



REGULAR MONTHLY BOARD MEETING

July 24, 2018

7:00 PM

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

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Regular School Board Meeting
July 24, 2018
Educational Support Center
7:00 PM

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Kenosha Unified School District
Kenosha, WI
July 24, 2018

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Alexandrescu	Rishana	Brass Community School	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Arellano	Maria	EBSOLA DL	Dual Spanish	Instructional	08/28/2018	1	\$41,517.00
Appointment	Beck	Ashley	Frank Elementary	Grade 5	Instructional	07/31/2018	1	\$53,318.00
Appointment	Bell	Khari	Harborside Academy	Social Studies	Instructional	08/28/2018	1	\$41,517.00
Appointment	Bublitz	Justin	KTEC East	Science	Instructional	08/28/2018	1	\$41,517.00
Appointment	Bullmore	Andrea	Title Programs	Secretary I (12 Month)	Secretarial	06/19/2018	1	\$17.56
Appointment	Carlson	Courtney	Harborside Academy	Science	Instructional	08/28/2018	1	\$41,517.00
Appointment	Celebre	Haley	Mahone Middle School	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Clark	Jenny Lyn	Mahone Middle School	English	Instructional	08/28/2018	1	\$45,148.00
Appointment	Dohse	Cara	Lance Middle School	Cross Categorical	Instructional	08/28/2018	1	\$42,425.00
Appointment	Dresen	Lisa	Somers Elementary School	Grade 4	Instructional	08/28/2018	1	\$49,687.00
Appointment	Eckert	Rachel	Roosevelt Elementary School	Grade 3	Instructional	06/18/2018	1	\$41,517.00
Appointment	Flanagan	Katharine	Bradford High School	Cross Categorical	Instructional	08/28/2018	1	\$56,636.00
Appointment	Garrigan	Amanda	Mahone Middle School	Performing Arts	Instructional	08/28/2018	1	\$41,517.00
Appointment	Gentile	Michael	Tremper High School	Cross Categorical	Instructional	08/28/2018	1	\$46,580.00
Appointment	Hernandez	Marcelo	Mahone Middle School	Math	Instructional	08/28/2018	1	\$41,517.00
Appointment	Hill	Holly	Lance Middle School	Library Media Specialist	Instructional	08/28/2018	1	\$79,891.00
Appointment	Hyland	Amy	Professional Development	Teacher Consultant	Instructional	08/28/2018	0.49	\$35,313.81
Appointment	Ketterhagen	Donald	Hillcrest School	E.D.	Instructional	08/28/2018	1	\$49,687.00
Appointment	Laurel	Cailee	Vernon Elementary School	Grade 3	Instructional	08/28/2018	1	\$42,425.00
Appointment	Libracki	Madeline	Brass Community School	Grade 4	Instructional	08/28/2018	1	\$42,425.00
Appointment	Oster	Emma	Jefferson Elementary	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Read	Matthew	Mahone Middle School	E.D.	Instructional	08/28/2018	1	\$41,517.00
Appointment	Richter	Kendra	Tremper High School	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Rivito	Maria	Grewenow Elementary School	Grade 5	Instructional	08/28/2018	1	\$47,696.00
Appointment	Roscioli-Greco	Veronica	Fine Arts	Art	Instructional	07/31/2018	0.25	\$19,972.75
Appointment	Ryan	Mackenzie	Roosevelt Elementary School	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Schroeter	Eric	Lakeview Technology Academy	Chemistry	Instructional	08/28/2018	1	\$59,778.00
Appointment	Seitz	Danielle	Mahone Middle School	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Smith	Danielle	Stocker Elementary School	Grade 5	Instructional	08/28/2018	1	\$42,425.00
Appointment	Steinmetz	Kaylynn	Indian Trail High School & Academy	Cross Categorical	Instructional	08/28/2018	1	\$41,517.00
Appointment	Wabalickis	Robin	Title III/Bilingual	ESL Other Language	Instructional	08/28/2018	0.87	\$36,119.79
Appointment	Weyenberg	Shannon	Human Resources	Chief Human Resources Officer	AST	07/01/2018	1	\$117,882.00
Appointment	Williamson	Chloe	Vernon Elementary School	E.C.	Instructional	08/28/2018	1	\$41,517.00
Appointment	Wolf	Karla	Jefferson Elementary	Grade 4	Instructional	08/28/2018	1	\$42,425.00
Appointment	Worley	Brittani	Title III/Bilingual	ESL Other Language	Instructional	08/28/2018	1	\$41,517.00
Early Retirement	Flox	Sheila	Lance Middle School	Science	Instructional	06/14/2018	1	\$79,891.00
Resignation	Beltran	Yessenia	EBSOLA-DL	Dual Spanish	Instructional	06/14/2018	1	\$41,517.00
Resignation	Celebre	Haley	Tremper High School	Special Education	ESP	07/06/2018	1	\$15.53
Resignation	Cook	Sharon	Human Resources	Secretary III Leave Admin (12 Month)	Secretarial	08/01/2018	1	\$21.64
Resignation	Cope	Nancy	Tremper High School	Science	Instructional	06/14/2018	1	\$49,931.00

Resignation	Dembowski	David	Indian Trail High School & Academy	History	Instructional	06/14/2018	1	\$62,222.00
Resignation	Eickmeyer	Heather	Dept of Sp Ed	Special Education	ESP	06/13/2018	1	\$18,589.42
Resignation	Fitzgerald	Katherine	EBSOLA-CA	Grade 3	Instructional	06/14/2018	1	\$41,517.00
Resignation	Gombar	Michael	Facility Services	Night Custodian - 2nd Shift	Service	07/31/2018	1	\$21.62
Resignation	Hauke	Justin	Indian Trail High School & Academy	Theater	Instructional	07/28/2018	0.92	\$38,195.64
Resignation	Hubbard	Brianna	EBSOLA-CA	Kindergarten	Instructional	06/14/2018	1	\$46,580.00
Resignation	Jabs	Theresa	Southport Elementary School	Kindergarten	Instructional	06/14/2018	1	\$38,790.10
Resignation	McGovern	Thomas	Bradford High School	Physical Education	Instructional	06/14/2018	1	\$41,517.00
Resignation	Miscichoski	Laura	EBSOLA-CA	Grade 3	Instructional	06/14/2018	1	\$41,517.00
Resignation	Palmen	Jane	Indian Trail High School & Academy	Accelerated Independent Study	Instructional	06/14/2018	1	\$41,517.00
Resignation	Potts	Kelly	Washington Middle School	Math	Instructional	06/14/2018	1	\$41,517.00
Resignation	Thompson	Marra	Dimensions of Learning	Music	Instructional	06/14/2018	1	\$54,401.00
Resignation	Tolefree, Jr.	Curtiss	Washington Middle School	Middle School Principal	AST	07/20/2018	1	\$110,197.00
Resignation	Vincer	Sarah	Bradford High School	English	Instructional	06/14/2018	1	\$52,166.00
Resignation	Williams	Siovahn	Reuther High School	Reading Resource	Instructional	06/14/2018	1	\$46,580.00
Retirement	Sax	Dale	Facility Services	Maintenance Service Worker - Grounds	Service	09/07/2018	1	\$53,892.80
Retirement	Wilson	Kathy	Strange Elementary School	Head Secretary (10 Month)	Secretarial	06/26/2018	1	\$21.64

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 26, 2018

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 26, 2018, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Wade, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Modder was excused.

Mr. Wade, 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 Regional/State/National Spelling Bee Participants, the Districtwide Student Art Exhibit Collection Award Winners, and the Music in the Parks Award Winners (Lance band, choir, and orchestra).

There were no Administrative and/or Supervisory Appointments.

There was no student ambassador present.

There was no legislative report.

Views and/or comments were made by the public.

Board members made their responses/comments.

There were remarks by the Board President.

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 5/22/18 Special Meeting and Executive Session, 5/22/18 Regular Meeting, and 5/24/18 Special Meeting.

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

"It is recommended that the May 2018 cash receipt deposits totaling \$1,158,152.74, and cash receipt wire transfers-in totaling \$15,443,997.55, be approved.

Check numbers 564998 through 566551 totaling \$10,177,265.05, and general operating wire transfers-out totaling \$238,483.40, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2018 net payroll and benefit EFT batches totaling \$12,517,120.06, and net payroll check batches totaling \$13,006.19, be approved."

Consent-Approve item XI-D – Policy and Rule 3643 – Emergency School Closings (Inclement Weather) submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

"Policy 3643 was developed to give the superintendent and/or his/her designee guidance when determining whether or not to close schools due to inclement weather.

The rule currently outlines the operations of the district if and when school is closed due to inclement weather. This information is shared with families in the annual district wall calendar, online and via social media. Policy and Rule 3643 have been updated to be more inclusive by adding emergency/crisis closings in addition to inclement weather. In recent years, non-weather related decisions regarding school closings have occasionally occurred, so the policy was updated to align with any possible school closings. The policy and rule were also updated to align with the current decision-making process. This ensures that families and community members are aware of what is considered and when they can expect decisions to be shared.

The board approved revised Policy and Rule 3643 – Emergency School Closings as a first reading on May 22, 2018. Administration recommends that the board approve revised Policy and Rule 3643 as a second reading on June 26, 2018."

Ms. Stevens moved to approve the consent agenda. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented The Report of Contracts in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mr. Kristopher Keckler, Chief Information Officer; 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 22, 2018 with approval of the purchasing agent are shown in the database in coral color.

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

- ACT Aspire LLC in the amount of \$48,870.”

Ms. Stevens moved to approve the contract with ACT Aspire LLC in the amount of \$48,870. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the School Year 2019-20 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 proposed 2019-20 instructional calendars continue to follow a traditional format to address the Wisconsin requirement of instructional minutes. The few variable optional calendar options were developed from feedback from past staff and parent/guardian surveys. These would include extended breaks, parent/teacher conferences, and early release formats.

The existing Wisconsin state requirements stipulate 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.

Administration recommends that the School Board review and accept the proposed 2019-20 Instructional Calendars at its June 26, 2018, meeting.”

Mr. Battle moved to approve the 2019-20 Instructional Calendars. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 6450 – Early College Credit Program submitted by Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“Wisconsin Act 307 provided some minor clarification to the recently adopted Early College Credit Program for high school students who wish to participate in postsecondary course offerings. Though the state legislature established the initial approval for this new program which goes into effect on July 1, 2018, the first posting failed to address the existing and prevalent cost sharing scenarios develop in partnership between districts and postsecondary institutions. Without this clarification, school districts would be liable for covering postsecondary enrollment costs above and beyond the intent of the original bill.

The original language requires the school district to cover a range of enrollment costs depending on the credit bearing options selected by the student. This range is 25% (for just postsecondary credit) to 75% (for high school credit) of the actual cost of tuition for the course at the postsecondary institution.

The proposed revision aligns to the new language, with conditions provided that exclude the cost sharing burden for these local partnerships.

Administration recommends that the Board of Education review and approve the Policy and Rule 6450 Early College Credit Program revisions as a first reading at the June 26, 2018, regular School Board meeting and a second reading at the July 24, 2018, regular School Board meeting.”

Ms. Stevens moved to approve revised Policy and Rule 6450 Early College Credit Program as a first reading. Mr. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 6470 – Student Records submitted by Mr. Keckler and Dr. Savaglio-Jarvis, experts follow:

“Wisconsin Act 251 updated language regarding the maintenance and confidentiality of student records. Districts across the state are expected to update local policies to reflect these modifications. The primary change is the shortened time frame for school districts to process and transfer student records per official records requests. School districts must now transfer a student’s records to another school or school district no later than the next working day of receiving an appropriate, written notice of enrollment, rather than the five working days as in the past. Other revisions to this policy relate to updated KUSD departments, staff roles and regulatory reference marks.

