face discussion regarding the importance of early education when permission is granted by the birth mother.																				
Initiative 3.2 Partner with local agencies (e.g. ResCare, Workforce Development, etc.) and medical facilities to target families with children between the ages of 2-3 to enroll in early education programs.																				
Initiative 3.3 Provide information, support and training to local agency employees to ensure they provide accurate, necessary information regarding education to families they work with in Kenosha.																				
Initiative 3.4 Develop and administer a survey for 4K families to determine whether visits and/or information shared had an impact on families enrolling their child in early education programs offered through KUSD (i.e. Head Start, 4K).																				

 = **projected completion date**

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KENOSHA UNIFIED SCHOOL DISTRICT

July 25, 2017

Policy 5435 – Electronic Devices and 2017 Cell Phone Survey Summary

In an email request from February 10, 2017, School Board member Rebecca Stevens inquired about obtaining some feedback related to [KUSD Policy 5435 Electronic Devices](#) and specifically the use of cell phones. The proposal was to survey various target audiences that have different perspectives and utilization of cell phones within the classroom and school environment. School Board members and school administrators were asked to submit questions for review and inclusion between February 10 and February 24, 2017. This period provided an opportunity to gather ideas for questions related to this survey, in particular for the use of cell phones within the educational environment and school locations.

To increase the range of responses, this survey was delivered to four relevant groups: KUSD instructional staff, KUSD students in grades 6-12, KUSD parents and guardians, and the general community. Several of the survey questions were consistent among those four groups, but also integrated specific questions depending on cell phone use and experiences for some of the target audiences. The multiple survey response participation levels are summarized in the table below. Please note that the surveys for staff, students, and parents utilized anonymous links delivered through secure channels to allow for a single response per user, while the community link was available to the general public. Though still anonymous, this link would allow for multiple submissions (possible duplication) as well as redundant participants who may or may not have submitted a response through a secure channel.

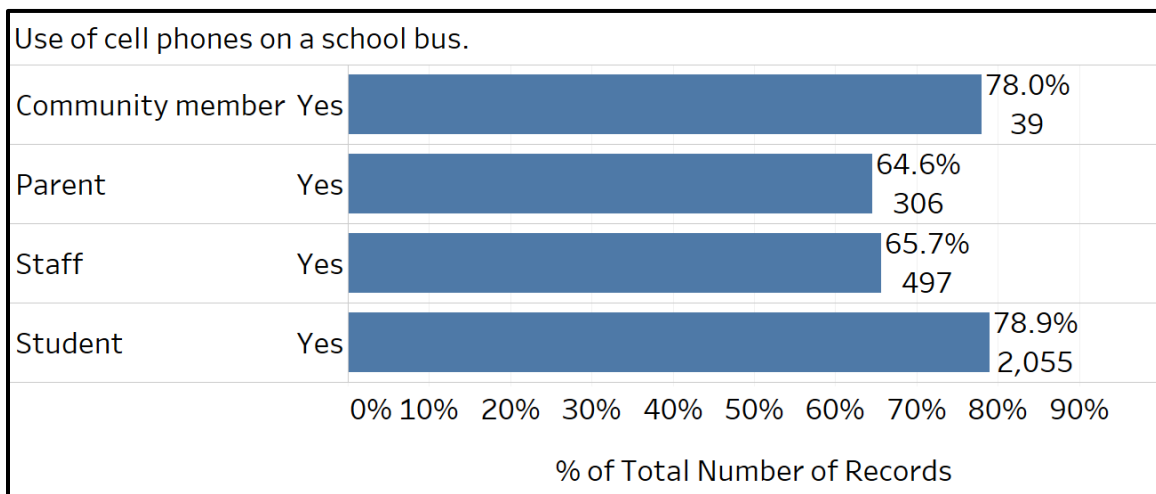
Looking at a confidence level of 95%, the 757 responses from the 1,777 KUSD teachers and instructional administrators established a margin of error of 2.7%. Comparatively, the 474 responses from KUSD secondary parents and guardians resulted in a 4.4% margin of error and the 2,603 responses from the KUSD secondary students produced a 1.7% margin of error. Appendix A presents the level of overall participation as well as the grouping breakdowns for the KUSD staff and students. With an unknown quantity for the local community coupled with the open survey link, a margin of error cannot be established but the community responses are included in the combined survey results.

Survey Participation: March (22-29) - April 12	
Surveys Sent (Staff)	1,777
Responses (Staff)	757
Response Rate (Staff)	42.6%
Surveys Sent (Parents/Guardians)	18,306
Responses (Parents/Guardians)	474
Response Rate (Parents/Guardians)	2.6%
Surveys Sent (Students gr. 6-12)	11,885
Responses (Students gr. 6-12)	2,603
Response Rate (Students gr. 6-12)	21.9%
Community Responses	50
Total Responses	3,884

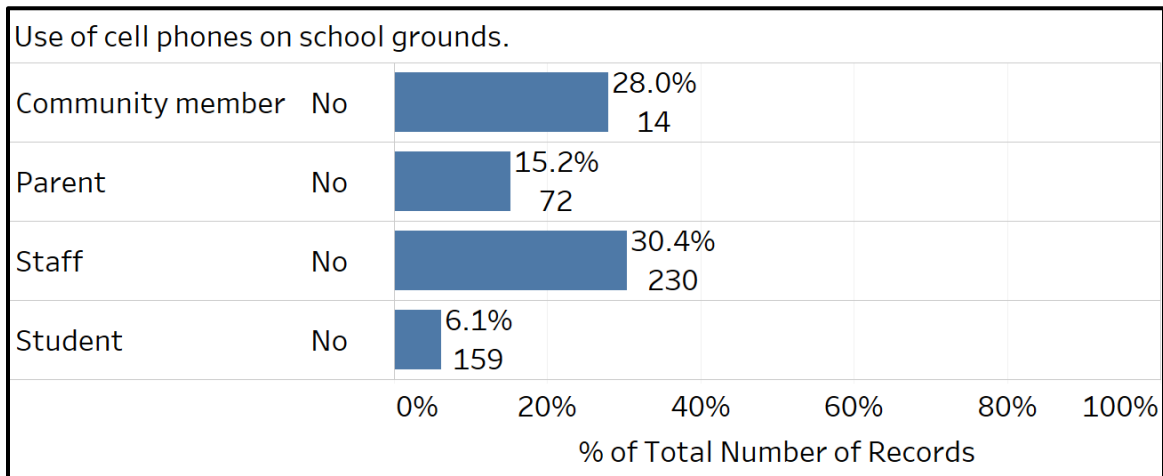
GENERAL FINDINGS

There were six questions that were presented to all four groups. Summary points and related snapshots are noted below and full graphical charts for all survey questions are included in Appendix B. The current KUSD Policy 5435 Electronic Devices is attached as Appendix C.

- Looking at the level of familiarity of the current KUSD Policy 5435 Electronic Devices, KUSD staff responded with an overwhelming 89.1% level of awareness. Students and parents were mostly aware, 62.6% and 58.4% respectively, while the community response was just over half at 54.0%.
- The idea to use a cell phone in the cafeteria was favored most by the students (81.3%), with the staff split evenly (45.7% for and 46.6% against). Nearly two-thirds of parents (63.5%) and the community (66.0%) favored the use of a cell phone in the cafeteria
- Almost two-thirds of the students felt that cell phones should be used in the classroom (61.4%). Only half of the staff (50.3%) and the community (50.0%) favored the use in classrooms. Parents held the least support for classroom use at 39.0%.
- A higher percentage of KUSD staff did not want cell phones available in the hallways than students who did, 69.4% and 61.4% respectively. The majority of parents (54.9%) and the community (58.0%) did not want cell phones to be used in the school hallways.
- All four groups mostly favored the use of cell phones on the school bus, ranging from 64.6% of parents to a high of 78.9% for students.



- Less than one-third of each group opposed the use of cell phone on school grounds in general.

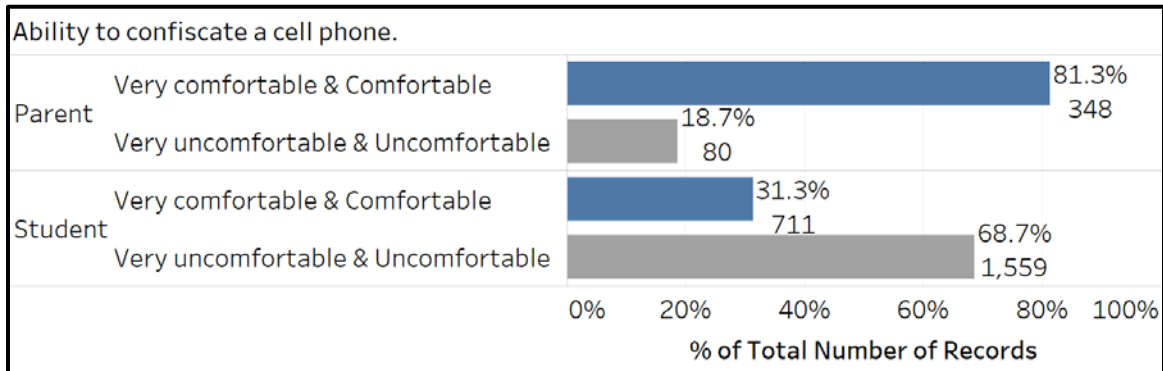


All four groups were provided with a list of six possible concerns related to cell phone use. Overall, only a minority of the student group held a concern for all six options. Inversely, at least three-quarters of the KUSD staff had concerns for all six areas. About two-thirds of the parents had concerns for inappropriate communications, social media abuse and lose/theft of cell phones.

- The highest concern for the student group was if the device was lost or stolen, but this was only a concern for 45.1% of the students. 38.2% of students were concerned about cheating, while only about one-quarter of the students worried about the other listed concerns.
- The small community response demonstrated a high concern for cyberbullying (78.0%), followed by social media (76.0%). General communication and cheating concerns were nearly identical, 74.0% and 72.0% respectively.
- The greatest staff concerns were for social media (90.0%) cyberbullying (87.2%) and communication (87.1%).
- At most, only about two-thirds of parents had concerns for social media (69.8%), communications (66.9%) and lost or stolen devices (66.0%)

KUSD students and parents were also presented with a few options to consider in regards to having cell phones confiscated by staff and using classroom assigned bins for general storage or just during assessments and the frequency of texting while at school.

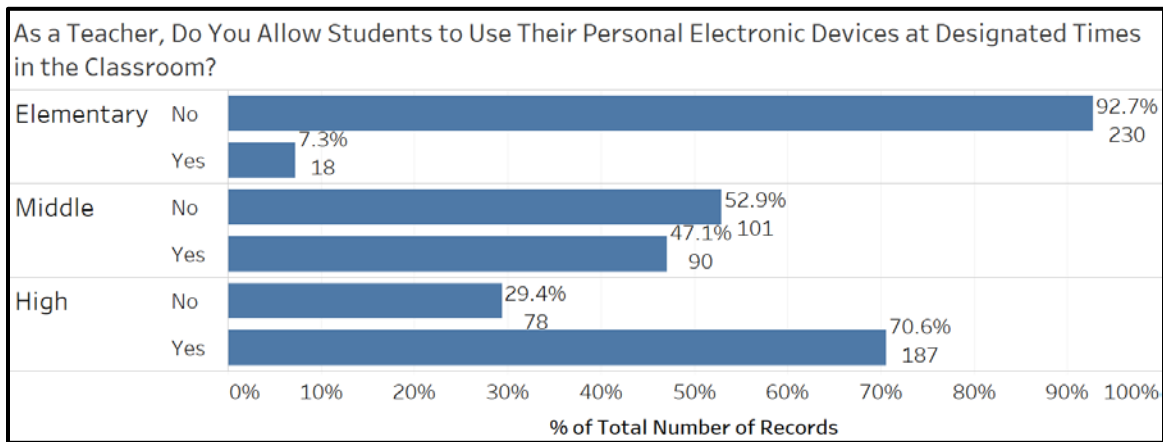
- 81.31% of the KUSD parents were comfortable with the idea that staff confiscate cell phones from students, while only 31.3% of students felt comfortable.



- Just over half (53.5%) of the parents were comfortable with the idea of using a daily community basket. However, the vast majority of the students (86.7%) were against this option.
- 68.0% of parents and almost half of the students (47.9%) were comfortable with the option to use a community basket just during periods of classroom assessments.
- Reviewing the feedback related to the frequency of texting between students and parents; a much larger percentage of students (37.4%) claimed to text a parent multiple times a day, while only 9.1% of parents replied with the same. One-third of parents (33.2%) claim that they never text their child while at school.

Survey questions related to enforcing the electronic device policy were given to the KUSD teacher group. A few of these questions allowed for text comments, though many comments provided were not directly relevant to the question asked.

- Overall, 58.1% of the teachers do not allow the use of personal electronic devices in the classroom. Yet there is a distinct difference between the grade groupings. While barely any of the elementary teachers (7.3%) integrate these devices, 47.1% of middle school teachers and 70.6% of high school teachers currently utilize student personal electronic devices. The most recurring theme for use of student electronic devices was for quick and easy access to tools (e.g. web searches, calculator, Infinite Campus application).

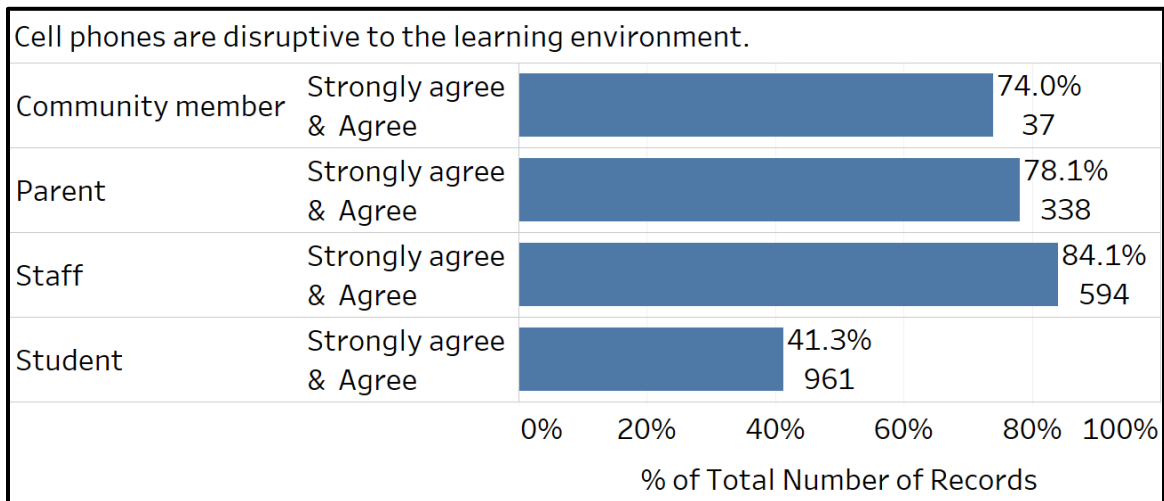


- Of the teachers who provided a response, 29.3% stated that they have to enforce the policy “all of the time”. However, of that group, 70.0% identified themselves as high school teachers. With limited access and classroom integration, it was no surprise that elementary teachers either “rarely” or “never” felt the need to enforce this policy. Middle School teachers had the majority of their responses within a higher frequency (“sometimes” or higher).
- Almost two-thirds of all teachers (63.0%) stated that they have difficulty with enforcing the electronic device policy. With the high school teachers displayed as the dominant group to claim difficulties, nearly 2:1 over their middle school counterparts. Comments from this area were mainly centered on the need for consistent and manageable practices, both within the classroom and expectations for violations.