Administration recommends that the Board of Education review and approve the Policy and Rule 6470 Student Records revisions as a first reading at the June 26, 2018, regular School Board meeting and a second reading at the July 24, 2018, regular School Board meeting.”

Mr. Kunich moved to approve revised Policy and Rule 6470 - Student Records as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 1210 – Communication – School Sponsored (Including Crisis), Administrative Regulation 1210 – Communication - School Sponsored (Crisis), Policy and Rule 1200 – Public Relations Program, and Policy 1211 - Parent/Guardian/Caregiver Information Program submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“Policy and Rule 1210, Administrative Regulation 1210, Policy and Rule 1200 and Policy 1211 were last reviewed in 2006. Since then, the roles and responsibilities of the Office of Communications have changed, new communication tools and technologies have been implemented, and the basis on which we communicate with families has increased. Thanks to these changes, messaging is more streamlined and central support for schools has been rolled out, allowing for more timely, accurate information being shared with families throughout the district and community in both the general and crisis communications arenas.

To align with these changes, Policy and Rule 1210 has been updated to include the process used to handle general school communications and crisis communications.

In addition, the language in the Administrative Regulation 1210 and Policy 1211 have been incorporated in the body of the policy, eliminating their need.

Policy and Rule 1200 are being recommended for elimination because the information outlined is more procedural than policy, is outdated, lists the wrong departments, and those items related to policy are already covered in Policy and Rule 1210 and Policy 8610. Policy and Rule 1210 is inclusive of how families and stakeholders will be communicated with at all times and the channels in which that shall occur, elimination of Policy and Rule 1200 eliminates confusion and redundancy.

Administration recommends that the board approve revised Policy and Rule 1210 – Communication with Parents/Guardians/Caretakers (Including Crisis) and eliminate Administrative Regulation – Communication – School Sponsored (Crisis), Policy and Rule 1200 – Public Relations Program, and Policy 1211 – Parent/Guardian/Caregiver Information Program as a first reading on June 26, 2018, and a second reading on July 24, 2018.”

Ms. Stevens moved to approve revised Policy and Rule 1210 – Communication with Parents/Guardians/Caretakers (Including Crisis) as a first reading and eliminate Administrative Regulation – Communication – School Sponsored (Crisis), Policy and Rule 1200 – Public Relations Program, and Policy 1211 – Parent/Guardian/Caregiver Information Program. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy 2710 – Line and staff Relations submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, experts follow:

In 2000, the Board of Education affirmed Policy 2710 – Line and Staff Relations. The policy states that lines of direct authority should be those approved by the Board of Education and shown on the district’s organizational chart. Upon review of other districts, including Green Bay, Madison, Milwaukee and Racine, this does not appear to be a common policy. In fact, only Madison and Green Bay have any form of organizational chart on their website.

All changes made to district leadership positions are discussed with and approved by the Board of Education prior to changes being made. However, because the organizational chart has the possibility of changing frequently, it is recommended that we eliminate Policy 2710 – Line and Staff Relations – Organizational Chart to ensure it is not regularly outdated. Instead, an organizational chart depicting the district’s leadership council will be kept by the Office of the Superintendent and made available within 48 business hours of requests received.

Administration recommends that the board approve revised Policy 2710 - Line and Staff Relations and elimination of 2710 - Line and Staff Relations - Organizational Chart as a first reading on June 26, 2018, and a second reading on July 24, 2018.”

Ms. Stevens moved to approve revised Policy 2710 - Line and Staff Relations as a first reading and eliminate Policy 2710 - Line and Staff Relations - Organizational Chart. Mr. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Education for Employment Plan submitted by Mr. Edward Kupka, Coordinator of Student Support; Mrs. Cheryl Kothe, Coordinator of Career & Technical Education; Mrs. Bridget Kotarak, Director of Special Education and Student Support; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

The Wisconsin Department of Public Instruction (DPI) has revised the Education for Employment (E4E) administrative rule or Chapter PI 26 (Appendix A). The purpose of education for employment programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin.

The district ACP Leadership Team began development of the E4E plan with an analysis of local, regional and state labor market needs and the educational and training requirements for occupations that will fill those needs. Examination of regional labor market information for the Milwaukee Metropolitan denotes the potential labor market for each district individually. A large percentage of people commute between communities and counties to their places of employment.

Students begin to examine Kenosha County labor market information in eighth grade to determine their areas of interest and to guide their selection of high school courses. In high school, the labor market review shifts to comparing their career or careers of choice to job availability.

Kenosha's E4E plan aligns with the required components in WI PI 26.03.

Administration recommends that the school board approve Kenosha Unified School District's Education for Employment Plan as required by WI PI 26.03."

Ms. Stevens moved to approve Kenosha Unified School District's Education for Employment Plan as required by WI PI 26.03. Mr. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Request to Submit the Transition Readiness Grant to the Wisconsin Department of Public Instruction submitted by Mrs. Kotarak, Mrs. Housman, and Dr. Savaglio-Jarvis, excerpts follow:

"The Wisconsin Department of Public Instruction will award this grant to eligible applicants who help identify and create competitive work opportunities for students with disabilities not adequately served through existing programs. Priority consideration for funding will be given to applicants that focus on research-based predictors of post-school success for students with disabilities.

This grant will enable the creation of a partnership between the Kenosha Unified School District, Froedtert South-Kenosha Medical Center, and Gateway Technical College entitled Career Pathways with Community Partners. The partnership will provide the opportunity for students with disabilities to participate in an on-site training

and employment pathway in the healthcare field. The target group for this pilot project will be students with individual education plans in 10th and 11th grade.

Students will participate in a Certified Nursing Assistant (CNA) training program taught by Gateway Technical College staff located at Froedtert Hospital South Campus in Kenosha. The location of the training course at the hospital provides students a unique opportunity to learn and practice CNA skills in a setting identical to their clinical practicum. The structure of this training program will provide students a total immersion experience including the option of living in a dormitory setting at the Froedtert Hospital campus during the CNA clinical training (Appendix A).

The project model will be implemented in two phases. Phase I is designed to meet the individualized needs of students through the differentiation of pacing and targeted classroom instruction. The focus will be to prepare students to meet the entrance requirements for the CAN class (ACT score of 15 or Accuplacer score of 237 in Reading). Classroom lecture will be paired with “hands-on” clinical practice offered in a hospital setting. Phase II will be an on-site CNA clinical experience

The project period covered by this application is July 1, 2018, through June 30, 2019. If funding for the grant does not continue beyond the 2018-19 school year, it will be difficult, without community financial partnerships, to continue funding the portion of the grant dedicated to supporting the indirect time of community-based therapists for collaboration and consultation with Kenosha Unified School District school staff; therefore, if funds are not available, this opportunity will dissolve.

Administration recommends that the school board approve the application for the Transition Readiness Grant in the amount of \$31,393 and to implement the grant if received from the Wisconsin Department of Public Instruction.”

Ms. Stevens moved to approve the application for the Transition Readiness Grant in the amount of \$31,393 and implementation of the grant if received from the Wisconsin Department of Public Instruction. Kunich seconded the motion. Motion carried. Mr. Duncan abstained.

Dr. Savaglio-Jarvis presented the Request to Submit the Wisconsin Fast Forward-Advanced Manufacturing Technical Education Equipment Grant to the Wisconsin Department of Workforce Development submitted by Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“The Wisconsin Department of Workforce Development will award this competitive grant to eligible applicants who demonstrate a need for acquisition of equipment used in advanced manufacturing fields in the workplace. The grant seeks to support school districts that are providing workforce skills training for the high demand fields in advanced manufacturing.

Applicants are required to identify the specific target occupations for their training and to demonstrate the demand for jobs and career opportunities in that advanced manufacturing industry.

The Wisconsin Fast Forward – Advanced Manufacturing Technical Education Equipment Grant focus is the purchase of equipment to support the Industry 4.0 instruction. Kenosha Unified School District will begin to offer this course in the 2018-19 school year.

The current equipment in our schools does not meet the need of training students for the fourth industrial revolution. If we want to prepare our students to work in our local industries, we need to update equipment and up-skill our teachers. GTC has agreed to provide the training to our teachers in the summer and provide a stipend to teachers for the time spent in training. GTC selected the equipment that is required to teach the courses to ensure that it will meet the needs of local employers.

First Technologies Inc. has donated equipment to help prepare our students before entering the first two advanced manufacturing courses. Perkins Grant funding will pay for the equipment in the second course and the online learning platform. This grant will support the purchase of equipment essential for the first course in the Industry 4.0 pathway.

Administration recommends that the school board approve the application for the Wisconsin Fast Forward – Advanced Manufacturing Technical Education Equipment Grant in the amount of \$50,000 and to implement the grant if received from the Wisconsin Department of Workforce Development.”

Mr. Kunich moved to approve the application for the Wisconsin Fast Forward – Advanced Manufacturing Technical Education Equipment Grant in the amount of \$50,000 and the implementation of the grant if received from the Wisconsin Department of Workforce Development. Mr. Battle seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Head Start Federal Grant Cost-of-Living (COLA) Request submitted by Ms. Luanne Rohde, Director of Early Education; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning – Elementary; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“At the March 27, 2018 School Board Meeting, the Board of Education approved the submittal and implementation of the Federal Head Start Grant. On May 22, 2018 School Board Meeting, the Board of Education approved the submittal and implementation of the Head Start State Supplemental Grant. On May 21, 2018 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 \$53,177. Application for the separate Cost-of-Living Adjustment (COLA) Grant is due June 18, 2018.

The funding of this grant is \$53,177. As stated in the program instruction memorandum, 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 increased costs of employee health and dental insurance benefits for the 2018-2019 school year. The anticipated increase in costs is estimated to be \$79,015. This is a grant given annually to help offset the cost of living for employees working under the Head Start Grant.

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 2018-2019 school year.”

Ms. Stevens moved to approve the submission of the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) Grant and the implementation of the grant if received. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Authorization of 2018-2019 Expenditures Prior to Formal Adoption of the Budget presented 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. Expenditures should not exceed 34 percent of the funding authorized in the prior year’s budget, unless specific board action has occurred to modify specific programs or activities.”

Mr. Kunich moved to authorize the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adopted and to authorize expenditures in other areas to continue at the discretion of the administration without exceeding 34 percent of the funding authorized in the prior year’s budget, unless specific board action has occurred to modify specific programs or activities. Mr. Battle 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.

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

Meeting adjourned at 8:03 P.M.

Jessica Doyle-Rudin
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 27, 2018

A special meeting of the Kenosha Unified School Board was held on Wednesday, June 27, 2018, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Discussion on the Presentation by Hays Companies of Wisconsin Regarding Medical Insurance.

The meeting was called to order at 5:32 P.M. with the following members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, and Mr. Wade. Dr. Savaglio-Jarvis; Mrs. Annie Petering, Chief Human Resource Officer; Mr. Tarik Hamdan, Chief Financial Officer; and Mr. Mike Neuberger and Mrs. Chris Smessaurt, both from Hays Companies of Wisconsin, were also present.

Mr. Wade, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

There were views and comments by the public.

Mr. Neuberger and Mr. Smessaurt gave a PowerPoint presentation which covered the following topics Benefits 101, Current Medical Plan Options, 2018-19 Medical Plan Premiums and Contributions, Benefit Benchmarks – School Districts, Medical Plan Considerations, KUSD School Board Feedback and Responses, Proposed Medical RFP Timeline and Next Steps.