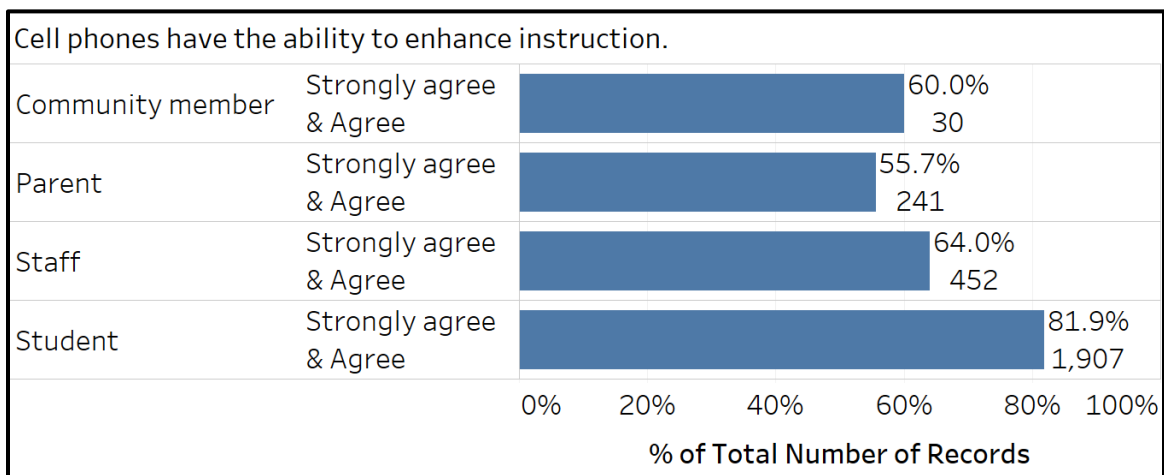
Summary:

There really wasn’t any noticeably high percentage of agreement from all four groups on any single topic. Most often, the student group held a more favorable opinion to use cell phones on school grounds and the classroom when compared to staff, parents, and the community.

- Regarding the notion that cell phones are disruptive to the learning experience, 74.0% of the community responses were in agreement. Higher rates of agreement were found with the parent group (78.1%) and the staff group (84.1%). Only 41.3% of the students felt that cell phones were disruptive to the learning environment.



- Reviewing the belief that cell phones have the ability to enhance instruction, students had the highest level of agreement with 81.9%. Only 64.0% of the staff agreed, while 55.7% of the parent held a consistent viewpoint. The community response level for agreement was 60.0%.



This is an informational report only.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Appendix A

KUSD Cell Phone Survey Participation

Participants

Community
member

1.3%
50

Parent

12.2%
474

Staff

19.5%
757

Student

67.0%
2,603

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65% 70%

% of Total Number of Records for each Survey. The marks are labeled by % of Total Number of Records and sum of Number of Records. The view is filtered on Survey, which keeps Community member, Parent, Staff and Student.

Staff Level

Elementary

36.7%
278

Middle

26.6%
201

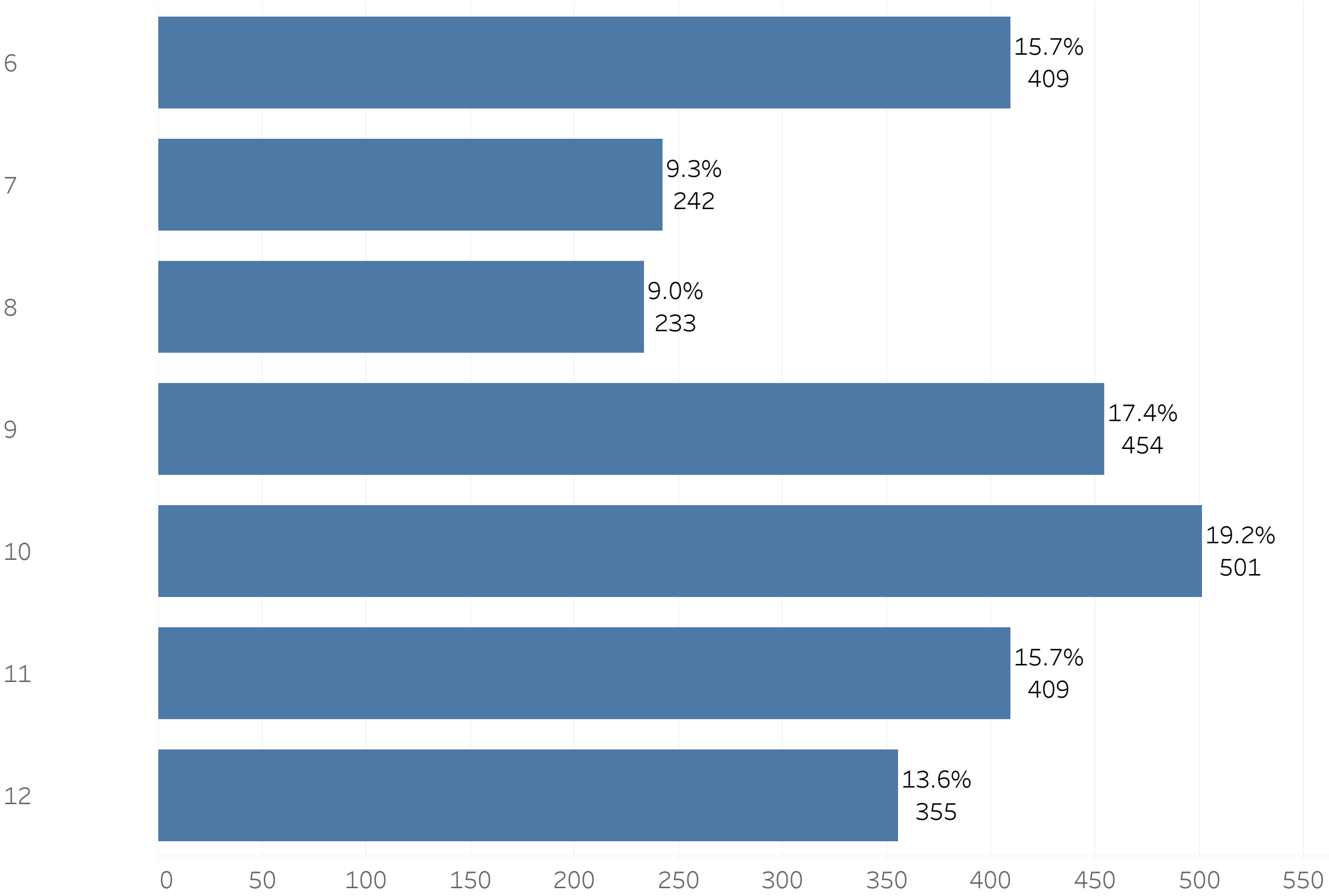
High

36.7%
278

0 20 40 60 80 100 120 140 160 180 200 220 240 260 280 300

Sum of Number of Records for each Please select your level.. The marks are labeled by % of Total Number of Records and sum of Number of Records. The view is filtered on Please select your level., which keeps Elementary, High and Middle.

Student Grade Level

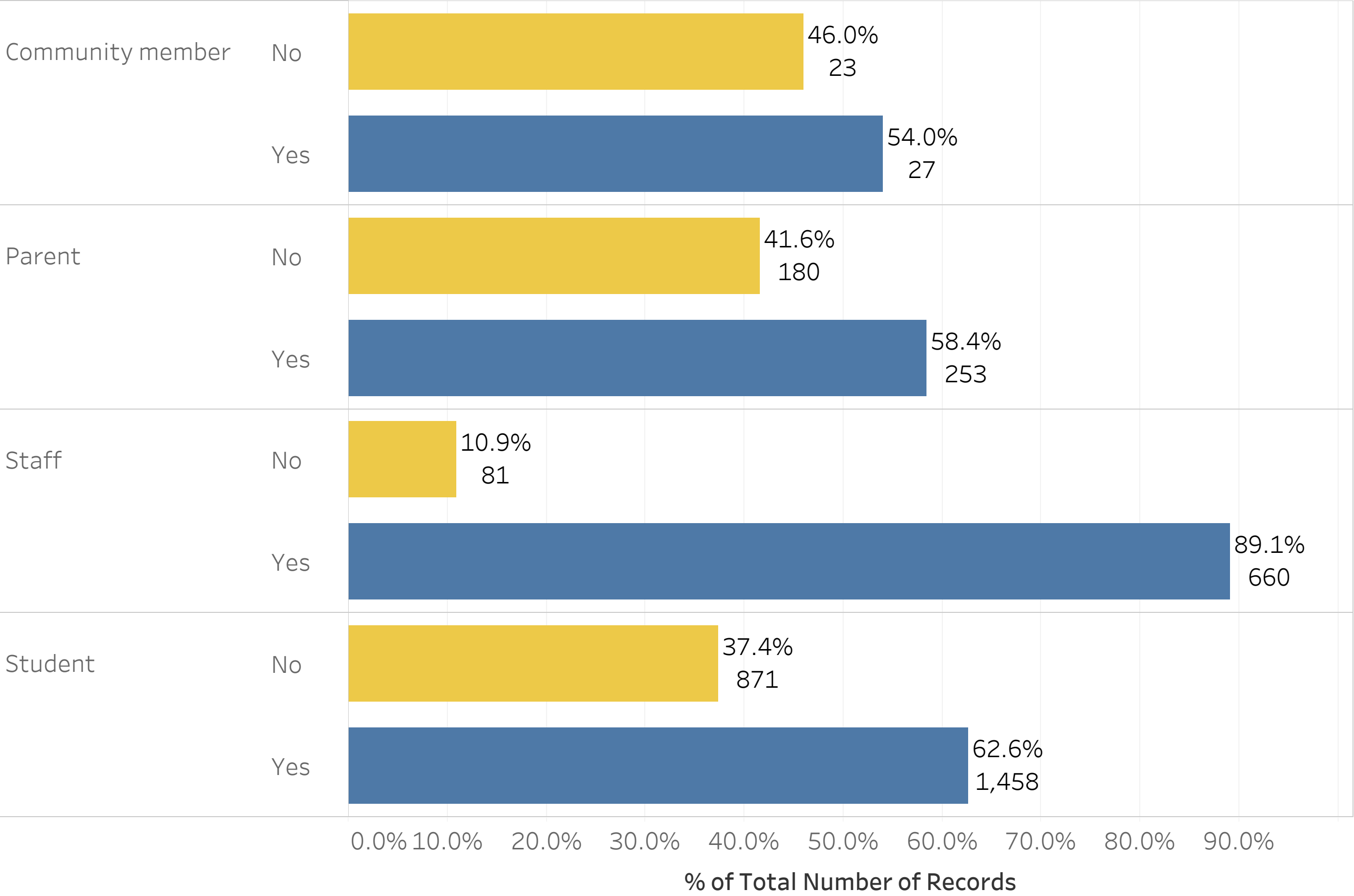


Sum of Number of Records for each Please select your grade level.. The marks are labeled by % of Total Number of Records and sum of Number of Records. The view is filtered on Please select your grade level., which excludes Null.

Appendix B

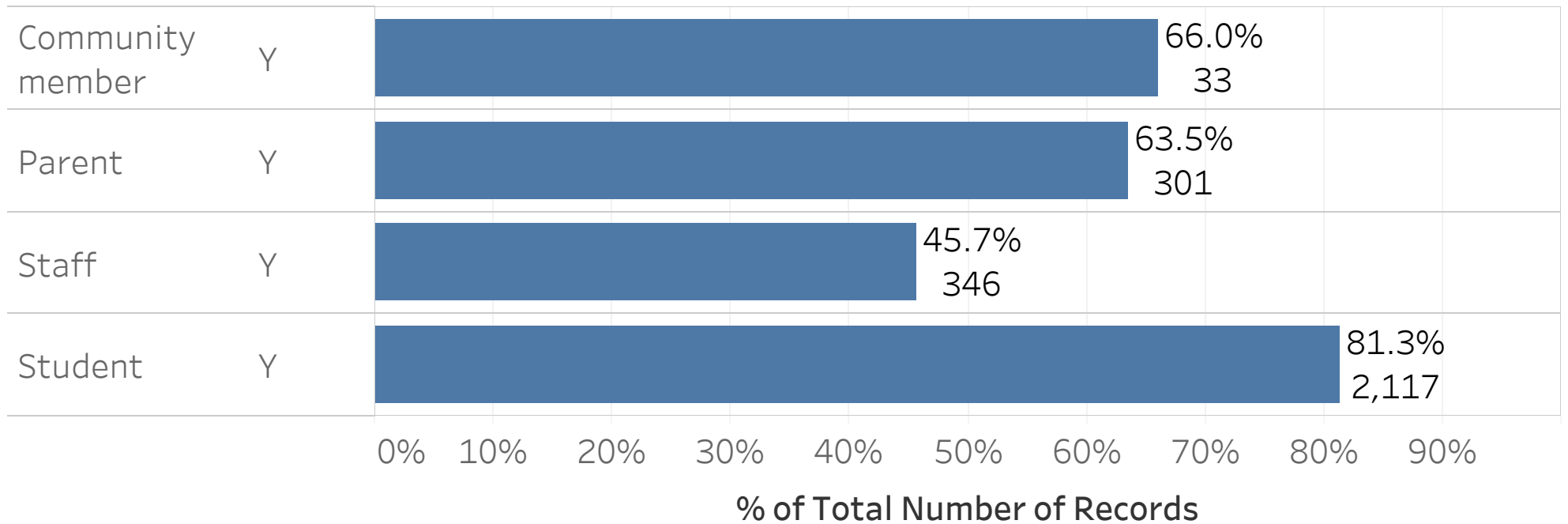
KUSD Cell Phone Survey Data Charts

Familiar With Policy?

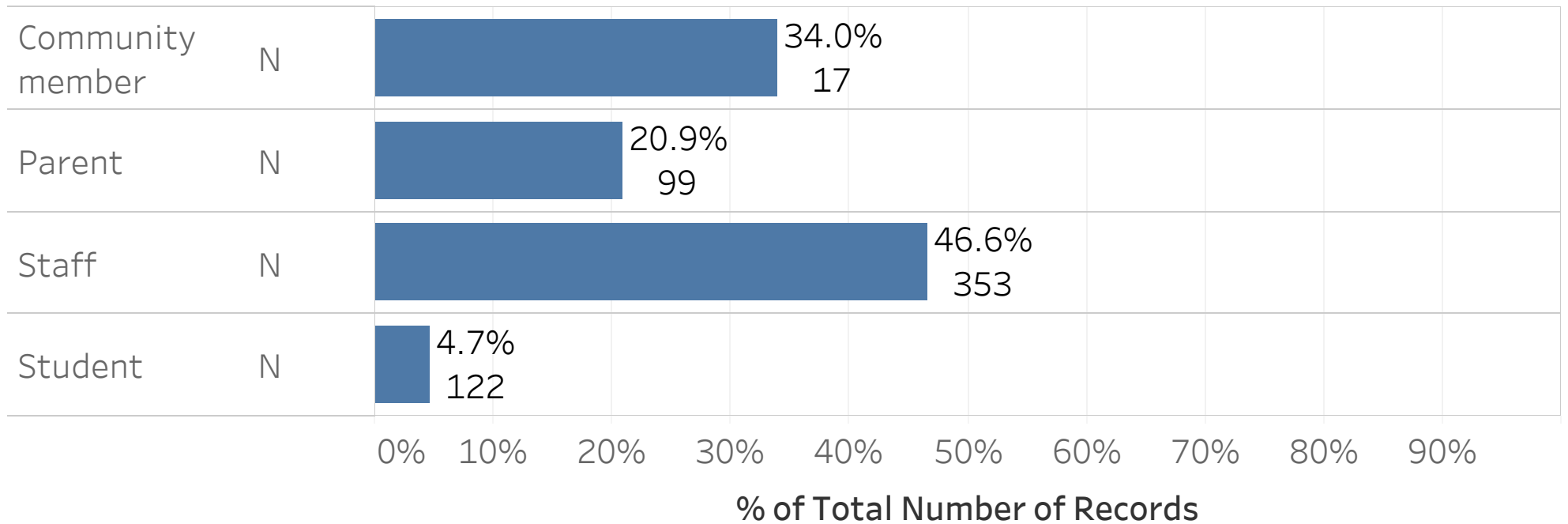


% of Total Number of Records for each Are you familiar with KUSD’s current electronic devices Policy 5435? broken down by Survey. Color shows details about Are you familiar with KUSD’s current electronic devices Policy 5435?. The marks are labeled by % of Total Number of Records and sum of Number of Records. The view is filtered on Are you familiar with KUSD’s current electronic devices Policy 5435?, which excludes Null.