Mr. Neuberger, Mr. Smessaurt, Mr. Hamdan, and Mrs. Petering answered questions from Board members.

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

Meeting adjourned at 7:30 P.M.

Jessica Doyle-Rudin
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 10, 2018

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 10, 2018, in Board 153 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 5:32 P.M. with the following members present: Ms. Stevens, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis, Attorney Hamiel, Mrs. Weyenberg, and Mrs. Petering were also present. Mr. Garcia was excused.

Mr. Wade, 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.

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

Mr. Battle moved that the executive session be held. Mrs. Modder seconded the motion.

Roll call vote. Ayes: Ms. Stevens, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Noes: None. Unanimously approved.

1. Personnel: Problems and Position Assignments

Attorney Christine Hamiel from Von Briesen & Roper, S.C. and Mrs. Annie Petering, Coordinator of Human Resources, presented information to Board members pertaining to a personnel matter and answered questions from Board members.

Attorney Hamiel and Mrs. Petering were excused at 6:25 A.M.

The Board recessed at 6:25 P.M. and reconvened at 6:31 P.M.

2. Collective Bargaining Deliberations

Mr. Tarik Hamdan, Chief Financial Officer, arrived at 6:31 P.M. and presented information to Board members relating to collective bargaining. Mr. Hamdan answered questions from Board members.

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

Meeting adjourned at 8:04 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
July 24, 2018

CASH RECEIPTS	reference	total
June 2018 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 52,746,262.85
Johnson Bank	<i>account interest</i>	678.40
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	51,003.90
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	3,150.16
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	39,825.10
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	33,331.72
HHS	<i>head start grant</i>	173,391.83
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	290,608.10
Total Incoming Wire Transfers		53,338,252.06
June 2018 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	2,015,434.42
TOTAL JUNE CASH RECEIPTS		\$ 55,353,686.48

CASH DISBURSEMENTS	reference	total
June 2018 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>	\$ 7,442,964.64
WI Department of Revenue	<i>state payroll taxes</i>	1,416,332.63
WI Department of Revenue	<i>state wage attachments</i>	8,448.10
IRS	<i>federal payroll taxes</i>	7,170,810.14
Delta Dental	<i>dental insurance premiums</i>	237,570.06
Diversified Benefits Services	<i>flexible spending account claims</i>	29,628.71
Employee Trust Funds	<i>wisconsin retirement system</i>	1,504,120.26
NVA	<i>vision insurance premiums</i>	15,286.32
Various	<i>TSA payments</i>	852,869.66
<i>Subtotal</i>		18,678,030.52
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	246,102.29 *
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>	386.05
Various	<i>returned checks</i>	340.00
<i>Subtotal</i>		413,495.01
Total Outgoing Wire Transfers		\$ 19,091,525.53

June 2018 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01012DP, 01013DP</i>	\$ 4,631.43
General operating and food services	<i>Check# 566552 thru Check# 567621 (net of void batches)</i>	5,191,957.53
Total Check Registers		\$ 5,196,588.96

TOTAL JUNE CASH DISBURSEMENTS **\$ 24,288,114.49**

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending June 15, 2018

Merchant Name	Total
HOTEL	\$ 23,804.24
AIRLINE	\$ 14,876.29
3654 INTERSTATE	\$ 14,163.66
RESTAURANTS & CATERING	\$ 13,996.84
PROVANTAGE	\$ 11,340.97
CHESTER ELECTRONIC SUPPLY	\$ 7,670.67
HIGHWAY C SVC	\$ 7,139.03
AED SUPERSTORE	\$ 7,055.65
MENARDS KENOSHA WI	\$ 4,956.99
MARK S PLUMBING PARTS	\$ 4,404.41
BUILDERS HARDWARE	\$ 3,700.00
CIBT VISA SERVICES (CORP	\$ 3,696.64
HOTELS.COM149028945919	\$ 3,544.59
LEARNING SCIENCES	\$ 3,495.00
MCCORMICK'S GROUP LLC	\$ 3,312.98
HALLMAN LINDSAY PAINTS -	\$ 3,156.66
AMAZON MKTPLACE PMTS WWW.	\$ 2,990.69
CONVERGINT	\$ 2,968.00
ESC OF CENTRAL OHIO	\$ 2,796.00
HAJOCA KENOSHA PC354	\$ 2,739.08
FILTRATION CONCEPTS INC	\$ 2,689.37
IN THE NEWS WALL PLAQUES	\$ 2,496.00
SIX FLAGS GREAT AMERICA	\$ 2,391.74
E-CONOLIGHT	\$ 2,243.90
VEHICLE MAINT. & FUEL	\$ 2,213.98
VIKING ELECTRIC-MILWAUKEE	\$ 2,170.23
AIRGASS NORTH	\$ 2,119.51
JONES SCHOOL SUPPLY CO.,	\$ 2,005.08
HOMECONTROLS	\$ 1,843.46
KENOSHA HISTORICAL	\$ 1,726.00
WEBCONNEX, LLC	\$ 1,672.11
SAMS CLUB #6331	\$ 1,575.43
GFS STORE #1919	\$ 1,479.80
TOP CHOICE TENTS INC	\$ 1,402.74
GRAINGER	\$ 1,353.26
JOHNSTONE SUPPLY	\$ 1,339.61
OLSON TRANSPORTATION	\$ 1,338.75
REINDERS - BRISTOL	\$ 1,331.21
SHIFFLER EQUIPMENT	\$ 1,330.00
WAL-MART #1167	\$ 1,327.49
PAYPAL *PHANTOM R B	\$ 1,282.00
FESTIVAL FOODS	\$ 1,267.15
WM SUPERCENTER #1167	\$ 1,266.43
SHERWIN WILLIAMS 703180	\$ 1,253.09
TRANE SUPPLY-116407	\$ 1,248.44
LIFTPRO LLC	\$ 1,238.85
SQ *JUMPNJAX (BARBARA COL	\$ 1,230.00

WISCONSIN SCHOOL SAFETY	\$	1,120.00
TRINITY INTERNATIONAL UN	\$	1,068.00
SAN-A-CARE	\$	1,002.50
USPS.COM POSTAL STORE	\$	1,001.75
CONNEY SAFETY	\$	1,000.48
MSOE - STUDENT ACCOUNTS	\$	1,000.00
LAMERS BUS LINES, INC.	\$	918.00
WWW.THEDANCINGHORSES.COM	\$	903.00
MILWAUKEE PUBLIC MUSEUM	\$	891.00
FIRST SUPPLY LLC #2033	\$	859.48
BATTERIES PLUS #0561	\$	831.85
EXPEDIA 7356531431450	\$	805.38
AMAZON.COM	\$	783.63
AMAZON.COM AMZN.COM/BILL	\$	773.21
EXPEDIA 7356088974518	\$	771.54
SAMSClub #6331	\$	771.27
COSTCO WHSE #1198	\$	764.44
CONSERV FS INC	\$	759.20
RACINE ZOO - OFFICE	\$	745.00
MEIJER STORE #284	\$	741.71
INDUSTRIAL CONTROLS	\$	719.40
REALLY GOOD *	\$	713.20
MSU PAYMENTS	\$	695.00
AMAZON MKTPLACE PMTS	\$	691.09
OU CE PAYMENTS FLEX REG	\$	690.00
NO TEARS LEARNING INC	\$	670.00
IN *MY DOC PRODUCTIONS DB	\$	650.00
AAA CLUB/INSUR 0470590R	\$	630.45
SQ *JUMPNJAX (BARBA	\$	620.00
EB TRACK FOOTBALL CON	\$	611.64
L AND S ELECTRIC	\$	610.00
VIKING ELECTRIC-DIST CTR	\$	605.10
TEACHER'S DISCOVERY	\$	597.46
QUALITYMATTERS	\$	595.00
EL EDUCATION	\$	582.28
ULINE *SHIP SUPPLIES	\$	577.69
BRENTS BOUCIN INFLATABLES	\$	569.50
ACT*ASSOCIATION OF WIS	\$	567.00
GOLF TEAM PRODUCTS	\$	560.00
STERICYCLE	\$	551.67
BEST BUY 00011916	\$	549.92
THE KEMPER CENTER, INC.	\$	537.00
RACINE ZOO - ADMISSIONS	\$	512.00
EXPEDIA 7357425194784	\$	509.00
FASTENAL COMPANY01	\$	497.91
INKHEAD	\$	480.24
IN *THE STITCH GUYZ	\$	478.50
FIRE BRICK	\$	475.50
NATIONAL CATHOLIC EDUCATI	\$	475.00
BB *MACC FUND	\$	463.00
OFFICEMAX/DEPOT 6358	\$	454.82
PLAINFIELDCOMMUNITYSCHOOL	\$	450.00
WISCONSIN COACH LINES	\$	450.00
TOOLBARN.COM	\$	444.99
CROWN TROPHY	\$	440.45

SWISCO.COM	\$	432.08
BELLAS BOUNCIES	\$	423.75
LOWES #02560*	\$	422.82
STU*STUMPS	\$	414.02
PARTY CITY	\$	411.04
HARBOR FREIGHT TOOLS 358	\$	407.96
USPS PO 5666100158	\$	400.00
VIKING ELECTRIC-CREDIT DE	\$	399.98
WALMART.COM 8009666546	\$	395.70
EATALY CHICAGO MARKET	\$	390.25
EXPEDIA 7358804666653	\$	378.86
LAMINATION DEPOT INC	\$	378.54
BB *ILHMEC	\$	374.00
ENTERPRISE RENT-A-CAR	\$	371.81
UW UNION CONFERENCE SERVI	\$	367.50
BARNES&NOBLE.COM-BN	\$	365.30
SMK*SURVEYMONKEY.COM	\$	360.00
HYDRO-FLO PRODUCTS INC	\$	348.55
MT OLYMPUS WATER & THEME	\$	342.00
APPLE HOLLER	\$	336.00
A AND M HARDWARE INC	\$	335.49
EXPEDIA 7359300044358	\$	335.04
PAYNE & DOLAN INC 40023	\$	331.50
IN *A BEEP, LLC	\$	325.00
GEMINI BUILDS IT	\$	321.41
K-5MATHTEACHINGRESOURC	\$	319.50
PIONEER REVERE 8008771500	\$	304.00
WASBO FOUNDATION INC	\$	295.00
FACEBK F7UGGGJ882	\$	290.10
GAMUT SUPPLY LLC	\$	286.00
PITSCO INC	\$	279.40
THE HOME DEPOT #4926	\$	274.24
THINGS REMEMBERED 0581	\$	263.50
MOTION INDUSTRIES WI04	\$	254.58
GOOGLE *ADWS3520437870	\$	250.03
CITY OF KENOSHA PUBLIC	\$	250.00
USPS PO 5668727500	\$	250.00
NAESP-PEAP	\$	247.00
KENOSHA PUBLIC MUSEU	\$	245.50
WISCONSIN SCHOOL MUSIC AS	\$	240.60
LITERACY RESOURCES INC	\$	234.97
SOUTHWEST AIRLINES VCTNS	\$	234.53
AT&T*BILL PAYMENT	\$	227.37
DEMCO INC	\$	225.68
LIVINGWELL HOME MEDICAL S	\$	225.00
YUTKA FENCE	\$	220.00
WINDY CITY NOVELTIE	\$	217.41
WWW.PERFORATEDPAPER.CO	\$	216.13
SPIRAL BINDING LLC	\$	215.36
PROMETHEAN INC	\$	214.00
AIELLO MIDTOWN FLORIST IN	\$	214.00
PRAIRIE SIDE TRUE VALUE	\$	210.14
PAT S SERVICES INC	\$	210.00
FITNESS FINDERS INC	\$	208.98
SOUTPORT BIKES & BOARD	\$	204.92