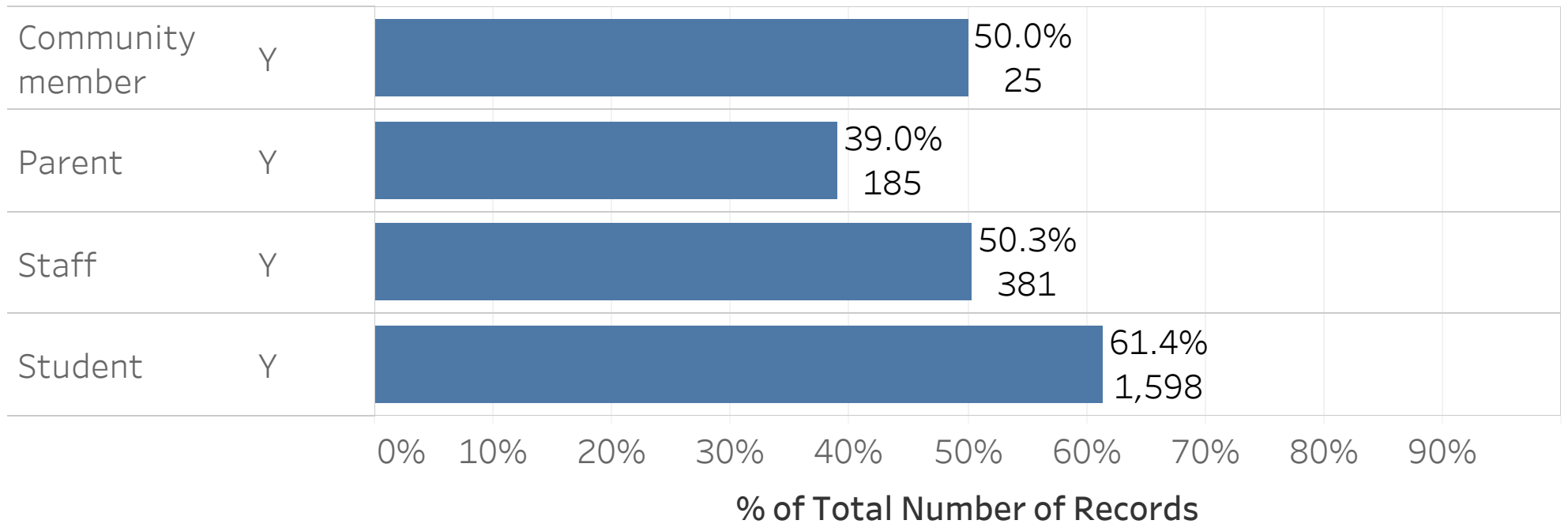
Cafteria Use: Yes



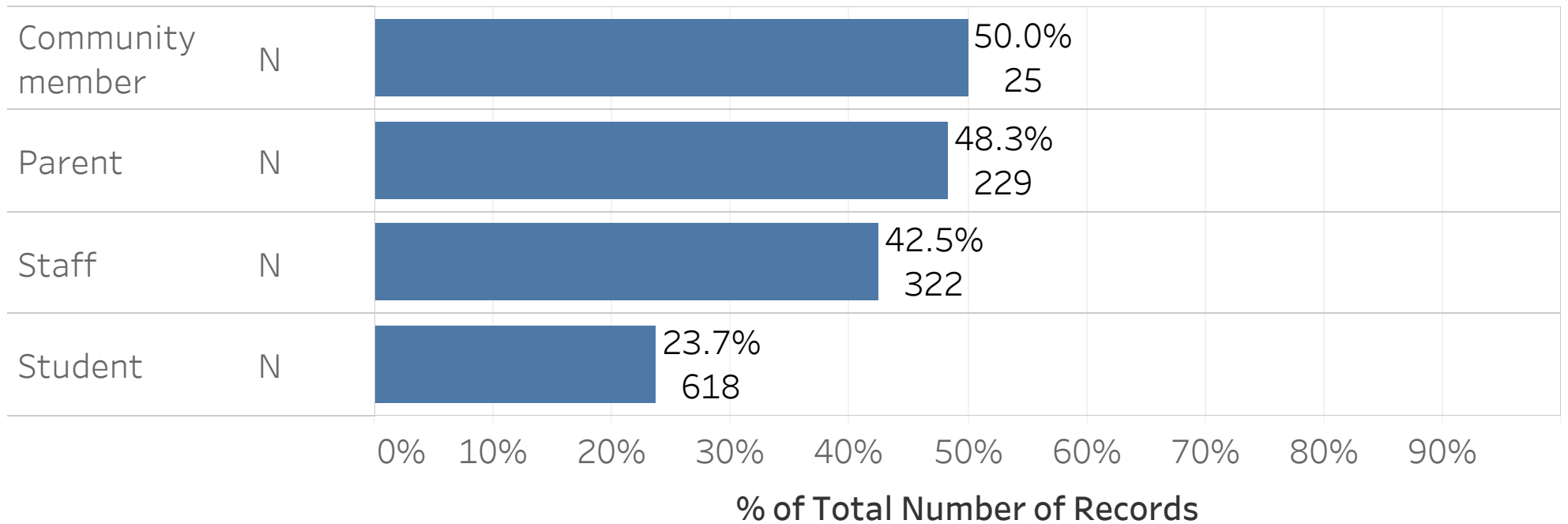
Cafeteria Use: No



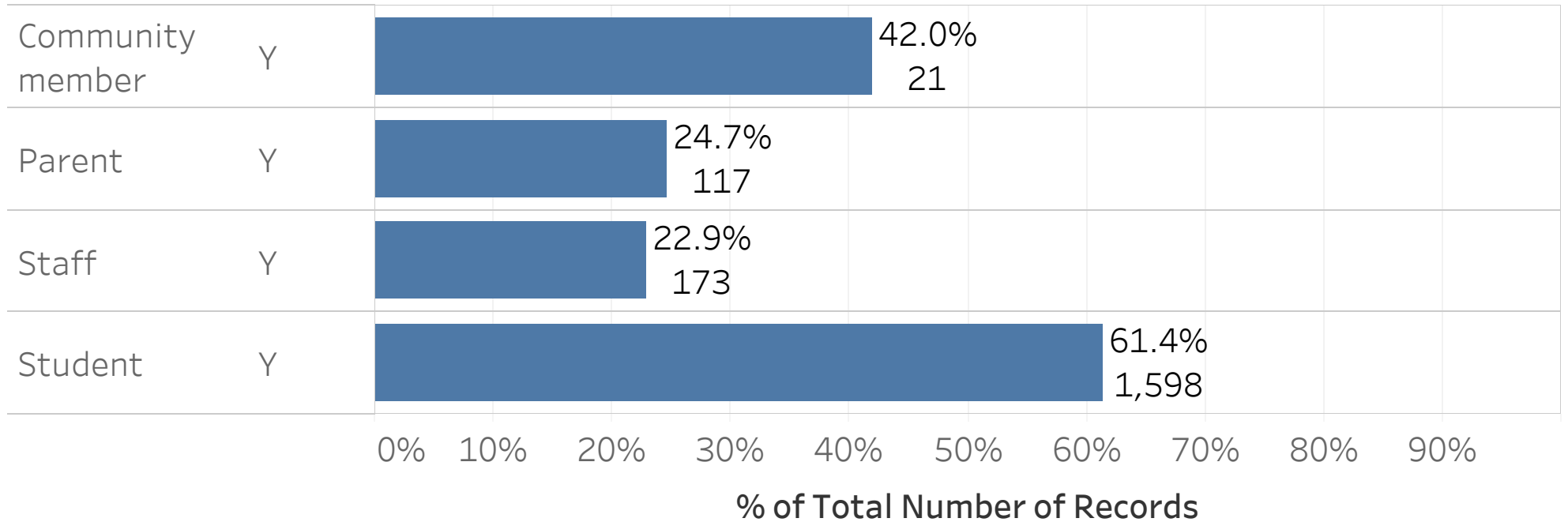
Classroom Use: Yes



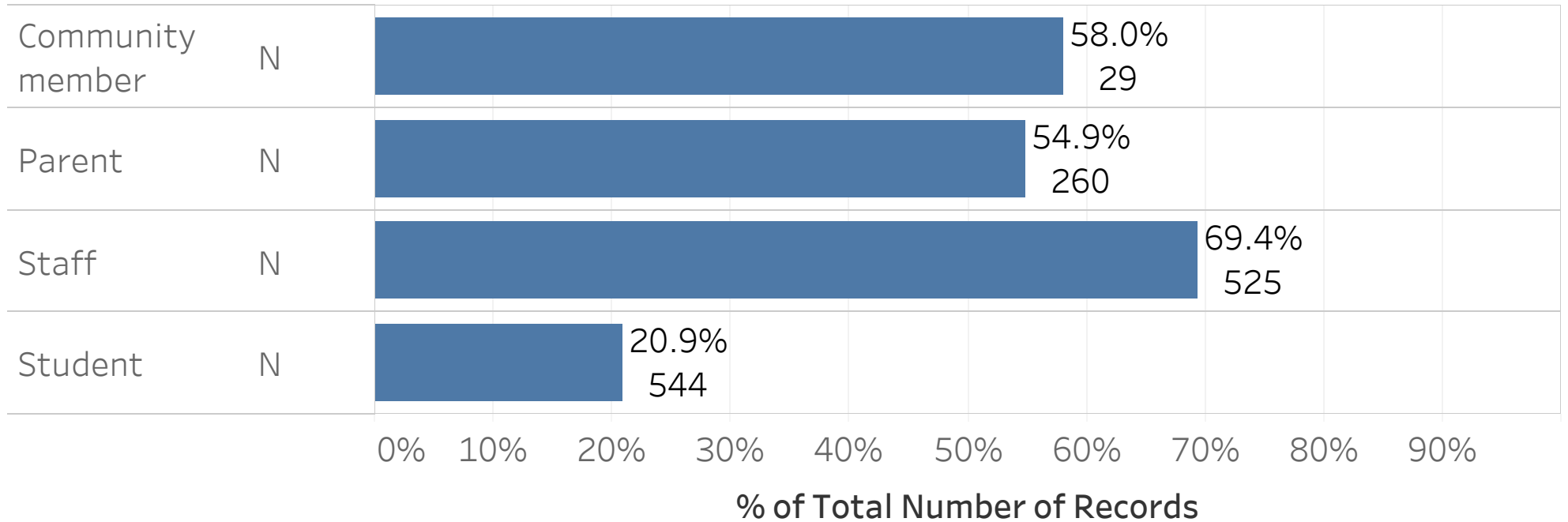
Classroom Use: No



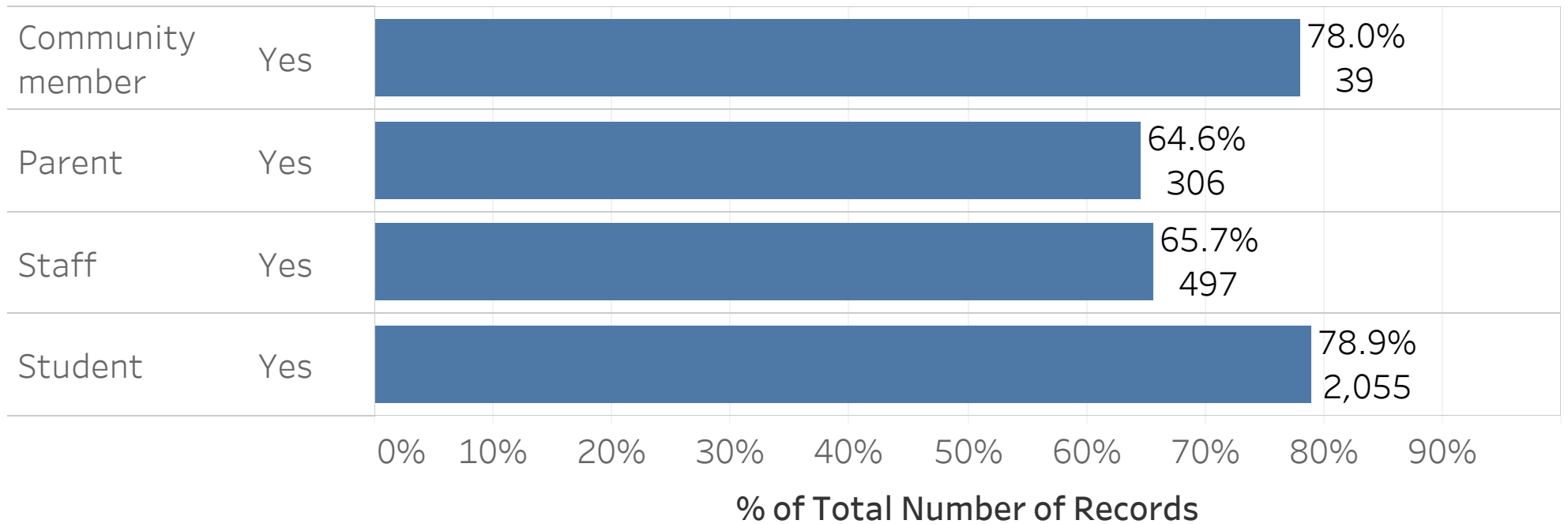
Hallway Use: Yes



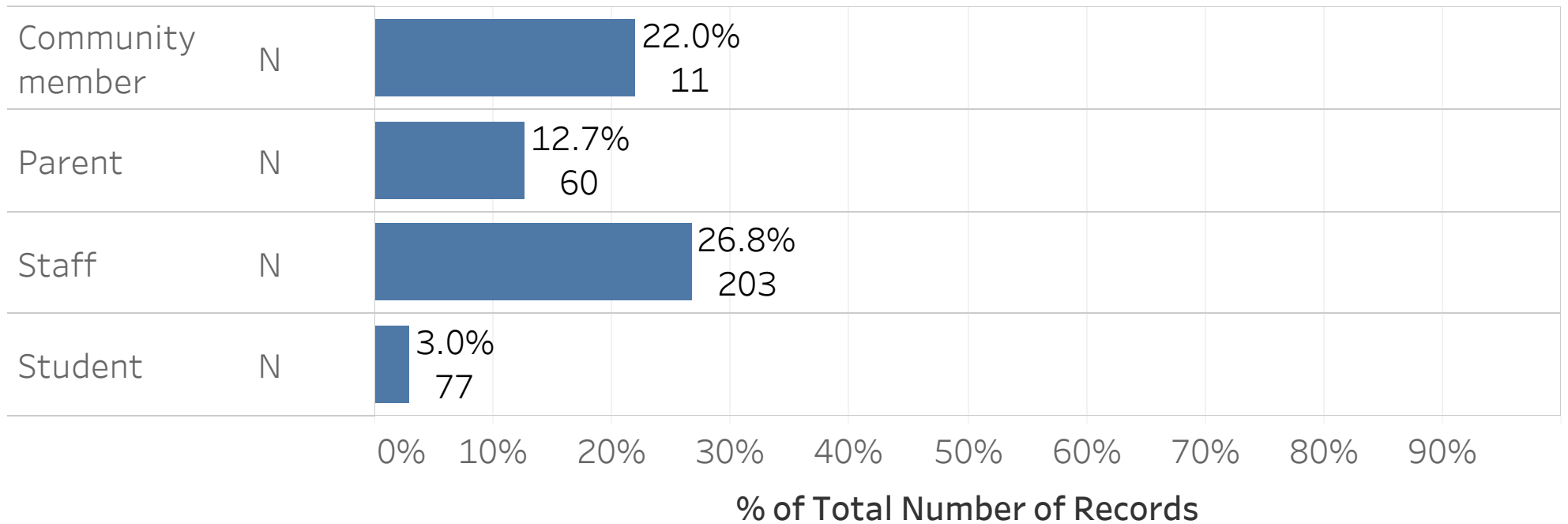
Hallway Use: No



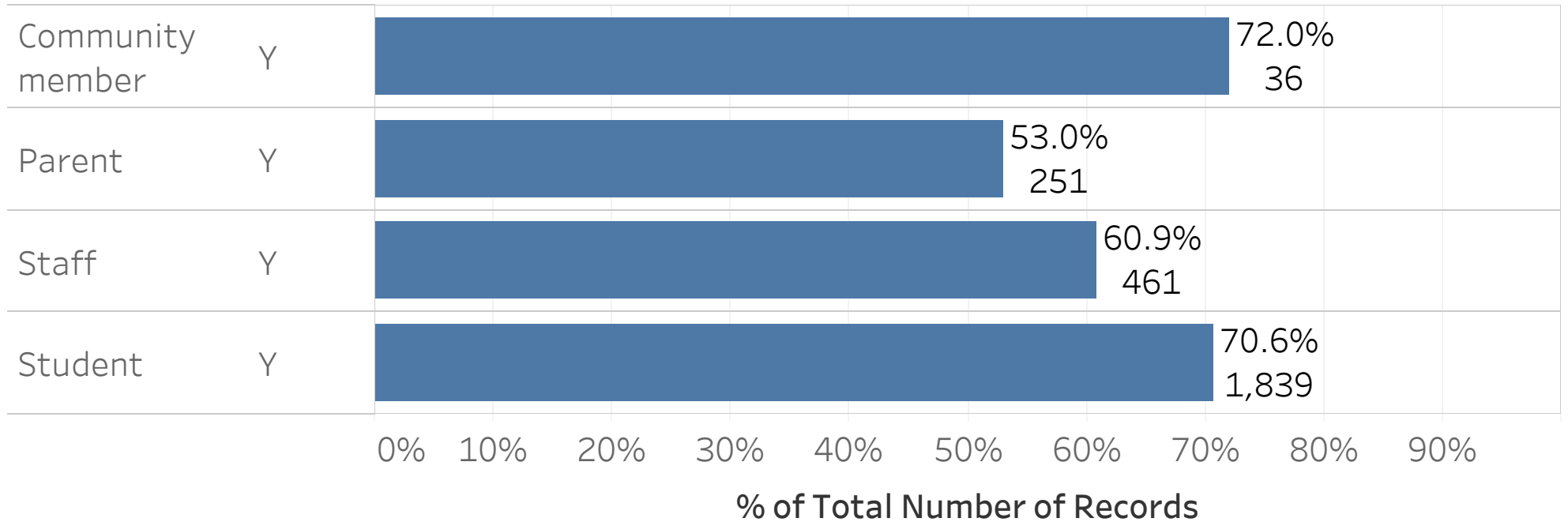
School Bus Use: Yes



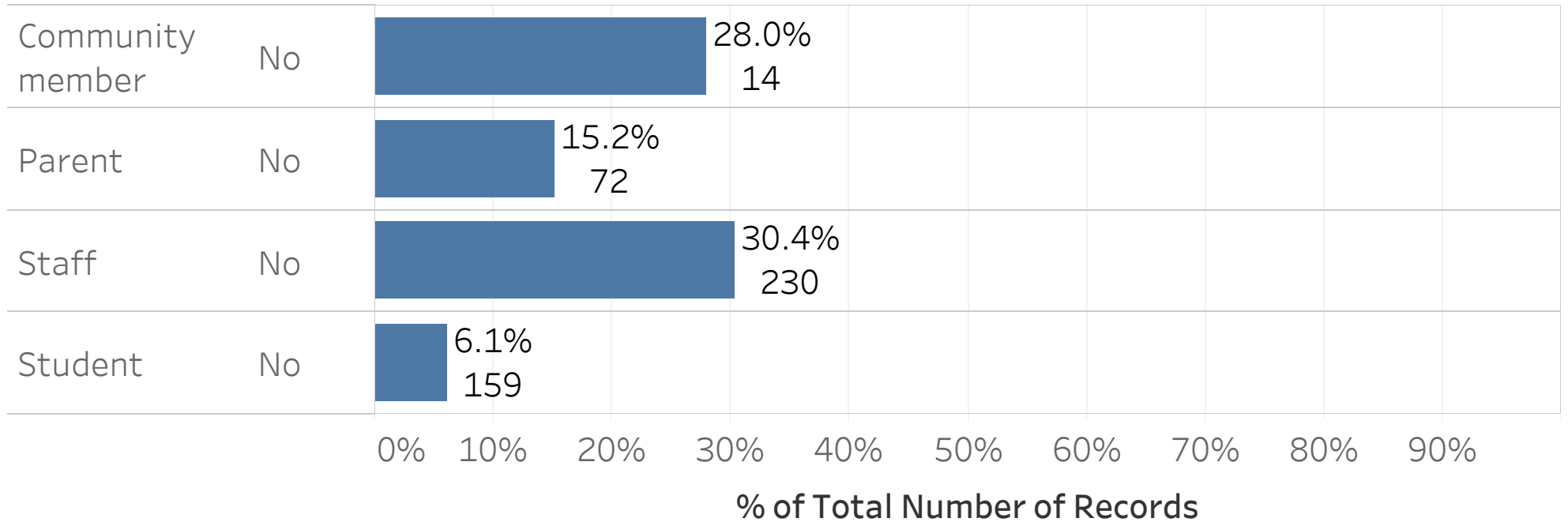
School Bus Use: No



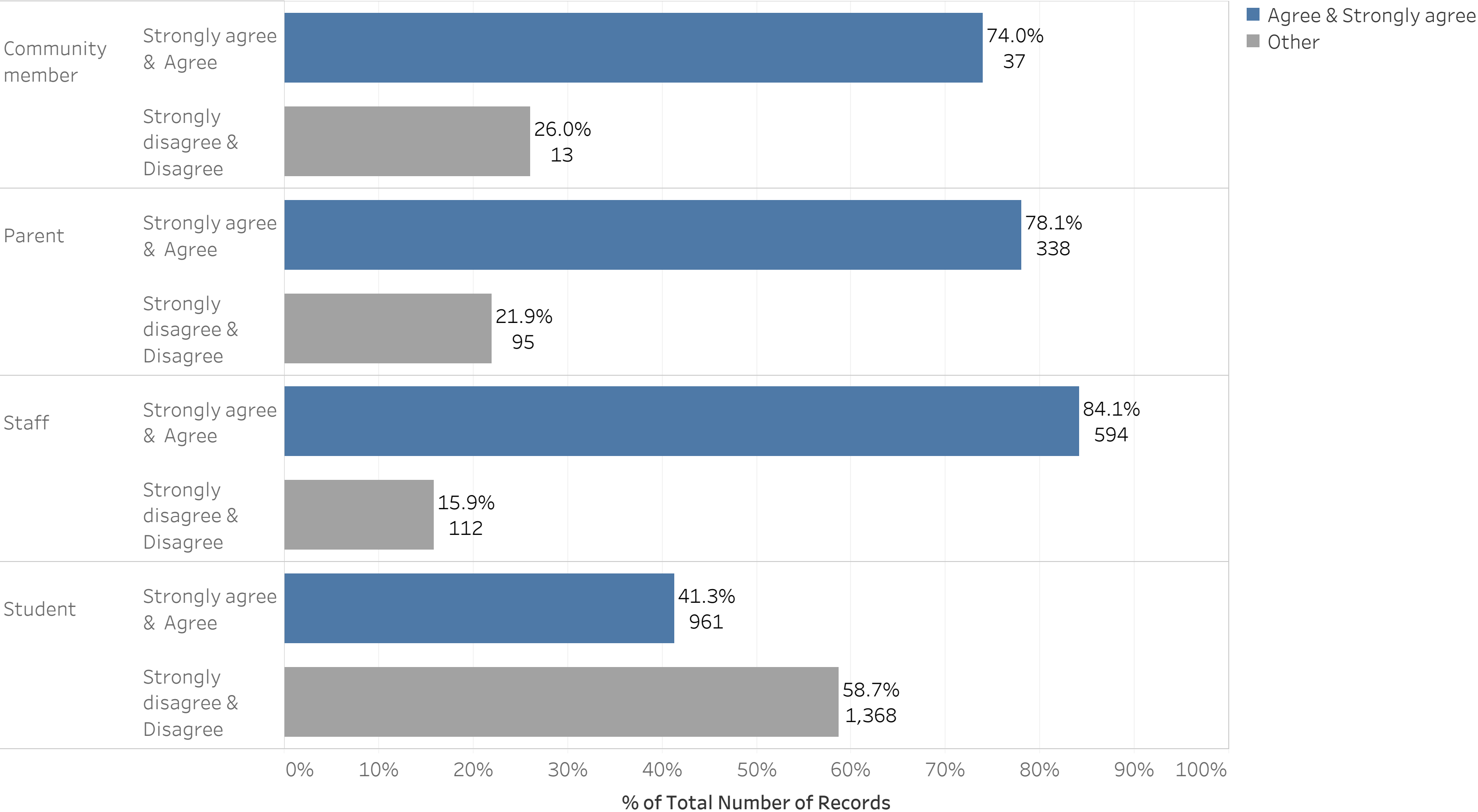
School Grounds Use: Yes



School Grounds Use: No

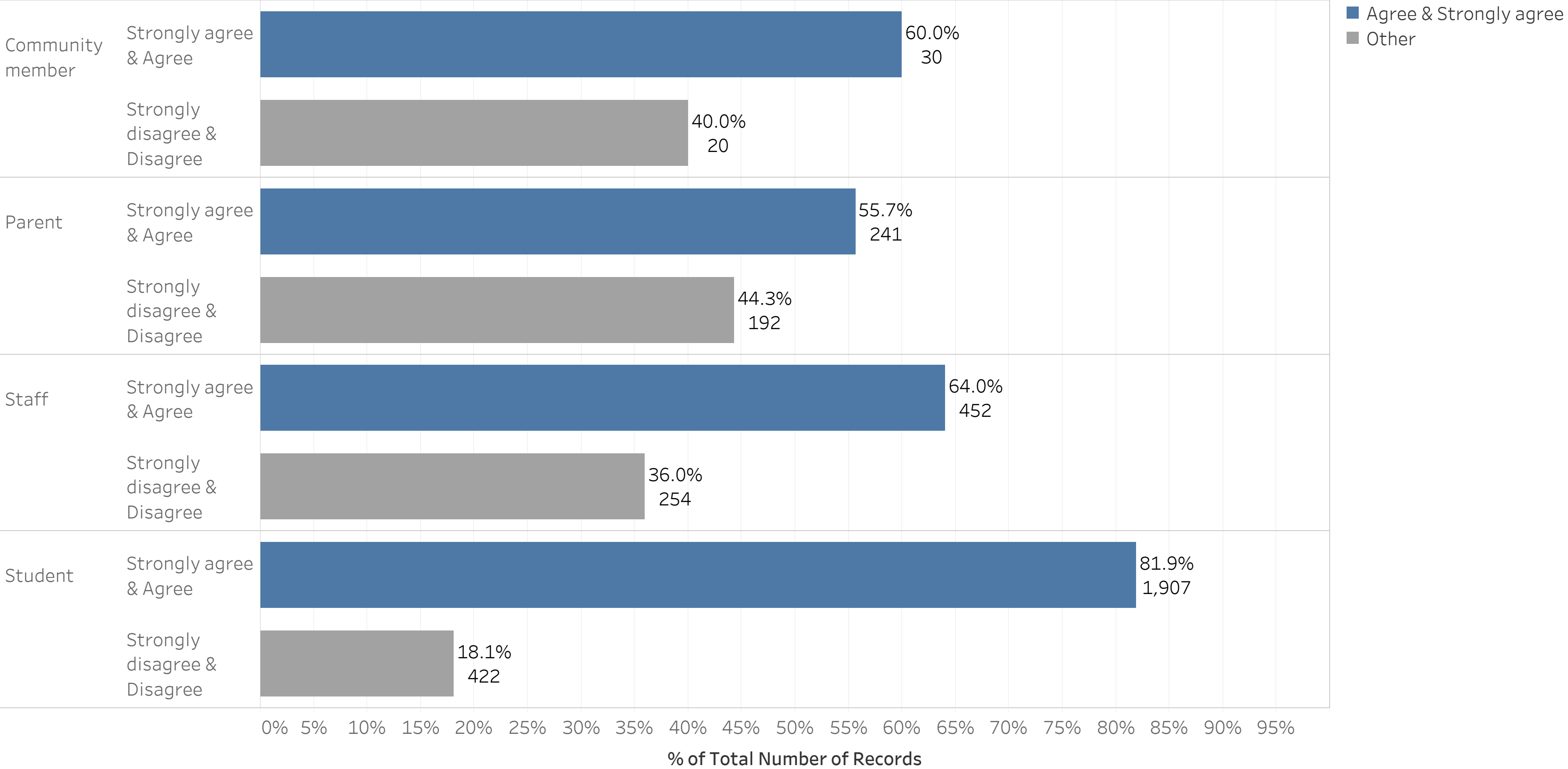


Disruptive To The Learning Environment



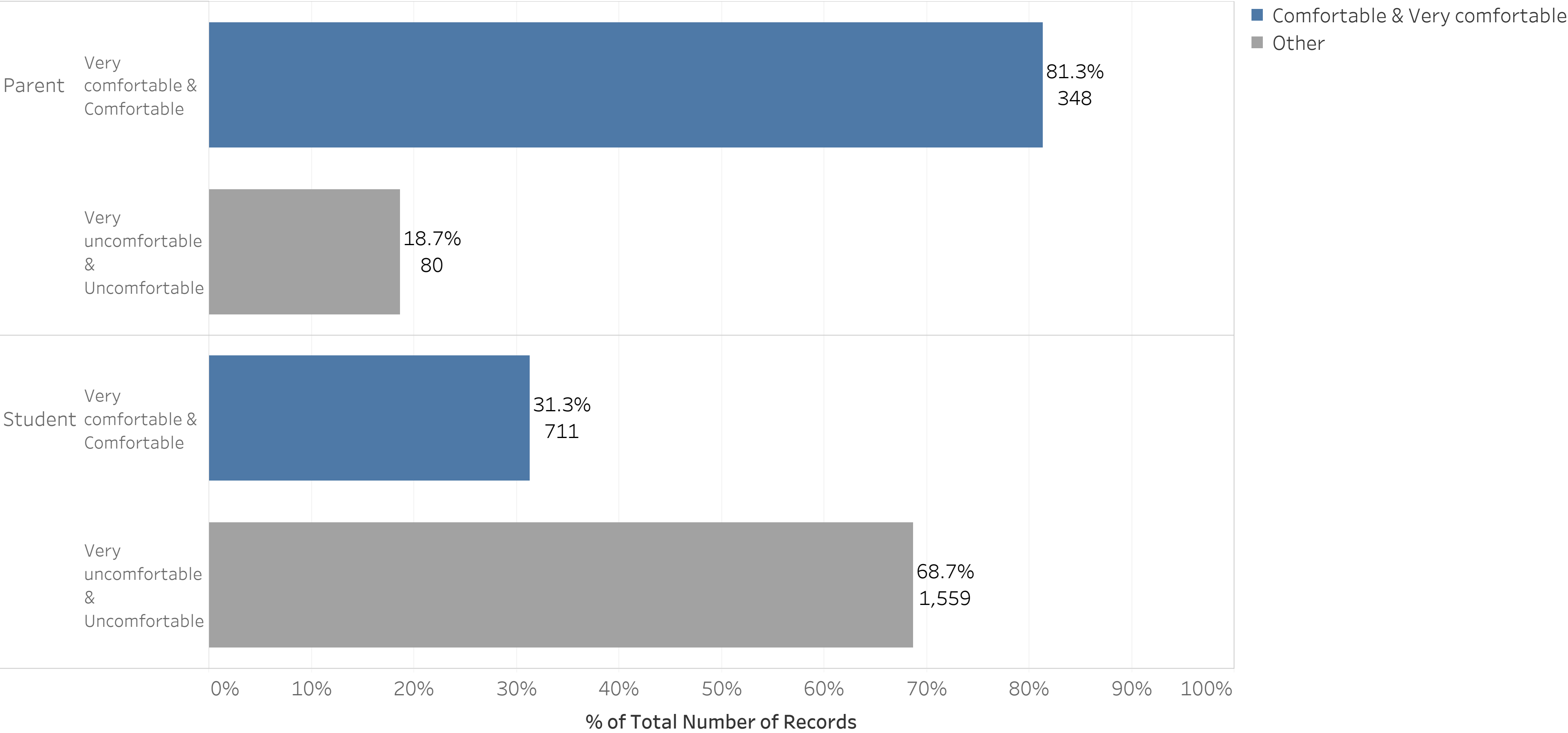
% of Total Number of Records for each Cell phones are disruptive to learning. (group) 1 broken down by Survey. Color shows details about Cell phones are disruptive to learning. (group). The marks are labeled by % of Total Number of Records and sum of Number of Records. The data is filtered on Cell phones are disruptive to learning., which has multiple members selected. The view is filtered on Survey, which keeps Community member, Parent, Staff and Student.

Ability to Enhance Instruction



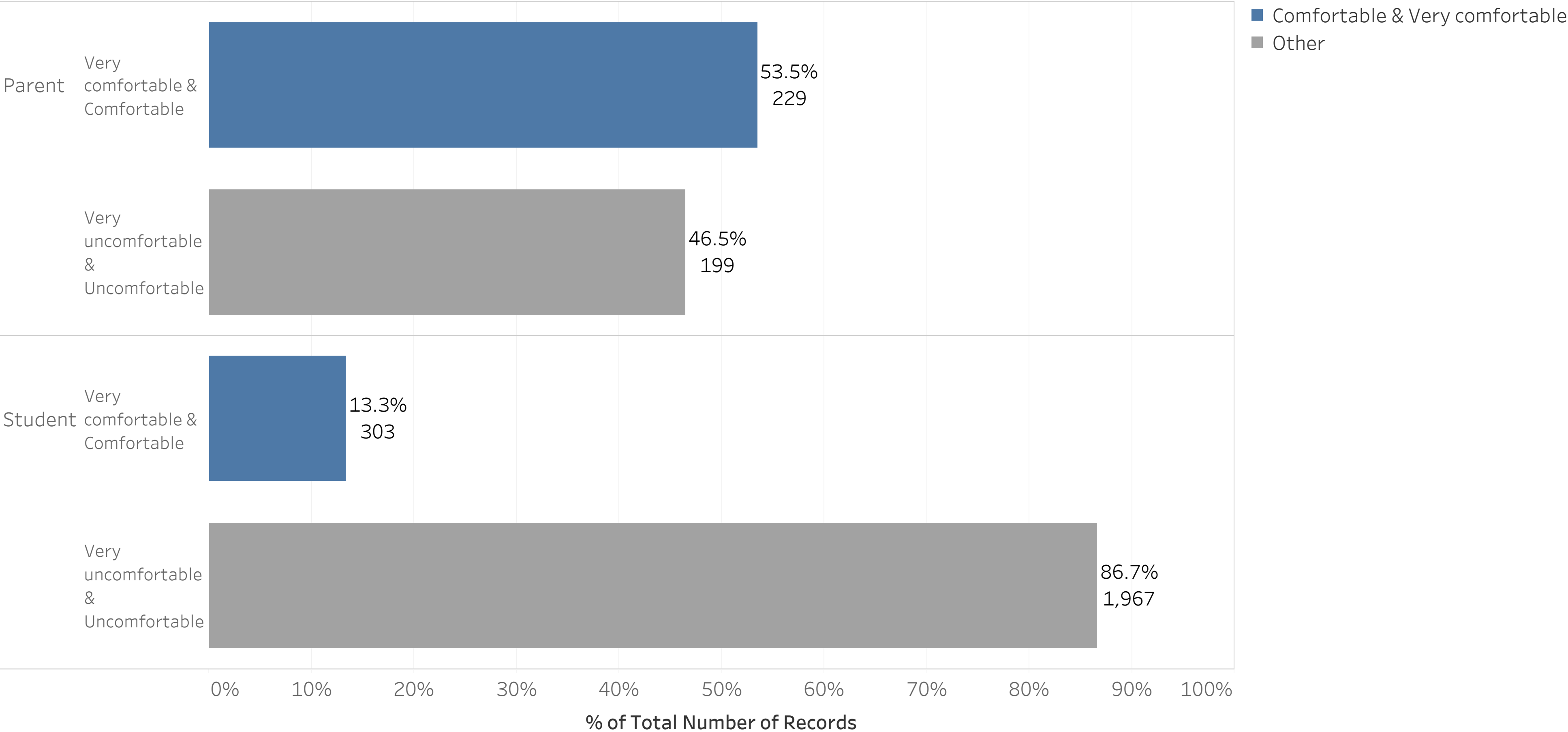
% of Total Number of Records for each Cell phones have the ability to enhance classroom instruction. (group) 2 broken down by Survey. Color shows details about Cell phones have the ability to enhance classroom instruction. (group) 1. The marks are labeled by % of Total Number of Records and sum of Number of Records. The data is filtered on Cell phones have the ability to enhance classroom instruction., which has multiple members selected. The view is filtered on Survey, which keeps Community member, Parent, Staff and Student.