PICK N SAVE #874	\$	202.09
SAMSClub.COM	\$	189.80
PIGGLY WIGGLY #004	\$	189.77
WI SHS OFFSITE SALES	\$	189.00
SQ *INTENTS INFLATA	\$	175.00
CUSTOMINK LLC	\$	172.94
DOLLAR TREE	\$	169.81
MAGNATAGVISIBLESYSTEMS	\$	165.58
SQ *BLUE SKY INFLAT	\$	165.00
DSPS EPAY ISE	\$	160.00
SP * LEADERSHIP IQ	\$	159.20
J W PEPPER AND SON INC	\$	134.94
TLF*SUNNYSIDE FLORIST OF	\$	123.30
MILTON HISTORICAL SOCIET	\$	123.00
WOODWORKERS HARDWARE - W	\$	121.55
STEIN'S GARDEN & HOME 14	\$	116.86
FARM & FLEET STURTEVANT	\$	114.08
UWL ATHLETICS	\$	114.00
BAUDVILLE INC.	\$	112.35
HARVARD EDUCATION PRESS	\$	110.45
ANIXTER/CLARK/TRI-ED	\$	108.26
DOA GAMING	\$	102.00
HALL SIGNS INC	\$	101.42
ARC*SERVICES/TRAINING	\$	100.00
CAVE OF THE MOUNDS INC	\$	100.00
WENDELLA SIGHTSEEING COM	\$	100.00
RVT*KENOSHA UNIFIED SD	\$	80.00
SQ *SCOTT'S SCREEN PRINTI	\$	80.00
AVNGATE*MOVAVI.COM	\$	79.95
KIMBALL MIDWEST	\$	75.12
WALGREENS.COM #5995	\$	74.86
ID SUPERSTORE	\$	71.69
THE MASTER TEACHER	\$	71.66
IN *WISCONSIN SCHOOL MUSI	\$	67.00
AATSP	\$	65.00
PIGGLY WIGGLY #209	\$	54.90
WRISTBANDCOMWRISTBAND	\$	51.00
MCMaster-CARR	\$	50.46
PP*SPACE CAMP	\$	50.00
MAILCHIMP *MONTHLY	\$	50.00
R-K NEWS INC	\$	49.45
PICK N SAVE #871	\$	48.64
MILWAUKEE COUNTY ZOO	\$	48.00
CVS/PHARMACY #08777	\$	46.64
PARTSFORSCO	\$	45.03
MILLERS FLOWERS	\$	45.00
HOBBY LOBBY #350	\$	44.55
SAGE PUBLICATIONS	\$	42.95
ON2 PERCUSSION	\$	41.74
BEST TRANSPORTATION OF	\$	40.50
V BELT GLOBAL SUPPLY	\$	39.81
REINDERS - SUSSEX CS	\$	39.74
EREPLACEMENTPARTS.COM	\$	39.70
TLF*FLOWERS BY JOSEPH	\$	38.25
EXPEDIA 7357472129027	\$	38.00

EAST SIDE TENNIS AND F	\$	36.00
SMK*WUFOO.COM CHARGE	\$	34.00
WM SUPERCENTER #5397	\$	33.72
PERSONALIZATION MALL	\$	32.75
ADOBE *STOCK	\$	31.64
ACOR ORTHOPAEDIC INC	\$	27.73
WAL-MART #2668	\$	25.20
CAREERSAFE ONLINE	\$	25.00
VISTAPR*VISTAPRINT.COM	\$	24.99
BSN*SPORT SUPPLY GROUP	\$	24.59
TOWN & COUNTRY GLASS INC	\$	24.00
CESA 6	\$	24.00
SUPER SPORTS FOOTWEAR ETC	\$	21.00
WALGREENS #9605	\$	20.89
WALGREENS #3153	\$	20.00
MILW CO OAKWOOD GOLF	\$	20.00
CORE & MAIN LP 233	\$	19.97
FACEBK G7UGGGJ882	\$	19.69
KENOSHA APPLIANCE PARTS I	\$	18.85
THINGS REMEMBERED 0581	\$	16.00
WI SHS OWW ADMISSIONS	\$	15.00
ZOOM.US	\$	14.99
PRACTICAL BAKER INC	\$	13.95
IVES GROVE GOLF LINKS	\$	12.01
AUER STEEL - MILWAULKEE	\$	11.08
HOERNEL LOCK & KEY INC-KE	\$	10.95
HOBBY LOBBY #283	\$	8.93
JPMCKENOSHACITYPMTPOS	\$	6.25
ETSY.COM - JAZZHANDSSUPPL	\$	6.24
MICHAELS STORES 9961	\$	4.31
DSPE SERVICE FEE COM	\$	3.20
EXPEDIA 7359302143866	\$	2.52
CESA 6 GMS SERV FEE	\$	1.99
FESTIVAL FOODS SSS	\$	(75.00)
FESTIVALS OF MUSIC	\$	(201.00)
US Bank Purchasing Card Payment - Individuals	\$	246,102.29

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 24, 2018

Administrative Recommendation

It is recommended that the June 2018 cash receipt deposits totaling \$2,015,434.42, and cash receipt wire transfers-in totaling \$53,338,252.06, be approved.

Check numbers 566552 through 567621 totaling \$5,191,957.53, and general operating wire transfers-out totaling \$413,495.01, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the July 2018 net payroll and benefit EFT batches totaling \$18,678,030.52, and net payroll check batches totaling \$4,631.43, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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KENOSHA UNIFIED SCHOOL DISTRICT

July 24, 2018

KUSD Policy and Rule 6450 Early College Credit Program

Wisconsin Act 307 provided some minor clarification to the recently adopted Early College Credit Program for high school students who wish to participate in postsecondary course offerings. Though the state legislature established the initial approval for this new program which goes into effect on July 1, 2018, the first posting failed to address the existing and prevalent cost sharing scenarios develop in partnership between districts and postsecondary institutions. Without this clarification, school districts would be liable for covering postsecondary enrollment costs above and beyond the intent of the original bill.

The original language requires the school district to cover a range of enrollment costs depending on the credit bearing options selected by the student. This range is 25% (for just postsecondary credit) to 75% (for high school credit) of the actual cost of tuition for the course at the postsecondary institution.

The proposed revision aligns to the new language, with conditions provided that exclude the cost sharing burden for these local partnerships.

Administrative Recommendation:

At its June 26, 2018, regular meeting, the Board of Education reviewed and approved the listed revisions for Policy and Rule 6450 Early College Credit Program as a first reading. Administration recommends that the School Board approve the listed revisions for a second reading at the July 24, 2018, regular School Board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

POLICY 6450
EARLY COLLEGE CREDIT PROGRAM

The Early College Credit Program (ECCP) allows all Wisconsin public and private students in high school grades who meet certain requirements to take postsecondary courses at a University of Wisconsin system school, tribally controlled college or private, nonprofit institution of higher education (IHE) in Wisconsin. Online courses offered by eligible postsecondary institution providers should be treated in the same manner as courses offered on a postsecondary institution campus. The Early College Credit Program opens the door to greater learning opportunities for students wishing to begin college early or students who want to prepare to enter the workforce immediately after high school graduation. All students enrolled in grades eight through eleven in the district shall be informed of the Early College Credit Program annually, prior to October 1 of the preceding school year.

Decisions regarding comparability of courses, satisfaction of district graduation requirements and the awarding of high school credit for courses taken through the Early College Credit Program are made in accordance with state law and established district procedures.

Through the Early College Credit Program, students may receive both high school and postsecondary credit for successfully completed courses. District high schools grant a diploma to students who successfully complete district high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Early College Credit Program.

The School Board is responsible for the pre-established costs associated with students' enrollment in a higher education course under the Early College Credit Program if the course is taken for high school credit and the course is not comparable to a course offered in the district. The district shall pay its respective portion for no more than a maximum of 18 postsecondary credits per student through either the Early College Credit Program or the Start College Now Program.

LEGAL REF.: Wisconsin Statutes

Sections 118.13	[Student nondiscrimination]
118.33	[High school graduation standards]
118.145 (4)	[Private school/parochial school participation in high school courses]
118.51	[Full-time Open Enrollment]
118.55	[Early College Credit Program]

CROSS REF.: 5110 Equal Educational Opportunity/Discrimination Complaint
5260 Full Time Open Enrollment
5310 Student Attendance
6421 Services for Students with Disabilities
6423 Talent Development Program
6426 Student Program or Curriculum Modifications
6435 Start College Now Program
6456 Graduation Requirements

Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 27, 2018
REVISED: July 24, 2018

RULE 6450
EARLY COLLEGE CREDIT PROGRAM

All students in high school grades and who meet the program requirements defined by law are eligible to participate in the Early College Credit Program. The student must:

- complete the 8th grade.
- apply to the institute of higher education (IHE) in the school semester prior to the one in which the student plans to attend the postsecondary course.
- notify the school board of the district in which they are enrolled, through a high school counselor or designee, of the student's intent to enroll in an institute of higher education. The deadlines for filing the form are no later than March 1 for the fall semester and October 1 for the spring semester. The notice shall include the titles of the courses in which the pupil intends to enroll, the number of credits of each course and shall specify whether they are taking the courses for high school and/or post-secondary credit.

The student's parent/guardian is responsible for satisfactory student attendance and compliance with the state compulsory school attendance law. Nonresident open enrollment students attending courses in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

The board or designee shall determine whether a postsecondary course is eligible for high school credit, how many high school credits may be awarded, and whether the course is comparable to a course offered in the district. Such decisions shall be made consistent with state law requirements and established by district procedures. Students in grades 9-12 may be eligible to take respective post-secondary courses during the fall, spring, and summer semesters. Participation in this program is limited to a total of 18 college credits, though there is no annual or semester limits.

Admission and Notification

The school board shall notify the pupil of its determinations, in writing, before the beginning of the semester in which the pupil will be enrolled. If the pupil disagrees with the school board's decision regarding comparability of courses, satisfaction of high school graduation requirements or the number of high school credits to be awarded, the pupil may appeal the school board's decision to the state superintendent within 30 days after the decision. The state superintendent's decision shall be final and is not subject to review.

If an institution of higher education admits a pupil, it shall notify the school board of the school district in which the pupil is enrolled, in writing, within 30 days after the beginning of classes at the institution of higher education. The notification shall include the course or courses in which the pupil is enrolled. If a pupil is not admitted to attend the course that he or she specified in the notice but is admitted to attend a different course, the pupil shall immediately notify the school board of the school district in which he or she is enrolled and the school board shall inform the pupil of its determinations regarding the course to which the pupil was admitted as soon as practicable.

Responsibility of Costs Between the District and the IHE

The school board in which a pupil attending an institution of higher education is enrolled shall be responsible for the following amount within 30 days after the end of the semester. The school board shall pay the institution of higher education, on behalf of the pupil, the following amount for any course that is taken for high school credit and that is not comparable to a course offered in the school district:

RULE 6450
EARLY COLLEGE CREDIT PROGRAM
PAGE 2

- If the pupil is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered in the school district, 75 percent of the actual cost of tuition for the course.
- If the pupil takes a course under the ECCP at a high school in a school district or at a participating private school, the school board of the school district shall be responsible for the costs of books and other necessary materials for the course.
- If the pupil is taking a course for postsecondary credit and if the course is not comparable to a course offered in the school district, 25 percent of the actual cost of tuition for the course.

Postsecondary courses taken by high school students under the following three conditions are not subject to the cost sharing model under the Early College Credit Program.

- 1. The School Board and either the chancellor of a University of Wisconsin (UW) System 4-year institution or the president of a private, non-profit institution (i.e. a member of the Wisconsin Association of Independent Colleges and Universities) have entered in an agreement to provide a college credit in a high school program to academically qualified students under which participating students may take the course for postsecondary credit (e.g., dual credit program); and**
- 2. The instruction of students in the course takes place in a school building in the school district or a school district facility; and**
- 3. The individual who provides instruction in the course is a high school teacher who is employed by the school district and certified or approved to provide the instruction by the participating UW-System institution or private, non-profit institution, or a faculty member of the participating UW-System institution or private, non-profit institution, as applicable to the particular college credit in high school program agreement.**

If a school board is required to pay, the tuition charged for each credit assigned to the course may not exceed the following:

- For an institution of higher education other than a University of Wisconsin college campus, one-third of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the educational institution as an undergraduate student. Neither the institution of higher education nor the school board may charge any additional costs or fees to a pupil to attend a course.
- For an institution of higher education that is a University of Wisconsin college campus, one-half of the amounts that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the college campus as an undergraduate student. Neither the college campus nor the school board may charge any additional costs or fees to a pupil to attend a course.
- For an institution of higher education, one-third of the amount that would be charged for each credit assigned to a similar course offered by the University of Wisconsin-Madison to an individual who is a resident of this state and who is enrolled at the University of Wisconsin-Madison as an undergraduate student. Neither the institution of higher education nor the school board may charge any additional costs or fees to a pupil to attend a course.

Within 30 days after the end of the semester, the school board shall pay the institution, on behalf of the pupil, the amount determined and shall submit an itemized report to the department of instruction of the amounts paid under this subdivision. The secretary of the department of workforce development shall, on behalf of the school board, pay to the department of public instruction the following amount:

- For a pupil who took a course for high school credit, 25 percent of the actual cost of tuition for the course. The department of public instruction shall reimburse the school board the amount received from the department of workforce development.
- For a pupil who took a course for postsecondary credit, 50 percent of the actual cost of tuition for the course. The department of public instruction shall reimburse the school board the amount received from the department of workforce development.
- If the appropriation in any fiscal year is insufficient to reimburse all school districts and all governing bodies eligible for the full amount of reimbursable tuition costs, the secretary of the department of workforce development shall notify the state superintendent, who shall prorate the amount of the payments under among eligible school districts and governing bodies.

Responsibility of Pupil for Tuition and Fees

A pupil taking a course at an institution of higher education for high school credit is not responsible for any portion of the tuition and fees for the course if the school board has determined that the course is not comparable to a course offered in the school district.

A pupil taking a course at an institution of higher education for high school credit is responsible for the tuition and fees for the course if the school board has determined that the course is comparable to a course offered in the school district.

A pupil taking a course at an institution of higher education only for postsecondary credit is responsible for 25 percent of the actual cost of tuition for the course. The school board shall establish a written policy governing the timing and method for recovering from the pupil or the pupil's parent or guardian the pupil's share of tuition.

The school board shall waive the pupil's responsibility for costs if the department determines that the cost of the course would pose an undue financial burden on the pupil's family.

The parent/guardian or student is responsible for transportation between the school and the participating Early College Credit postsecondary institution. The parent or guardian of a pupil who is attending an institution of higher education or technical college and is taking a course for high school credit may apply to the state superintendent for reimbursement of the cost of transporting the pupil between the high school in which the pupil is enrolled and the institution of higher education or technical college that the pupil is attending if the pupil and the pupil's parent or guardian are unable to pay the cost of such transportation. The state superintendent shall determine the reimbursement amount and shall pay the amount. The state superintendent shall give preference to those pupils who satisfy the income eligibility criteria for a free or reduced-price lunch.

If a pupil receives a failing grade in a course, or fails to complete a course, at an institution of higher education or technical college for which the school board has made payment, the pupil's parent or guardian, or the pupil if he or she is an adult, shall reimburse the school board the amount paid on the pupil's behalf upon the school board's request. If a school board that requests reimbursement of a payment made is not reimbursed as requested, the pupil on whose behalf the payment was made is ineligible for any further participation in the program. A grade that constitutes a failing grade for a course offered in the school district constitutes a failing grade for a course taken at an institution of higher education or technical college.

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KENOSHA UNIFIED SCHOOL DISTRICT

July 24, 2018

KUSD Policy and Rule 6470 Student Records

Wisconsin Act 251 updated language regarding the maintenance and confidentiality of student records. Districts across the state are expected to update local policies to reflect these modifications. The primary change is the shortened time frame for school districts to process and transfer student records per official records requests. School districts must now transfer a student's records to another school or school district no later than the next working day of receiving an appropriate, written notice of enrollment, rather than the five working days as in the past. Other revisions to this policy relate to updated KUSD departments, staff roles and regulatory reference marks.

Administrative Recommendation:

At its June 26, 2018. regular meeting, the Board of Education reviewed and approved the listed revisions for Policy and Rule 6470 Student Records as a first reading. Administration recommends that the School Board approve the listed revisions for a second reading at the July 24, 2018, regular School Board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

POLICY 6470
STUDENT RECORDS

A student record folder shall be maintained for each student enrolled in the District. Student records shall be used to carry on school business and to serve as a source of future information and verification for each student's personal use.

Student records shall respect such student rights as enumerated by law and the information contained in them shall be clear and accurate. Amendment of records believed to be inaccurate, misleading or in violation of the privacy rights of the student may be requested.

The District recognizes the need for the confidentiality of student records. Therefore, student records shall be available for inspection, review and copying only in accordance with state and federal laws and District policies, rules and regulations.

The building principal shall have primary responsibility for the maintenance and confidentiality of all **physical and electronic** student records kept at his/her assigned school. Records for students in special education containing progress and behavioral data shall be maintained in the Office of ~~K-8 Instruction~~ **Special Education and Student Support**. The ~~Executive Director of K-8 Instruction~~ **Special Education and Student Support** shall have responsibility for the maintenance and confidentiality of all student records kept by the Office of ~~K-8 Instruction~~ **Special Education and Student Support**.

Annually, the District shall inform adult students and the parents/guardians of minor students of this policy and its implementing procedures. Persons who feel that their rights under federal law have been violated may file a written complaint with the U.S. Department of Education.

LEGAL REF.: Wisconsin Statutes

Sections 118.125 [~~Maintenance and confidentiality of student~~ **Pupil records**]
118.126 [~~Privileged communications relating to student alcohol or drug use~~]
118.127 [~~Access to and use of~~ Law enforcement agency information]
~~118.128 [Information related to student harm to others]~~
146.81 – 148.83 [~~Confidentiality of patient~~ **Health care records; definitions**]
252.15 [~~Confidentiality~~ **Restrictions on use of an HIV test results**]
767. 241(7) [~~Parent a~~ **Access to student's school records**]
938.396 [~~Access to juvenile r~~ **Records**]

20 U.S.C. Section 1232g, 45 C.F.R. Sec. 99 [Family Educational Rights and Privacy Act]

CROSS REF.: ~~42001240~~ **1240**, Access to Public Records (~~currently 1170, 1170.1, 1170.2 and 1171~~)
5910, Children of Divorced/ or Separated Parents (~~currently 5125.7, 5125.8, 5125.9 and 5125.10~~)
6330, Privacy Rights in District Programs
6452, Student Progress Reporting
6460, Testing/~~Assessment Programs~~
~~6461, Parental Consent for Testing~~
Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

POLICY 6470
STUDENT RECORDS
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REVISED: September 14, 1999
July 10, 2001
July 24, 2018

RULE 6470

GUIDELINES FOR THE MAINTENANCE AND
CONFIDENTIALITY OF STUDENT RECORDS

A. DEFINITIONS

"Student records" include all data relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel that are not available to others, and records necessary for and available only to persons involved in the psychological treatment of a student.

1. "Progress records" mean those **pupil records which include the pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record, the pupil's immunization records, any lead screening records,** ~~student records which include the student's grades, a statement of the courses taken by the student, the student's attendance record, the student's immunization records~~ and records of the student's school extracurricular activities.

2. "Behavioral records" mean those student records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual ~~student's~~ **pupil's** behavior, tests relating specifically to achievement or measurement of ability, the ~~student's~~ **pupil's** physical health records, other than immunization records **or any lead screening records**, law enforcement officer records and any other ~~student-pupils~~ records which are not progress records.

a. "Special education records" include referral information (including notices and forms), signed parent/guardian consent for evaluation, individualized education program (IEP) team evaluations, individual reports, etc., the student's IEP, placement decisions and signed parent/guardian consent or refusal, medical evaluations and prescriptions required to substantiate health care plans and medical evaluations used to substantiate a determination of disability.

b. "Law enforcement ~~officer-unit~~ records" ~~include those means~~ records obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a child, (3) the act for which a juvenile enrolled in the District was adjudged delinquent, and (4) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating certain specified laws. Such records may be provided to the District upon request of the Superintendent of Schools or designee, or upon the law enforcement agency's own initiative based on agency policy. Upon receipt of the records, the Superintendent or designee shall inform the student named in the records and the parent/guardian of a minor student named in the records of the information.

c. "Court records" include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult and has been adjudged delinquent on that basis.

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**GUIDELINES FOR THE MAINTENANCE AND
CONFIDENTIALITY OF STUDENT RECORDS**

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- d. "Student physical health records" are those student records that include basic health information about a student including: the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the state superintendent of public instruction.
- e. "Student patient health care records" include all records relating to the health of a student prepared by a health care provider that are not included in the "student physical health records" definition above.
- 3. Directory Data - The School Board has designated the following information as student directory data: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weights and heights of members of athletic teams, dates of attendance, photographs, degrees ~~or~~ **and** awards received, **and the name of the school most recently previously** ~~educational agency or institution~~ **attended by the student/pupil**, and other similar information.
- 4. Adult Student means a student who has attained 18 years of age. The consent required of and the rights accorded to the parent/guardian of a student while he/she was a minor shall thereafter only be required of and accorded to the adult student, except as otherwise provided.

B. CONFIDENTIALITY OF STUDENT RECORDS

- 1. Release of Student Records to Adult Students and Parents/Guardians
 - a. Adult students and the parents/guardians of minor students shall have the right to inspect, review and copy student records in accordance with state and federal laws and District rules and regulations
 - b. Either parent/guardian may exercise his/her right to inspect records unless the school has been provided with evidence that there is a state law or court order governing such matters as a divorce decree, separation or custody agreement or other legally binding instrument which specifically provides to the contrary.
 - c. Personally identifiable information from an adult student's records may be disclosed to the student's parent(s)/guardian, without the adult student's written consent, if the adult student is a dependent of his/her parent(s) or guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
 - d. Adult students or parents/guardians of minor students shall be provided a copy of the student's records upon request, including the student's transcript, at no cost consistent with legal requirements. Transcripts requested by adult students or parents/guardians of minor students to be provided to other persons, agencies or institutions shall be provided at cost.
- 2. Release of Student Progress or Behavioral Records (Other Than Patient Health Care Records) to Others
 - a. The judge of any court of Wisconsin or the United States shall, upon request, be provided by

RULE 6470

**GUIDELINES FOR THE MAINTENANCE AND
CONFIDENTIALITY OF STUDENT RECORDS**

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the Board Clerk or designee with a copy of the progress records of a student who is the subject of any proceeding in such court. A reasonable effort shall be made to notify the adult student or parent(s)/guardian of a minor student in advance of compliance.