Cell Phone Confiscation



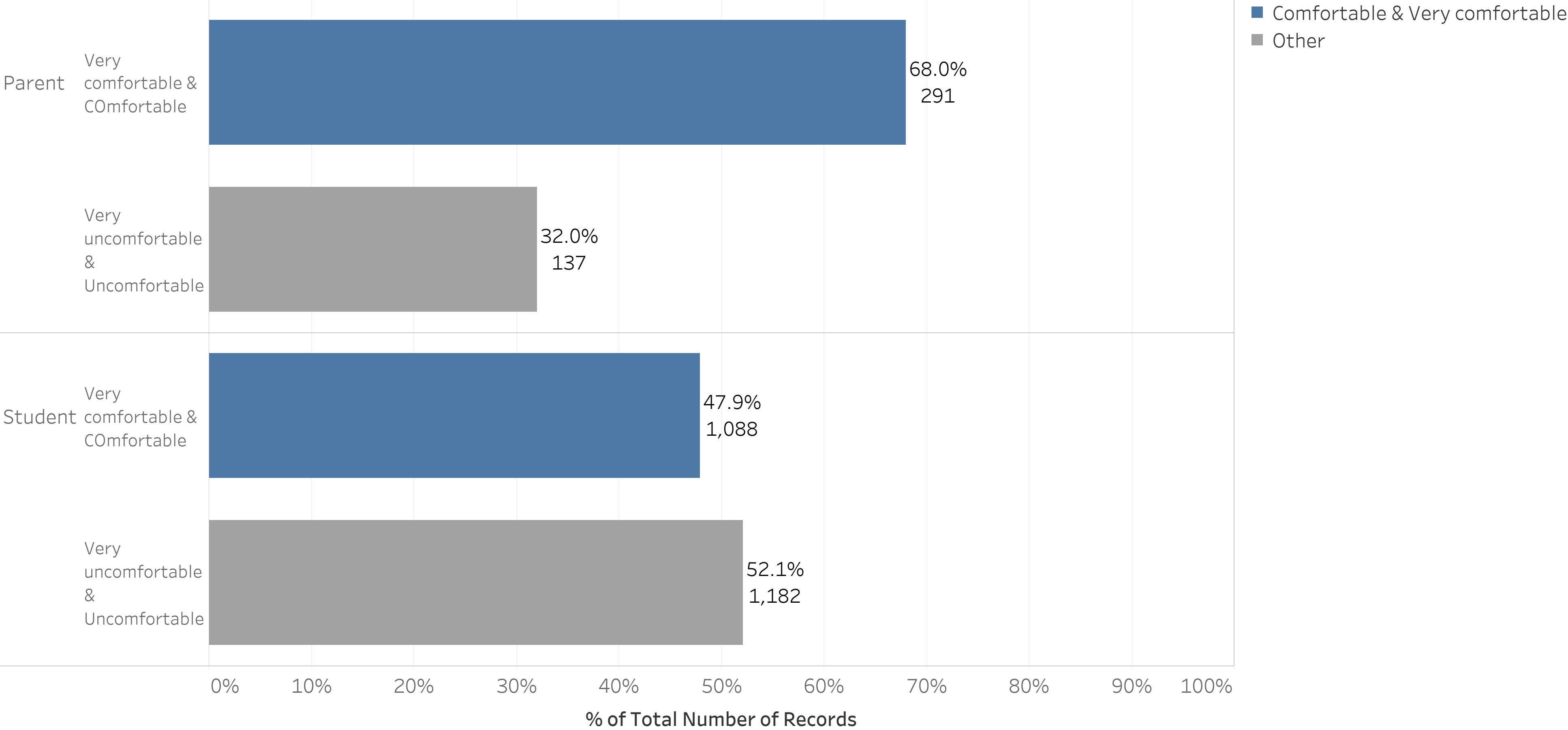
% of Total Number of Records for each How comfortable are you with staff members confiscating your cell phone if it was used inappropriately? (group) 1 broken down by Survey. Color shows details about How comfortable are you with staff members confiscating your cell phone if it was used inappropriately? (group). The marks are labeled by % of Total Number of Records and sum of Number of Records. The data is filtered on How comfortable are you with staff members confiscating your cell phone if it was used inappropriately?, which has multiple members selected.

Using a Daily Cummunity Basket



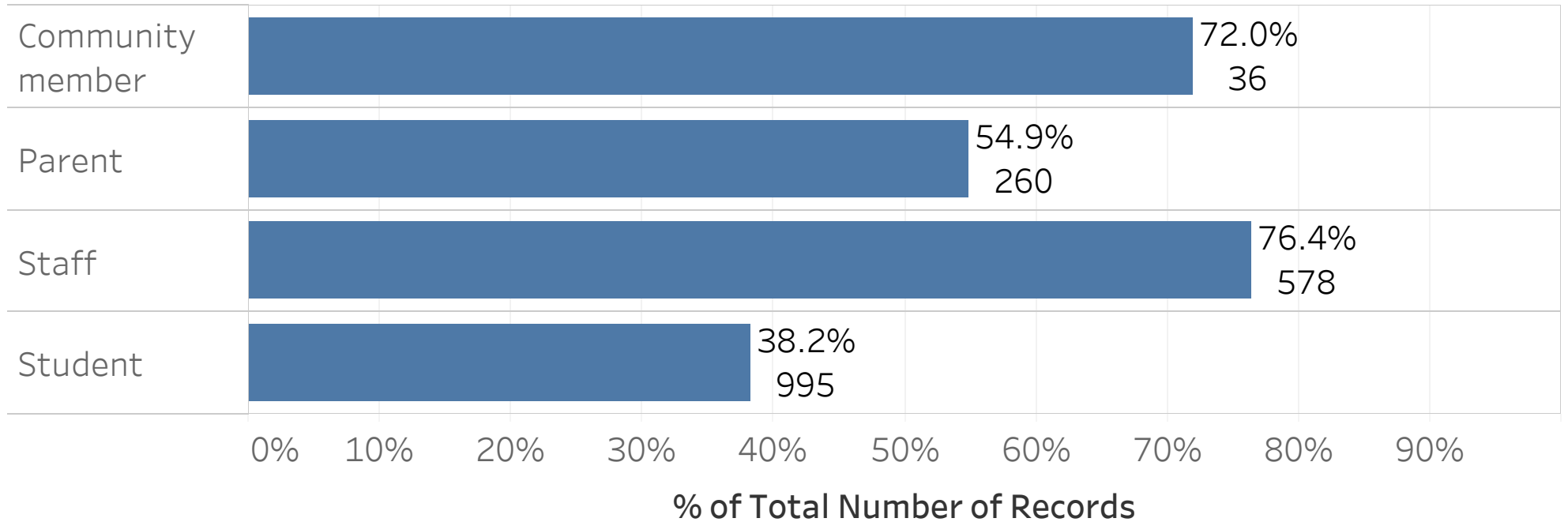
% of Total Number of Records for each How comfortable are you with the possibility of placing your cell phone in a community basket when entering a classroom? (group) 1 broken down by Survey. Color shows details about How comfortable are you with the possibility of placing your cell phone in a community basket when entering a classroom? (group). The marks are labeled by % of Total Number of Records and sum of Number of Records. The data is filtered on How comfortable are you with the possibility of placing your cell phone in a community basket when entering a classroom?, which has multiple members selected.