- b. Names of dropouts shall be provided to a court in response to an order under the state law governing municipal school dropout ordinances.
- c. If school attendance is a condition of a student's dispositional order under section 48.355(2)(b)7 or 938.358(2), the county department that is responsible for supervising the student shall be notified within five days after any violation of the condition by the student.
- d. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. If a

student's attendance record is disclosed to a law enforcement agency for purposes of a truancy investigation, the student's parent/guardian shall be notified of that disclosure as soon as practicable after that disclosure.

- e. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (a) the student is under investigation for arson, (b) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (c) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
 - f. Student records shall be made available to persons employed in the District which the student attends who are required by the state to hold a license and to other school district officials who have been determined by the Board to have legitimate educational interests, including safety interests, in the student records. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as attorney, auditor, medical consultant, therapist, outreach worker or CLC coordinator); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interests" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
- (1) Law enforcement records received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the District's athletic code.
- (2) Court records obtained by the District must be disclosed to District employees who work directly with the juvenile named in the records or who have been determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for **RULE 6470**

**GUIDELINES FOR THE MAINTENANCE AND
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suspending or expelling a student from school.

- g. Upon the written permission of an adult student, or the parent(s)/guardian of a minor student, the school shall make available without unnecessary delay to the person named in the permission form a copy, at cost, of the student records requested. The form for requesting the release of records must include the following information: (1) the specific records that are authorized to be released, (2) the reasons for such release, and (3) the parties or person to whom the information shall be released. Law enforcement officer records may not be made available under this exception unless specifically identified by the adult student or by the parent/guardian of a minor student in the written permission.
- h. Student records shall be provided to a court in response to a subpoena by parties to an action, or in compliance with a judicial order, to be used only for purposes of impeachment of any witness who has testified in the action. After an in-camera inspection, the court may turn said records or parts thereof over to parties in the action or their attorneys if said record would be relevant and material to a witness' credibility or competency. A reasonable effort shall be made to notify the adult student, or parent(s)/guardian of a minor student in advance of compliance with the order.
- i. The Board shall disclose a student's records in compliance with a court-ordered educational plan after making a reasonable effort to notify the student's parent(s) or guardian.
- j. The Superintendent of Schools or designee may provide the Department of Public Instruction (DPI) or other public officer with any information required under chapters 115 to 121 of the state statutes. Upon request, the DPI shall be provided with any student record information that relates to an audit or evaluation of a state-supported program or that is required to determine compliance with state law provisions. Information reported shall be kept confidential by the DPI.
- k. Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by an IEP team.
- l. Information from a student's immunization records shall be made available to state and local health officers to carry out immunization requirements.
- m. The district board of the technical college district in which the school district is located or, for verification of eligibility for public assistance, the department of health and family services, the department of workforce development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes shall, upon request, be provided with the names of students who have withdrawn from the public school prior to graduation.
- n. The District shall, upon request, provide another public school district in Wisconsin student disciplinary records necessary for purposes of public school open enrollment. These records include: (1) a copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student; (2) a written explanation of the reasons for the expulsion or pending disciplinary proceedings; and, (3) the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.

Copies of student records shall be provided without unnecessary delay at cost to the person or agency who is authorized to inspect them.

3. Release of Student Patient Health Care Records

Except as otherwise provided, student patient health care records may only be released to persons specifically designated in the state patient health care records laws or to other persons with the **RULE**

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**GUIDELINES FOR THE MAINTENANCE AND
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informed consent of the patient or a person authorized by the patient. Any part of a student health care record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immune deficiency syndrome - AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

4. Release of Directory Data

Directory data will be released as outlined below, unless the parent/guardian or adult student informs the principal of any or all items

he/she does not wish to have released without prior written consent of the parent/guardian or adult student. The District will give annual written notice to adult students and parents/guardians of the categories of information that the Board has designated as directory data with respect to each student and inform them that they ~~have 14 days to~~ may inform the school that all or any part of the

directory data may not be released without the prior consent of the parent/guardian or adult student. The District will not release directory data ~~earlier than 14 days after the initial written notice to the adult student or parent/guardian, or after the District has been restricted from doing so~~ by any of those parties.

- a. If a school has followed the notification procedure outlined above, and the adult student or parent/guardian does not object to the directory data being released, the building principal **or district** may release student directory data.
- b. If a school has followed the notification procedure as outlined above, and the adult student or parent/guardian does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide a technical college district board with the name and address of each such student who is expected to graduate from high school in the current school year.
- c. If the school has followed the notification procedure outlined above, and the adult student or parent/guardian does not object to the directory data being released, the Board Clerk or designee shall, upon request, provide any representative of a law enforcement agency, district attorney, city attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23 or a court of record or municipal court with such directory data information relating to any such student enrolled in the District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.

5. Transfer of Records

No later than the next working day, The District shall transfer to another school or school district all student records relating to a specific student if it has received written notice: (a) from an adult student or the parent/guardian of a minor student that the student intends to enroll in the other school; (b) from the other school district that the student has enrolled; or (c) from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home. ~~Student records requested must be transferred within five working days.~~

C. APPEALING THE CONTENT OF STUDENT RECORDS

1. An adult student or the parent/guardian of a minor student who believes that information contained in the student's records is inaccurate, misleading or violated the privacy rights of the student may request that the principal amend these records. If the principal does not amend the records as requested by the parent/guardian or adult student, the principal shall notify the parent/guardian or **RULE 6470**

**GUIDELINES FOR THE MAINTENANCE AND
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adult student of this decision and advise him/her of the right to a hearing in order to challenge the contents of the student records.

2. If the adult student or the parent/guardian of a minor student is not satisfied with the principal's decision, the decision may be appealed to the Superintendent or designee, within 10 days from receipt of the principal's decision.
3. A request for a hearing should be in writing and include a specific statement of which records and how such records are inaccurate, misleading or otherwise in violation of the privacy rights of the student.
4. After the hearing, the parent/guardian or adult student will receive a written decision. If the decision is that the challenged information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the parent/guardian or adult student shall be informed of the

right to place in the student records a statement commenting upon the information in the records and/or setting forth any reasons for disagreeing with the decision.

D. RECORDS MAINTENANCE AND DESTRUCTION

1. While students are attending school in the District, their records shall be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Special education student records shall be maintained as outlined below.
2. **Physical** Student records shall be contained on and in the printed folder adopted by the District for such purpose. Each student record folder shall be examined at least annually for the purpose of eliminating extraneous or outdated materials contained therein. The principal will be responsible for having student records current and designating professional staff to review the student record folder.
3. A record of each request for access to and each disclosure of personally identifiable information from a student's record folder shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - the parent/guardian or adult student;
 - a school official;
 - a party with written consent from the parent/guardian or adult student;
 - a party seeking directory data; or
 - a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.
4. Special Education Records - Student special education records will be maintained by the ~~Executive Director of K-8 Instruction~~ **Special Education and Student Support** in accordance with District policy, rules and regulations. The District shall maintain a listing of employees and their positions who are authorized to have access to records of special education students. This listing shall be posted in an area accessible to the public. All persons collecting or using personally identifiable information from student special education records shall receive training or instruction regarding the policies and procedures that the District has undertaken to ensure the confidentiality of any personally identifiable information maintained or collected by the District.
5. When the student ceases to be enrolled in a school operated by the District, within six months from the time that the student left the District, his/her records will be transferred to the Office of **Special Education and Student Support**. Records that are transferred to the Office of **Special Education**

**GUIDELINES FOR THE MAINTENANCE AND
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and Student Support when the student ceases to be enrolled shall be maintained as follows:

- a. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school unless the student and his/her parent/guardian if the student is a minor gives permission that the records may be maintained for a longer period of time. All behavioral records not previously destroyed will be maintained ~~on microfilm~~ **through electronic media**. Where such written permission is received, behavioral records generally will be destroyed five years after the date the student graduated from or last attended school.
- b. Five years after the student ceases to be enrolled in the school system, all progress records will be maintained on ~~microfilm or computer~~ **electronic media** and the original progress records (permanent record card) destroyed. ~~A student's progress records will be destroyed after the person reaches the age of 75.~~

Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018
Board of Education Meeting

**POLICY AND RULE 1210 – COMMUNICATION – SCHOOL SPONSORED
(INCLUDING CRISIS), ADMINISTRATIVE REGULATION 1210 –
COMMUNICATION – SCHOOL SPONSORED (CRISIS), POLICY AND RULE
1200 PUBLIC RELATIONS PROGRAM, AND POLICY 1211 –
PARENT/GUARDIAN/CAREGIVER INFORMATION PROGRAM**

Background:

Policy and Rule 1210, Administrative Regulation 1210, Policy and Rule 1200 and Policy 1211 were last reviewed in 2006. Since then, the roles and responsibilities of the Office of Communications have changed, new communication tools and technologies have been implemented, and the basis on which we communicate with families has increased. Thanks to these changes, messaging is more streamlined and central support for schools has been rolled out, allowing for more timely, accurate information being shared with families throughout the district and community in both the general and crisis communications arenas.

To align with these changes, Policy and Rule 1210 has been updated to include the process used to handle general school communications and crisis communications. In addition, the language in the Administrative Regulation 1210 and Policy 1211 have been incorporated in the body of the policy, eliminating their need.

Policy and Rule 1200 are being recommended for elimination because the information outlined is more procedural than policy, is outdated, lists the wrong departments, and those items related to policy are already covered in Policy and Rule 1210 and Policy 8610. Policy and Rule 1210 is inclusive of how families and stakeholders will be communicated with at all times and the channels in which that shall occur, elimination of Policy and Rule 1200 eliminates confusion and redundancy.

Administration Recommendation:

Administration recommends that the board approve revised Policy and Rule 1210 – Communication with Parents/Guardians/Caretakers (Including Crisis) and eliminate Administrative Regulation – Communication – School Sponsored (Crisis), Policy and Rule 1200 – Public Relations Program, and Policy 1211 – Parent/Guardian/Caregiver Information Program as a second reading on July 24, 2018.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

POLICY 1210

~~COMMUNICATION—SCHOOL SPONSORED~~**COMMUNICATING WITH**
PARENTS/GUARDIANS (INCLUDING CRISIS)

Communication sponsored by individual schools shall be ~~encouraged~~**used** as a means of further informing the public regarding school activities. ~~All school-sponsored communication shall be conducted with the knowledge and approval of~~**reviewed/approved** by the building principal and/or his/her designee.

District-level communications directed to parents/guardians, such as those involving districtwide bond referenda, budget matters, boundaries, school enrollments, curriculum changes, transportation, food services or the like, shall be approved by the Superintendent and/or his/her designee. Where such information has previously appeared in an official district communication, it may be copied and/or reproduced exactly for dissemination without prior approval of the Superintendent and/or his/her designee.

~~Parents/guardians/caregivers shall be informed, as appropriate and necessary by the building principal, of incidents occurring on school premises that pose a threat to the future health, safety and/or life of their children, staff and/or students as expeditiously as possible.~~ All such communication shall be consistent with legal and ethical principles regarding the privacy rights of students and their families.