Using Basket Only for Assessments

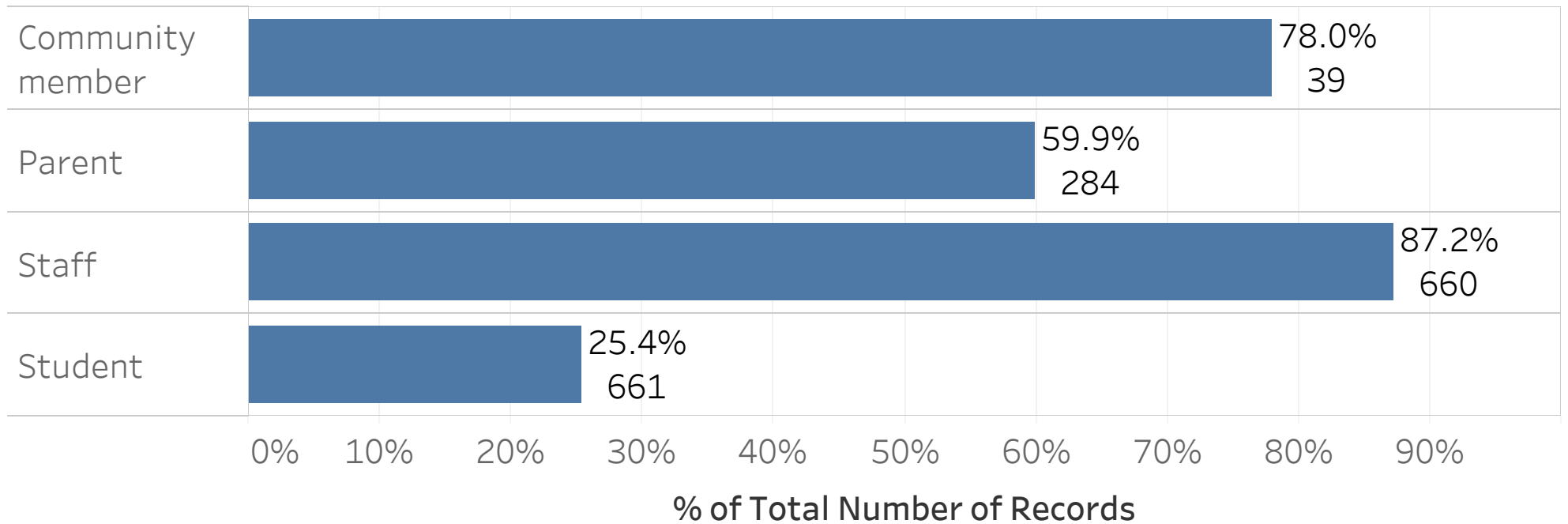


% of Total Number of Records for each How comfortable are you with the possibility of placing your cell phone in a community basket before taking a test? (group) 1 broken down by Survey. Color shows details about How comfortable are you with the possibility of placing your cell phone in a community basket before taking a test? (group). The marks are labeled by % of Total Number of Records and sum of Number of Records. The data is filtered on How comfortable are you with the possibility of placing your cell phone in a community basket before taking a test?, which has multiple members selected. The view is filtered on Survey, which keeps Parent and Student.