LEGAL REF.: Wisconsin Statutes

Sections 19.31 [Public policy on access to record information]

118.125 [Confidentiality of student records]

Family and Educational Rights and Privacy Act [Confidentiality of student record information]

CROSS REF.: ~~1200, Public Relations Program~~

~~1211, Parent/Guardian/Caregiver Information Program~~

1212, Non-English Language Version Printed Materials

1220, Cable Television

1520, Notification of Materials and Literature to Students

2810, Incident Reporting

3600, School Safety

5910, Children of Divorced or Separated Parents

6470, Student Records

~~Crisis Response Manual~~**Emergency Operations Plan**

~~ADMINISTRATIVE REGULATIONS: 1210, School Sponsored Communications (Crisis)~~

AFFIRMED: December 28, 1990

REVISED: May 11, 1999

February 25, 2003

December 19, 2006

July 24, 2018

RULE 1210

**COMMUNICATING WITH PARENTS/GUARDIANS (INCLUDING
~~CRISIS) COMMUNICATION – SCHOOL SPONSORED (INCLUDING CRISIS)~~**

1. General:
 - a. All school-sponsored communications shall be ~~conducted as authorized~~**reviewed/approved** by the building principal **and/or his/her designee**.
 - b. School-sponsored communications shall be objective, ethical and factual. ~~in keeping with accepted journalistic standards. Such communications shall not include material of a partisan political or religious nature.~~
 - c. **School-sponsored communications shall not include material of a partisan political or religious nature.** ~~Copies of all school-sponsored communications shall be furnished to the Superintendent of School's Office.~~
2. ~~Communications Related to Incidents Threatening the Health, Safety and/or Life of Students~~**Crisis communications:**
 - a. Incidents ~~of a health, safety and/or life threatening nature occurring on school premises or during school-sponsored activities that pose an immediate threat to staff and/or students to a student(s)~~ shall be communicated **to parents/guardians immediately to theas expeditiously as possible** ~~parents/guardians/caregivers of students who are directly involved with the specific incident.~~
 - i. **The Chief Communications Officer shall draft all crisis communications.**
 - ii. **Messages shall include facts about the incident that are in line with legal and ethical principles regarding student privacy, and will be sent in the most expeditious manner available (e.g. phone call, text, email, etc.).**
 - iii. **The district will collaborate with local law enforcement agencies, fire departments and/or Kenosha County Emergency Management to draft and disseminate appropriate, timely messages when necessary.**
 - b. In health related situations, **the district will follow instructions from the Kenosha County Division of Health regarding if, when and how to notify parents/guardians** ~~by the Kenosha County Department of Health concerning parent/guardian/caregiver notification will be followed.~~
 - c. ~~In safety-related situations, the District will cooperate with the Kenosha County Department of Emergency Services, law enforcement and fire departments in determining appropriate parent/guardian/caregiver notification procedures.~~
 - ~~d. Incidents of a health, safety and/or life threatening nature that have occurred on school premises or during school-sponsored activities for which the school has intervened on a school-wide basis shall be communicated to all parents/guardians/caregivers of students attending the affected school.~~
 - e. ~~In the case of situations where all parents/guardians/caregivers are notified, the Superintendent or designee shall be consulted prior to the release of information and shall approve the content of the communication and method for releasing the information.~~
 - f. **The Office of Communications will draft any necessary media releases and the Chief Communications Officer will handle all media inquiries.** ~~District's Crisis Response Manual and the school "Crisis Response Team" are to be consulted for guidance in preparing informational releases.~~
 - ~~g. The communication shall be made in the most expeditious manner possible. (i.e., direct letter sent home with students, telephone contact, media release, etc.)~~
 - h. ~~Information included in the communication shall be based on facts related to the incident and not on speculation or rumors and shall be in line with legal and ethical principles regarding the privacy rights of students and their families.~~

~~ADMINISTRATIVE REGULATION~~

ADMINISTRATIVE REGULATION 1210 SCHOOL SPONSORED COMMUNICATIONS (CRISIS)

~~According to Board policy, on May 11, 1999, February 25, 2003 and December 19, 2006, the Board of Education revised this policy to include the provision that “parents/guardians/caregivers shall be informed, as appropriate and necessary, by the building principal, of incidents occurring on school premises that pose a threat to the future health, safety and/or life of their children.”~~

~~The related rule for this policy further states that such incidents:~~

~~2(a) “...that pose an immediate threat to a student(s) shall be communicated immediately to the parents/guardians/caregivers of students who are directly involved with the specific incident.”~~

~~2(d) “...for which the school has intervened on a school-wide basis shall be communicated to all parents/guardians/caregivers of students attending the affected school.”~~

~~The following examples are provided to illustrate the implementation of this policy:~~

~~A bomb threat is found in the building (student note, message in bathroom, etc). The threat is determined through investigation to be a hoax, and the building is not searched nor evacuated. In this case, parental notification is not necessary.~~

~~A student becomes angry at another student and makes the statement, “I’ll kill you.” The situation must be investigated fully (refer to Policy, Rule and Administrative Regulation 5437), all parents/guardians of the involved students notified, and necessary actions and consequences imposed as appropriate to the situation. Unless the investigation suggests that an all-school intervention is necessary, an all-school parent notification will not be required.~~

~~A student is reported to have a gun in the school, resulting in a safety drill and an all-school search. An all-school communication is required and must be approved by the superintendent prior to distribution.~~

~~School principals must notify the Office of the Superintendent/designee of any serious discipline issues that involve threats, personal injury, and/or result in arrests.~~

POLICY 1211

PARENT/GUARDIAN/CAREGIVER INFORMATION PROGRAM

~~The building principal shall approve communications related to a specific school sent to the parents/guardians/caregivers through students.~~

~~Any communication of interest beyond that of an individual school or department, directed to the parents/guardians/caregivers through students, such as those involving District-wide bond referenda, budget matters, boundaries, school enrollments, curriculum changes, transportation, food services or the like, shall be approved by the Superintendent/designee. Where such information has previously appeared in an official District communication, it may be copied or reproduced exactly without prior approval of the Superintendent/designee.~~

~~CROSS REF.: 1200, Public Relations Program
1210, Communication—School Sponsored (Including Crisis)
1212, Non-English Language Version Printed Materials
1520, Notification of Materials and Literature to Students
5910, Children of Divorced or Separated Parents
6330, Privacy Rights in District Programs/Activities
6452, Student Progress Reporting~~

~~AFFIRMED: December 28, 1990~~

~~REVISED: February 25, 2003
December 19, 2006~~

POLICY 1200
PUBLIC RELATIONS PROGRAM

In recognition of the need for an informed citizenry, the School Board and District personnel shall endeavor to provide information concerning the District to all persons residing within the District. The public shall be fully and promptly informed concerning events and facts regarding the operation and activities of the District. Providing information to the public is an essential function of a representative government and shall be considered an important responsibility of all administrative personnel.

A variety of media shall be used for informing the public concerning District operations and activities. A public relations program utilizing such media shall be conducted through the Communications Office or through the respective office, administrator, or building principal.

Generally, the Superintendent of Schools shall be the authorized spokesperson for the Board and the District on matters of District concern. When an official action of the Board is under discussion, the Board President may be the authorized spokesperson for the Board. When an action of a Board committee is under discussion, the chairperson of that committee may be the authorized spokesperson for that committee.

District employees are permitted to supply accurate, complete and objective information or to answer questions from the public about school activities directly within their jurisdiction or first hand knowledge. The building principal is the first to approve publication of information regarding the respective school. When such information involves District wide programs or policies, approval should first be obtained by the building principal from the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

Sections 19.31 [Public policy on access to record information]
19.81 [Public policy on access to information and open meetings]

CROSS REF.: 1210, Communication—School Sponsor (including crisis)

1211, Parent/Guardian/Caregiver Information Program
1212, Non-English Language Version Printed Materials
1213, Web Publication
1220, Cable Television
1240, Access to Public Records
1520, Notification of Materials and Literature to Students
2810, Incident Reporting
8500, School Board Powers and Duties
8711, Public Notification of Board Meetings
8712, Agenda Preparation and Dissemination
8840, Board Minutes
8850, School Board Committees
8860, Citizen Advisory Committees
8870, Public Participation at Board Meetings
8880, Audio Recording of Board Meetings
Crisis Response Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
December 19, 2006

-RULE 1200

PUBLIC RELATIONS PROGRAM

1. ~~The public relations program of the District shall include news releases, audio-visual presentations, cable television programming, brochures, advertisements, a speaker's bureau and District Web pages. The program shall be coordinated by the Office of Human Relations and other personnel as designated by the Superintendent of Schools.~~
2. ~~Timely news releases will be disseminated to the local news media from the Office of Human Relations on an impartial basis:~~
 - ~~a. Information and news items concerning District-wide plans, activities and needs will be released through the Office of the Superintendent of Schools or the Office of Human Relations.~~
 - ~~b. Information regarding District-wide activities administered through an office of the District may be released through the administrator of that office or building principal or department coordinator.~~
3. ~~Bulletins, reports, budgets and other public information will be made available to interested citizens upon reasonable request to the Superintendent's office and in accordance with the District's access to public records procedures.~~
4. ~~Where sufficient interest warrants, information may also be made available to regional, state and national news media, and state and national offices, through the Office of the Superintendent, the Office of Human Relations or an official of the District.~~
5. ~~All District employees shall be accurate and prompt in supplying information to the public. Both freedom and accuracy of information shall be recognized as essential to the public confidence and understanding of the District.~~

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 24, 2018
Board of Education Meeting

POLICY 2710 – LINE AND STAFF RELATIONS

Background:

In 2000, the Board of Education affirmed Policy 2710 – Line and Staff Relations. The policy states that lines of direct authority should be those approved by the Board of Education and shown on the district’s organizational chart. Upon review of other districts, including Green Bay, Madison, Milwaukee and Racine, this does not appear to be a common policy. In fact, only Madison and Green Bay have any form of organizational chart on their website.

All changes made to district leadership positions are discussed with and approved by the Board of Education prior to changes being made. However, because the organizational chart has the possibility of changing frequently, it is recommended that we eliminate Policy 2710 – Line and Staff Relations – Organizational Chart to ensure it is not regularly outdated. Instead, an organizational chart depicting the district’s leadership council will be kept by the Office of the Superintendent and made available within 48 business hours of requests received.

Administrative Recommendation:

At its June 26, 2018, regular meeting, the Board of Education reviewed and approved revisions to Policy 2710. Administration recommends that the board approve revised Policy 2710 - Line and Staff Relations and elimination of 2710 - Line and Staff Relations - Organizational Chart as a second reading on July 24, 2018.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

POLICY 2710
LINE AND STAFF RELATIONS

The School Board desires the Superintendent of Schools to establish a clear understanding on the part of all personnel of the working relationships in the school system. Lines of direct authority should be those approved by the Board ~~and shown on the District's organizational chart.~~ **An organizational chart depicting the district's leadership council will be kept by the Office of the Superintendent and made available within 48 business hours of requests received.**

Personnel shall be expected to refer matters requiring administrative action to the administrator to whom they are responsible. That administrator shall refer such matters to the next higher administrative authority when necessary. Additionally, all personnel will be expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. All personnel shall, however, have the right to appeal any decision made by an administrative authority.

Additionally, the lines of authority do not restrict in any way the development of a cooperative working relationship among all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility as well as avenues for a two-way flow of ideas to improve the program and operations of the District.