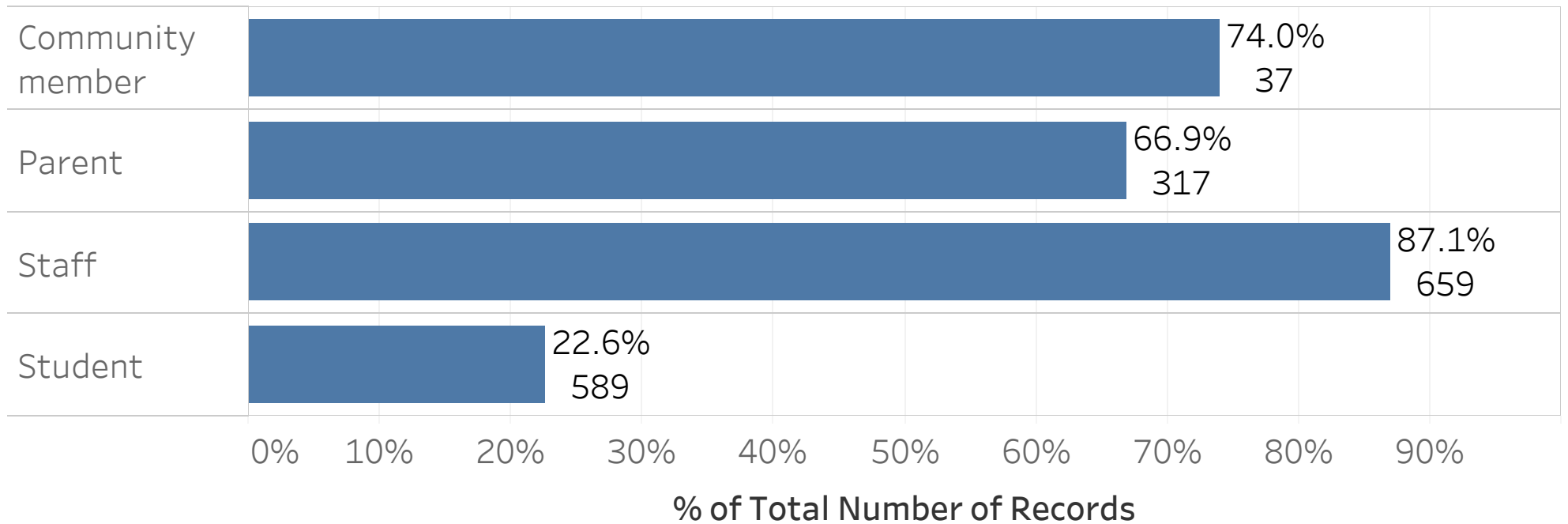
Cheating Concerns



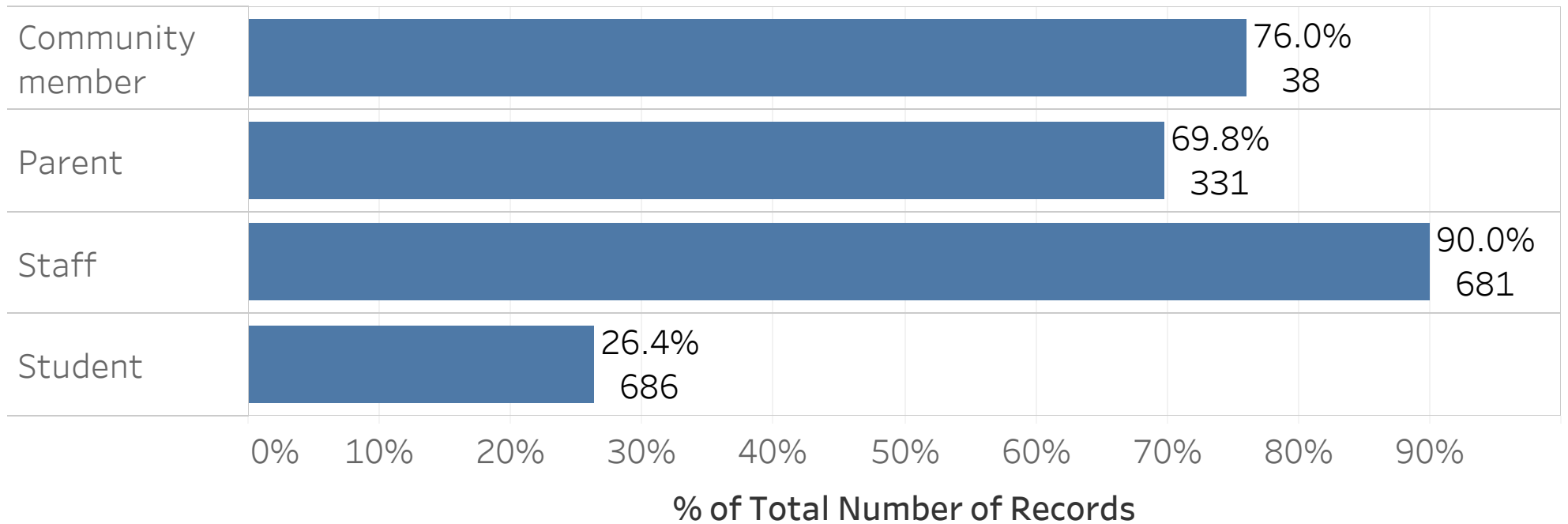
Cyberbullying Concerns



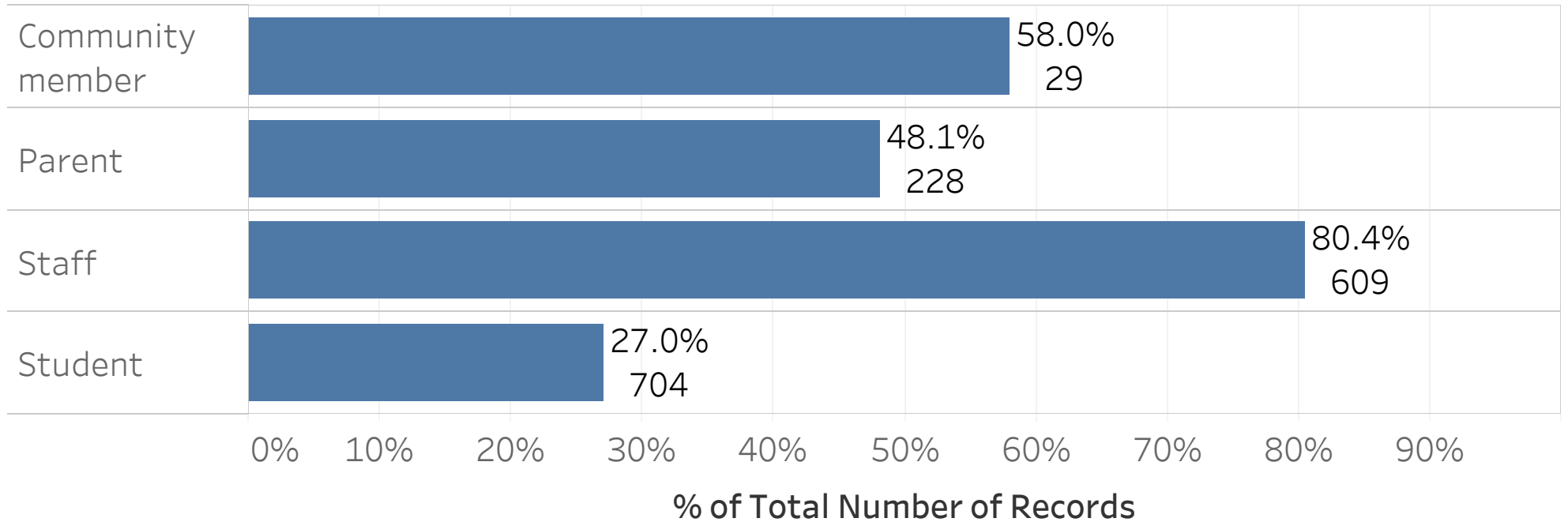
Communication Concerns



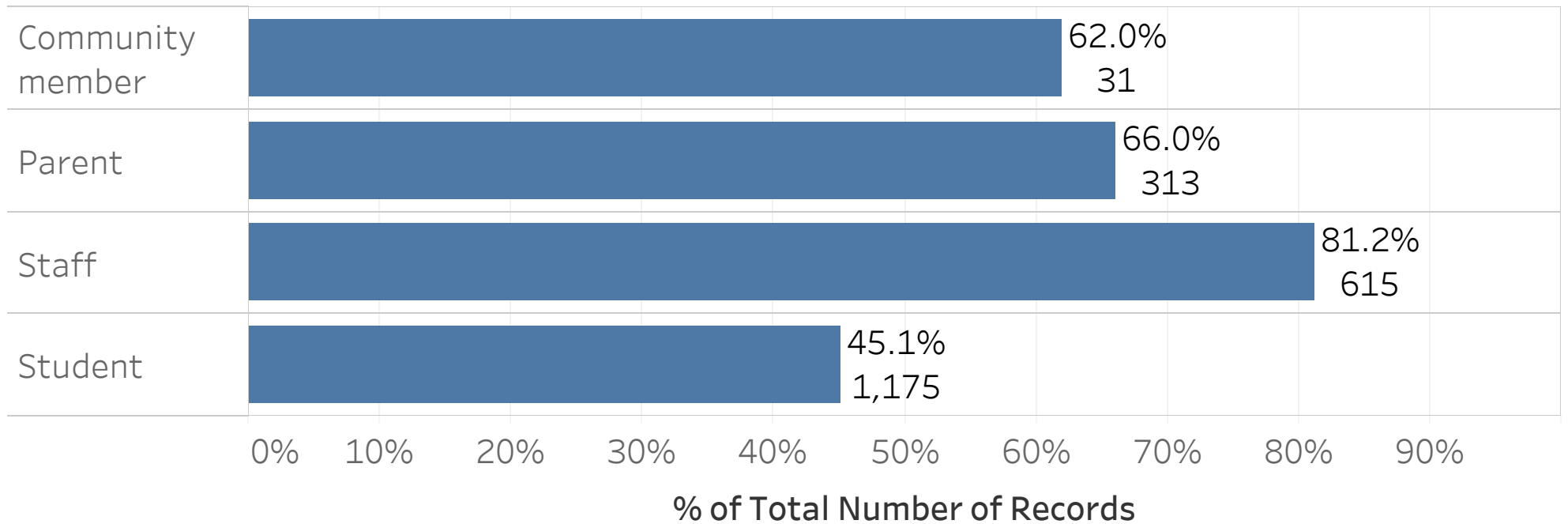
Social Media Concerns



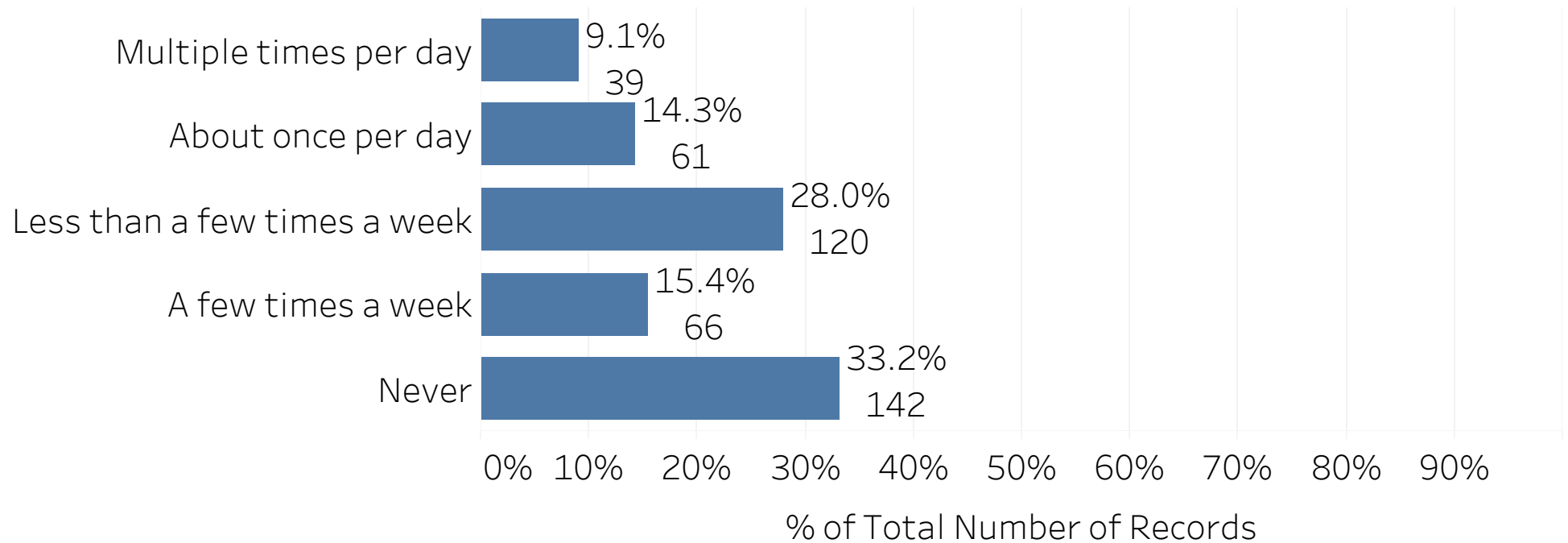
Privacy Concerns



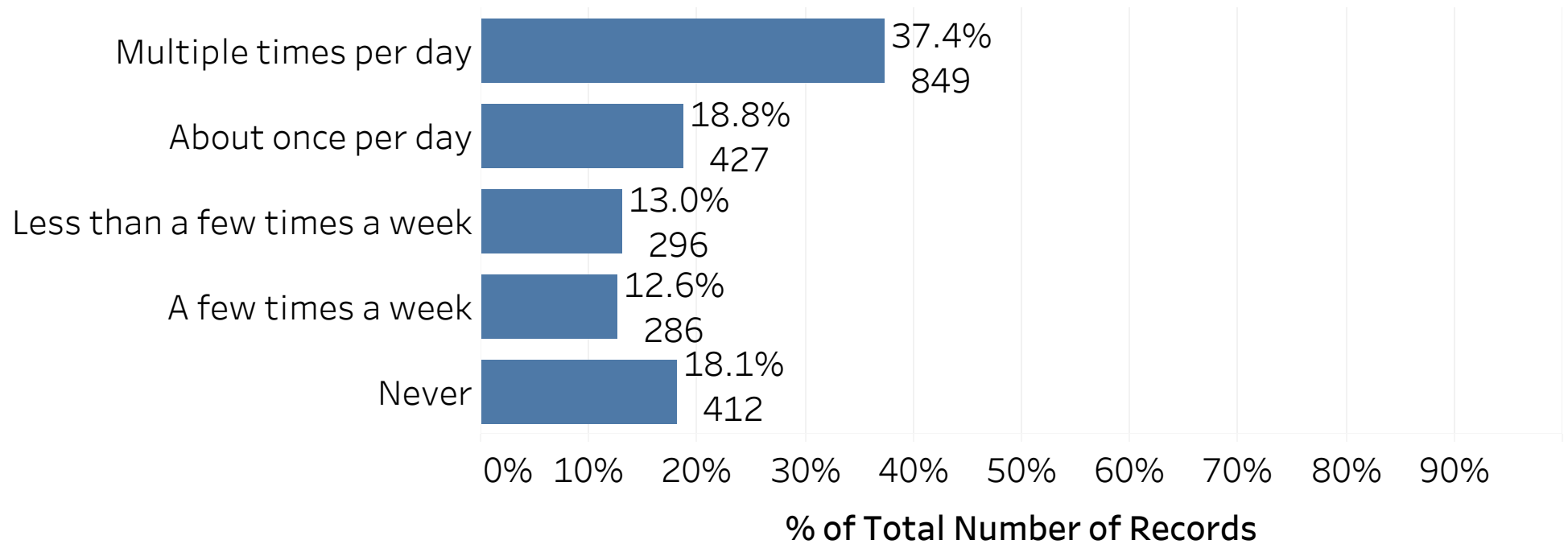
Stolen/Lost Concerns



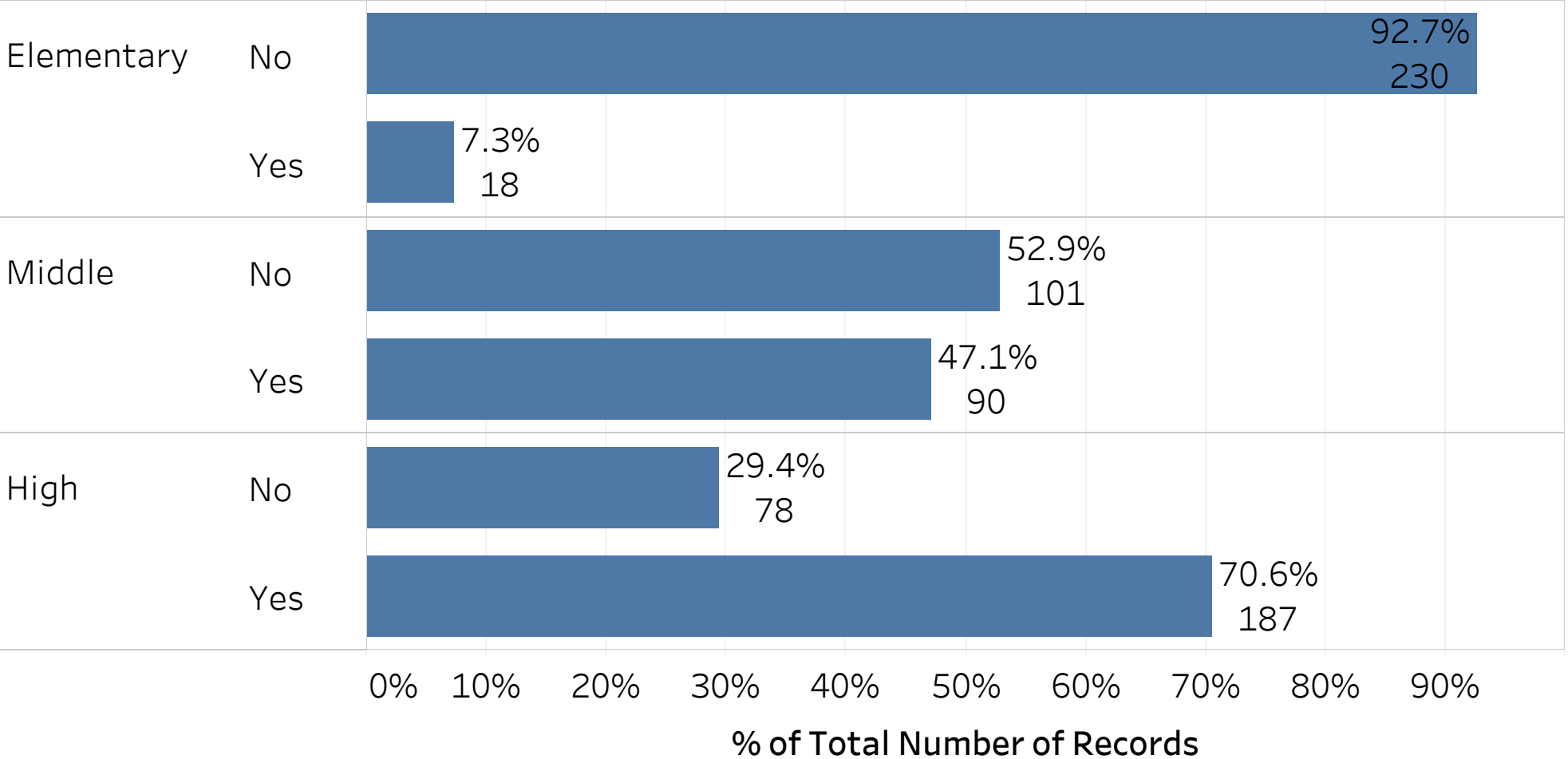
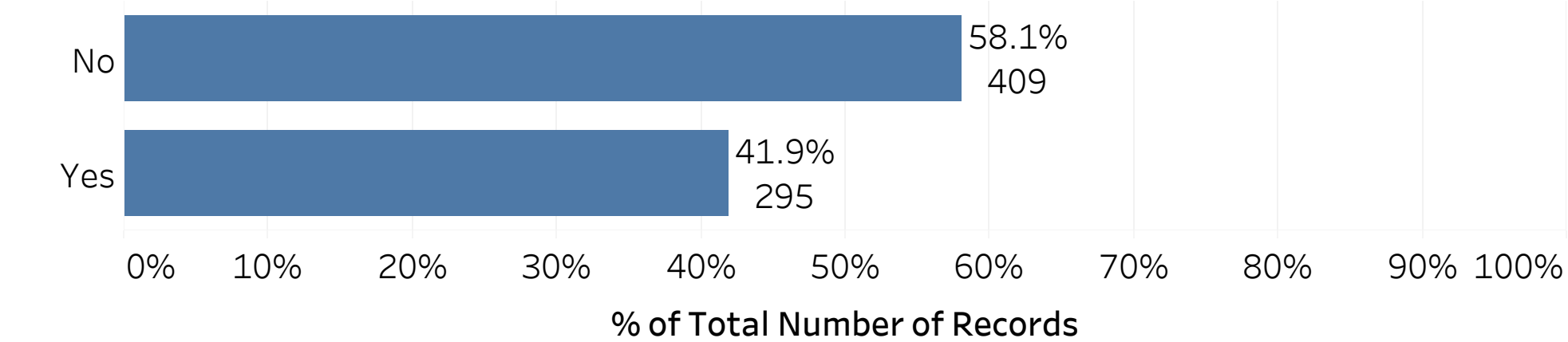
Frequency of Parents Texting Their Children During School



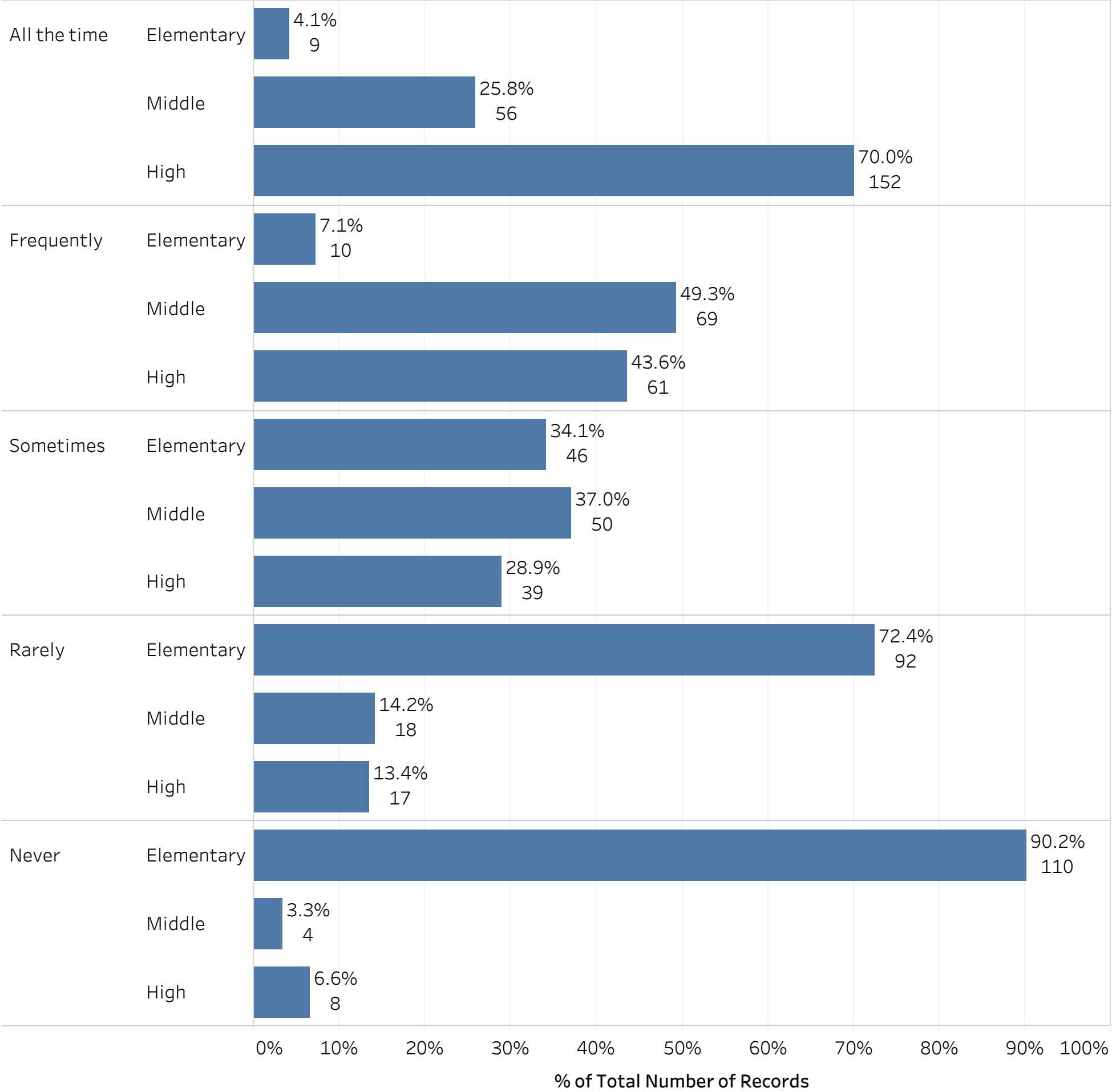
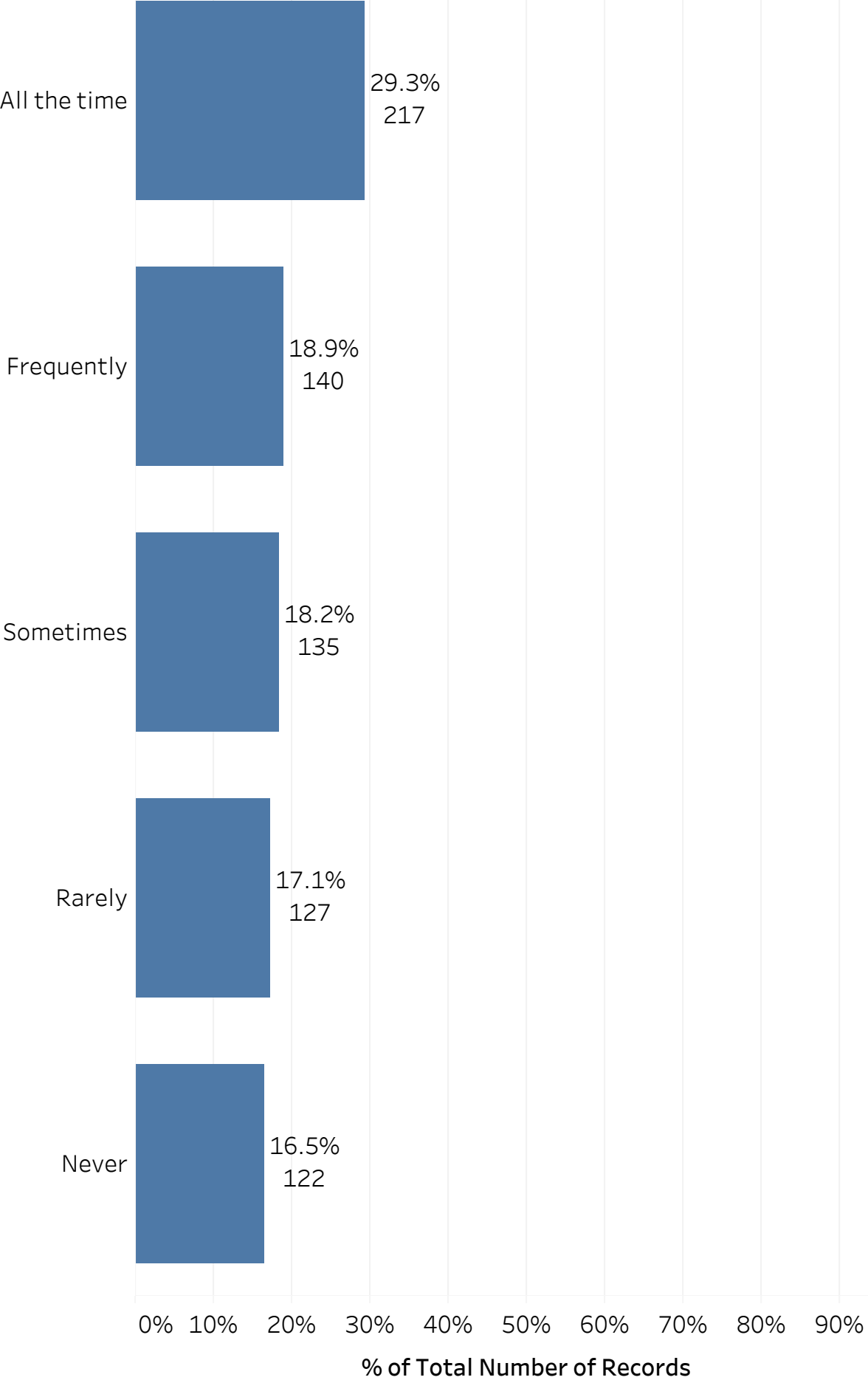
Frequency of Children Texting Their Parents During School



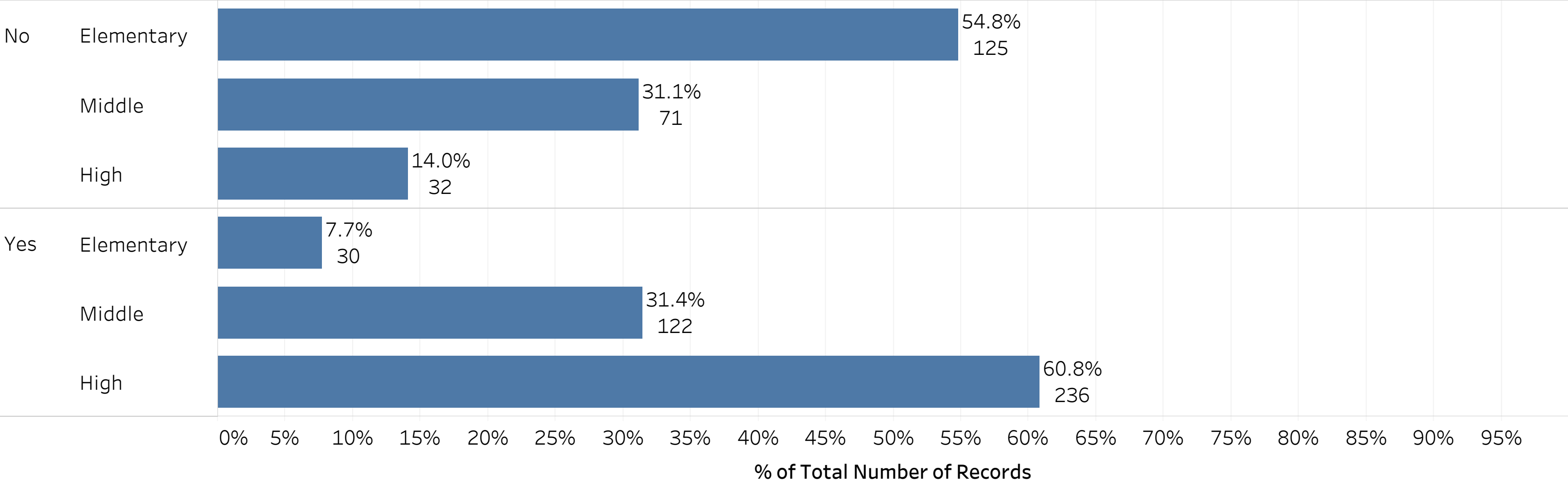
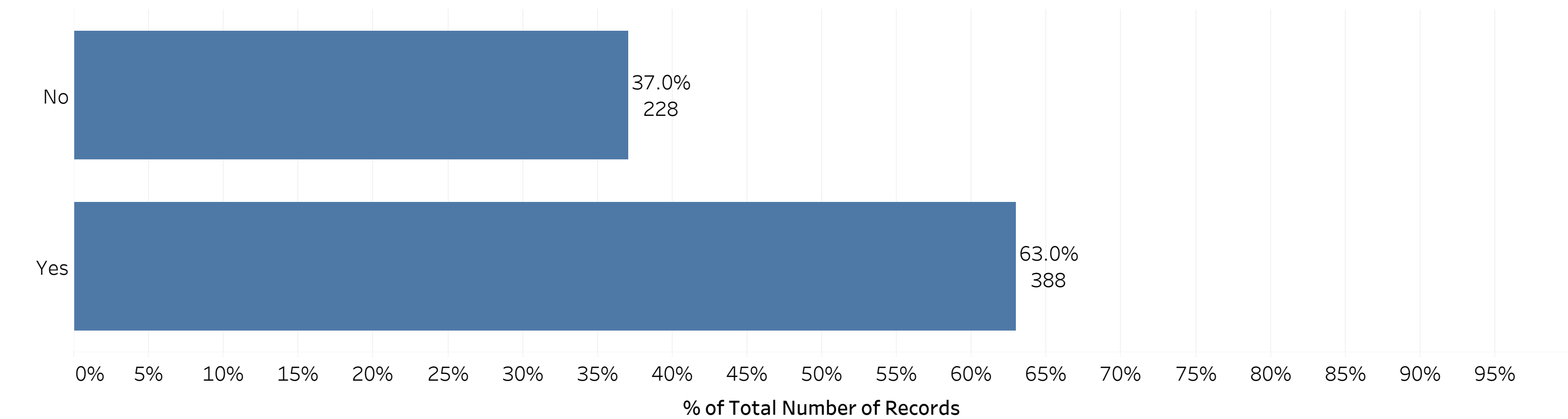
As a Teacher, Do You Allow Students to Use Their Personal Electronic Devices at Designated Times in the Classroom?



Frequency of Teachers Enforcing the Electronic Device Policy



As a Teacher, Do You Find it Difficult to Enforce the Electronic Device Policy?



Appendix C

KUSD Policy 5435

Electronic Devices

POLICY 5435
ELECTRONIC DEVICES

The School Board recognizes that student possession and use of personal electronic devices may be disruptive but also may contribute to their learning and educational experience.

Students who bring electronic devices to school are responsible for keeping them turned off and out of sight during the school day, within the school building. This includes the full period of time between the beginning of the first class and the end of the last class of the school day. Students may use electronic devices for learning during the school day when directed by a staff member as authorized by the principal.

Use of electronic devices during school activities beyond the school day may be monitored by the principal/designee. In emergency situations where the safety of students, staff, chaperones, or the bus driver is in jeopardy, use of personal electronic devices is permitted.

Students shall not use electronic devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy right of others. Students shall not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit or offensive content in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the District.

The District is not responsible for the safety or security of personal electronic devices that students choose to bring to school.

LEGAL REF.: Wisconsin Statutes
Section: 118.258 Electronic communication devices prohibited

CROSS REF.: 5430 Student Conduct and Discipline
5473 Student Suspension
5474 Student Expulsion
5475 Discipline of Students with Exceptional Educational Needs

AFFIRMED:

REVISED: September 9, 1997
December 14, 2004
February 22, 2011

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Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Policy 5431 – Student Dress Code

The School Board President has placed Board Policy 5431 – Student Dress Code (Appendix A) on tonight's agenda for discussion in response to a request by a school board member.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

POLICY 5431
STUDENT DRESS CODE

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning.

The District retains the right to monitor and take action when student attire presents a health or safety hazard, or disrupts the educational environment.

All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes
20.13(1)(a) School board powers
First Amendment, U.S. Constitution

CROSS REF.: 5431.1 School Uniforms
5438 Gangs and Gang-Related Activities

AFFIRMED: August 13, 1991

REVISED: January 11, 1994
September 9, 1997
May 22, 2007
September 22, 2009
October 26, 2010
December 17, 2013
July 22, 2014
August 26, 2014

RULE 5431
STUDENT DRESS CODE

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

Bottoms

Bottoms may not be see-through
Must fit appropriately and not drag on the floor;
Must be at the waist and appropriately fastened with belts when needed;
Must be clean and in appropriate repair, holes and rips, below mid-thigh are permissible but rips or holes above mid-thigh must not show skin.
Under clothing must be covered; and the waist must be covered at all times
Dresses, skirts, skorts, and shorts must be at least mid-thigh length at all times
Leggings and yoga pants may not be worn as bottoms; however, leggings may be worn beneath dresses, skirts, skorts, shorts and tunics

Tops

Tops may not be see-through
Must be long enough to cover waistline, no skin showing between bottoms and tops when seated or standing;
Must cover chest and undergarments at all times
Sleeveless shirts are acceptable if they reach edge of shoulder and arm opening cannot be excessive
Students may not wear tank tops
Tops must be clean and in appropriate repair with no holes or tears; and must fit appropriately

Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals (are permissible)
Shoes must be secured on the feet
No house slippers are allowed
Elementary: shoes must have a strap around heel (no flip-flops)

Inappropriate attire and Student ID Cards:

Pajamas, undershirts or undergarments may not be worn as outerwear;
Attire that may be considered weapons, including but not limited to chain belts or wallet chains will not be allowed;
Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment are prohibited;

**RULE 5431
STUDENT DRESS CODE
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Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags are not allowed within the building;

Grooming items (hair pics, combs, etc.) may not be worn in the hair

No outerwear: coats, hats, gloves/mittens, scarves may not be worn inside unless there is administrative approval

Face coverings; (sunglasses, masks, etc.) may not be worn in building

Backpacks may be used at high school level during the school day;

Elementary and middle level students may not use backpacks during the school day without administrative approval

High school level students must have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

Middle level students will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the policy for school attire will put on clothing that is appropriate or contact parent or guardian to bring in appropriate clothing. The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. Refusal and/or repeated violations of school attire policy may lead to further disciplinary action.

Kenosha Unified School District
Kenosha, Wisconsin

July 25, 2017

Review of School Board Policies:

- 1400 – Gifts, Grants and Bequests
- 1500 – Solicitations/Fundraising
- 1510 – Advertising/Promotions
- 2810 – Incident Reporting
- 3422 – Exclusivity Agreements With Vendors
- 3900 – Insurance Management
- 6740 – Student Fundraising Activities
- 6741 – Raffles
- 1331 – Classification of Groups Using School District Facilities
- 1350 – Equipment Use by Community Groups

As a district we must ensure that all the money raised on behalf of students is used solely for the students. As a Board we must insist that the District's policies are followed to the letter.

The first goal of this review was to look at how existing policies dealt with the money raised by Student Related Activity Groups. As you will see in the items we outlined, the tools for financial oversight already exist. The issue is the current policies are not being followed. The review does list some additional items such as ensuring that Student Related Activity Groups are certified non-profit organizations. Having a non-profit status will ensure they have to file an annual report with the IRS.

The second goal is to ensure that all possible vendors have an opportunity to submit bids to school related activity groups. Again, it appears that existing policy covers some of our concerns. However, we could use policy updates that ensure vendors are in good standing with the IRS and personal finances. We also must have more oversight on how vendors are selected to ensure there is a fair process for selecting vendors.

We must be diligent in ensuring that District policies regarding oversight of School Related Activity Groups are being followed. We cannot allow these groups to create their own rules for the profit of individuals.

Policies to Review:

- 1400 – Gifts, Grants and Bequests
<http://www.kusd.edu/sites/default/files/document-library/english/1400%20%20.pdf>
- 1500 – Solicitations/Fundraising
<http://www.kusd.edu/sites/default/files/document-library/english/1500%20%20.pdf>
- 1510 – Advertising/Promotions
<http://www.kusd.edu/sites/default/files/document-library/english/1510%20.pdf>
- 2810 – Incident Reporting
<http://www.kusd.edu/sites/default/files/document-library/english/2810%20.pdf>

3422 – Exclusivity Agreements With Vendors

<http://www.kusd.edu/sites/default/files/document-library/english/3422.pdf>

3900 – Insurance Management

<http://www.kusd.edu/sites/default/files/document-library/english/3900.pdf>

6740 – Student Fund Raising Activities

<http://www.kusd.edu/sites/default/files/document-library/english/6740.pdf>

6741 - Raffles

<http://www.kusd.edu/sites/default/files/document-library/english/6741.pdf>

1331 – Classification of Groups Using School District Facilities

<http://www.kusd.edu/sites/default/files/document-library/english/1331.pdf>

1350 – Equipment Use by Community Groups

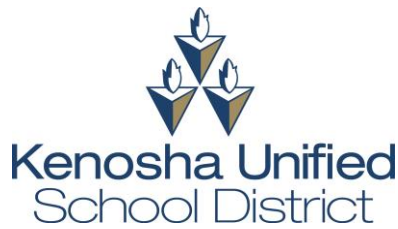
<http://www.kusd.edu/sites/default/files/document-library/english/1350%20%20.pdf>

Mike Falkofske

School Board Treasurer

Rebecca Stevens

School Board Member



July 25, 2017

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Dr. Arvind Ahuja donated 4 AED's to the district. The estimated value of this donation is \$6,000.
2. Southport Bank donated 3 AED's to the district. The estimated value of this donation is \$3,600.
3. Vivian Williams donated a Hamilton Baby Grand piano to the district. The estimated value of this donation is \$2,000.

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

July 25, 2017

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
July-August**

July

- July 4, 2017 – Holiday – District Closed
- July 25, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

August

- August 8, 2017 – Standing Committee Meetings – 5:30 P.M. in ESC Boardroom
- August 22-25, 2017 – New Instructional Staff Orientation
- August 22, 2017 – Regular Board of Education Meetings – 7:00 P.M. in ESC Boardroom
- August 28, 2017 – All Instructional Staff Report

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