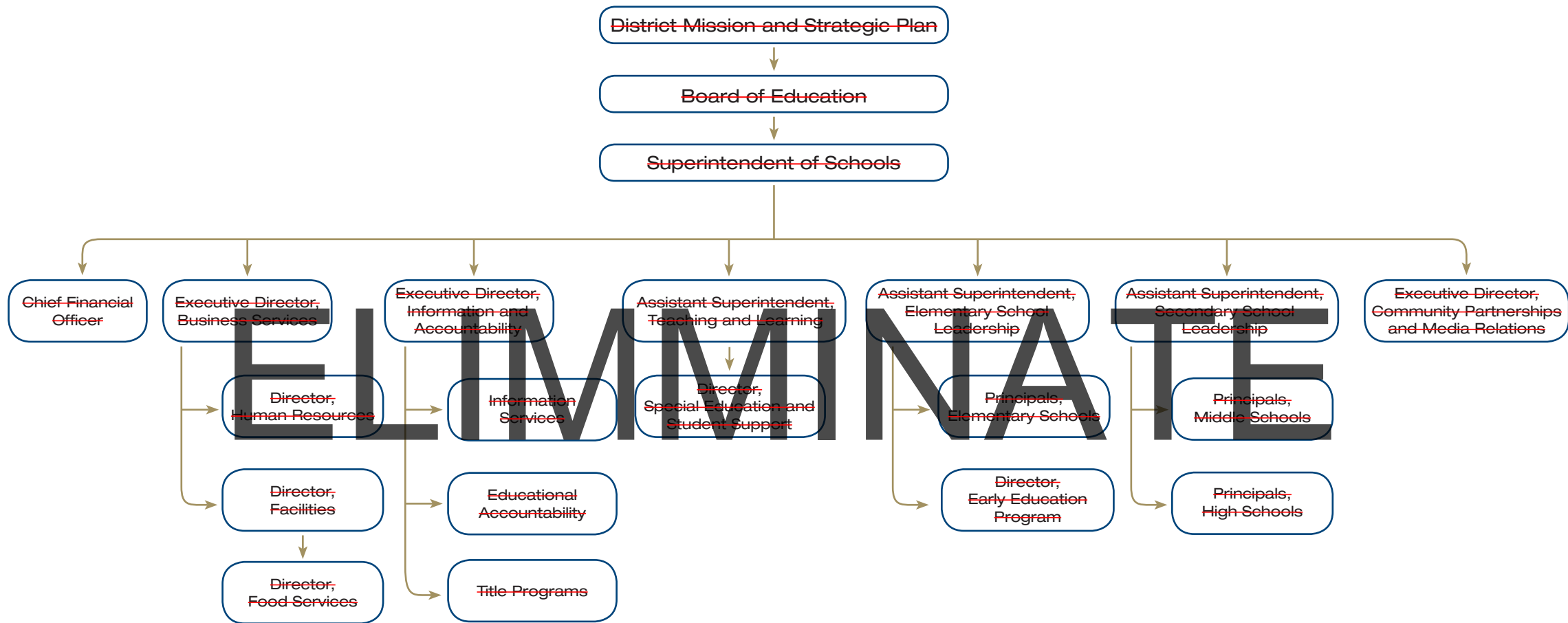
CROSS REF.: 4211, Staff Communications to the School Board
 District Organizational Chart

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: July 25, 2000

REVISED: November 28, 2006
 June 26, 2007
 July 24, 2018

~~Kenosha Unified School District - Organizational Chart~~



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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 24, 2018

Consideration for Renaming Reuther Auditorium

Background

Over the past several months individuals have requested the Board of Education to consider dedicating the “space” currently known as Reuther Central High School Auditorium to the name of an individual. In keeping with School Board Policy 7400 – Naming or Renaming District-Owned Property (Appendix A) and Policy 8860 - Citizen Advisory Committees (Appendix B), this agenda item is presented for Board of Education consideration and approval. Cited in the Kenosha News, dated July 6, 2018 and updated July 7, 2018, Board President, Mr. Dan Wade stated that he hoped to have the nomination considered, which begins with the formation of a committee and ready for a board meeting this month. Mr. Wade continued, stating that once the committee process and board consideration and formal voting has occurred, that the renaming of the auditorium could take place before the end of the year. With this direction, administration is seeking full board approval in order to move forward in a clear manner.

Identification of a Committee

School Board Policy 7400 – Naming or Renaming District-Owned Property was last updated in November 2017. This policy states that,

At the request of the School Board, a naming committee shall be formed in accordance with Policy 8860 Citizen Advisory Committees to research and present recommendations along with supporting evidence to the School Board when naming or renaming district-owned property, including facilities or other spaces. Individuals interested in renaming a facility or dedicating other spaces must submit their request in writing to the School Board for consideration.

Additionally, Policy 7400 provides clear direction to an advisory committee in considering potential names for dedicating other spaces within a building.

School Board Policy 8860 – Citizen Advisory Committees was last updated in March 2018. This policy provides the following guidance in identifying a committee:

- A citizen advisory committee is appointed by the School Board and/or Superintendent of Schools
- The Superintendent shall assign District personnel as resource persons to the committee.
- The Board President shall appoint two Board members to all citizen advisory committees.

Recommendation

Based on the direction provided by Board President, Mr. Dan Wade, administration recommends that the Board of Education approves the following:

1. The Board of Education approves the use of Policy 7400- Naming or Renaming District-Owned Property in appointing a committee as prescribed in Policy 8860 – Citizen Advisory Committees.
2. The Board of Education approves the Citizen Advisory Committee to follow the guidelines outlined in Policy 7400 for dedicating other spaces.
3. The School Board will consider all names submitted by the committee; and, the Board reserves the right to choose a name other than the first choice submitted by the committee for the space currently known as Reuther Central High School Auditorium.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. Scott Plank
Coordinator of Fine Arts

POLICY 7400

NAMING OR RENAMING DISTRICT-OWNED PROPERTY

The School Board shall be responsible for naming or renaming district-owned property. Name recommendations shall be made in accordance with district guidelines outlined in Rule 7400.

For the purpose of this policy, district facilities shall be defined as schools, district office buildings, auditoriums, athletic facilities, athletic fields and field houses. Other spaces shall be defined as any other areas in or around a district facility other than an actual school building, district office building, auditorium, athletic facility, athletic fields or field house (e.g. pond, library, courtyard, green space, etc.).

LEGAL REF.: Wisconsin Statutes
Section 120.12(1) (Care and management of school property)

CROSS REF.: Policy 1131, Memorials/Dedications within Schools
Policy 8860 – Citizen Advisory Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: January 12, 1999
September 11, 2001
September 25, 2007
November 28, 2017

RULE 7400

NAMING OR RENAMING DISTRICT-OWNED PROPERTY

At the request of the School Board, a naming committee shall be formed in accordance with Policy 8860 Citizen Advisory Committees to research and present recommendations along with supporting evidence to the School Board when naming or renaming district-owned property, including facilities or other spaces. Individuals interested in renaming a facility or dedicating other spaces must submit their request in writing to the School Board for consideration.

For the purpose of this policy, district facilities shall be defined as schools, district office buildings, auditoriums, athletic facilities, athletic fields and field houses. Other spaces shall be defined as any other areas in or around a district facility other than an actual school building, district office building, auditorium, athletic facility, athletic fields or field house (e.g. pond, library, courtyard, green space, etc.). The duties of the naming committee shall include compiling a list of name recommendations and submitting them in rank order (#1 being the top choice) to the School Board for consideration.

- a. NOTE: The School Board will consider all names submitted by the committee and reserves the right to choose a name other than the #1 choice submitted by the committee.
- b. The committee may use the following sources to acquire name suggestions:
 - i. Public participation
 - ii. Student participation

NAMING OR RENAMING A BUILDING

When considering potential names for district buildings, the committee shall keep in mind the following:

- a. Buildings must be named after a person or place.
 - i. Individuals must be deceased for at least two years before they may be nominated.
 - ii. Individuals who are nominated must be limited to those who have historical significance, have performed exemplary service in the community or for humanity, have displayed outstanding leadership and/or are of exemplary moral character.
 - iii. Places that are nominated must be very well known and have a great deal of significance to the district and/or community.
- b. First consideration shall be given to local persons or places, but consideration may also be given to state, national and international persons.

DEDICATING OTHER SPACES

When considering potential names for other spaces, the committee shall keep in mind the following:

- a. Other spaces may only be named after a person.
- b. Individuals must be deceased for at least two years before they may be nominated.
- c. Individuals who are nominated must be limited to those who have historical significance, have performed exemplary service in the community or for humanity, have displayed outstanding leadership and/or are of exemplary moral character.
- d. First consideration shall be given to local persons, but consideration may also be given to state, national and international persons.

APPENDIX B

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 8860 CITIZEN ADVISORY COMMITTEES

The School Board recognizes that citizen advisory committees provide a method for the participation of the general public in matters of educational planning and school operation.

Citizen advisory committees shall be appointed by the School Board and/or Superintendent of Schools for specific purposes and shall be representative of the entire School District.

Members of minority communities and students shall be actively recruited and encouraged to participate on citizen advisory committees to ensure the needs of all community members are being met.

The charge to citizen advisory committee members shall include the scope, time limit and responsibilities of their particular committee assignment. The Superintendent shall assign District personnel as resource persons to citizen advisory committees. The Board President shall appoint two Board members to all citizen advisory committees.

Citizen advisory committees shall be limited to making recommendations and suggestions for Board or administration consideration. No citizen committee shall be empowered to make decisions that are the legal responsibility of the Board or administration.

Public notice shall be given of citizen advisory committee meetings as required by state law and Board policy.

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: July 10, 2001
February 24, 2015
March 27, 2018

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Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018

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 July 24, 2018 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
Illuminate Education, Inc. 	The purchase of the first year of the eduCLIMBER analytics platform will allow KUSD teachers and staff to have a usable and real time tool in monitoring, tracking, and utilizing a plethora of student data. The increased use by staff should occur over time, as allowed by professional learning opportunities and guidance.	\$90,516

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Kris Keckler
Chief Information 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: Illuminate Education Inc. : eduCLIMBER

Purchased Good/Program: District-wide use of the eduCLIMBER Analytics platform

Start Date/Date Needed: July 25, 2018

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

With the increased use of data collection and reporting, a quality analytics program provides many benefits for all related staff, especially classroom educators. Implementing data monitoring practices, intervention support and tracking, and progress towards individual and group goals should be realized. Related materials attached.

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

The first year cost is \$90,516, which includes the initial implementation and start up trainings. Costs beyond the first year would be based on an annual \$4.00 per pupil. Existing technology related funds will be utilized.

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

YES ☒ NO ☐ If no, please request an RFP packet

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

Staff will have training and gain value with integrating a visual data analytics platform to best meet the needs of student progress monitoring. Use of this product will allow educators and support staff the ability to use relevant data in near real time to best meet the variable needs of students.

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

July 25, 2018

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

Appropriate Leadership Signature  Date July 9, 2018

KENOSHA UNIFIED SCHOOL DISTRICT

July 24, 2018

Wage Schedules for Hourly Employees

Background

Kenosha Unified School District (“the District”) has four main employee groups which comprise our employee pool. The following are the four main employee groups:

- individuals who receive teaching contracts (social workers, counselors, deans, physical therapists, occupational therapists, speech therapists, psychologists and nurses);
- full-time equivalent (FTE) hourly wage-earning employees (interpreters, ESP’s, secretaries, carpenters, painters, facilities and maintenance employees and food service employees);
- administrative, supervisory and technical (AST) employees; and
- non-FTE and seasonal non-FTE hourly wage-earning employees (also referred as part-time temporary);

Administration values all staff, and, in order to provide attention to each group a systematic approach was taken in addressing each group’s salary/ hourly wage schedules. The District prioritized creating a teacher salary schedule first. This task was done over the course of a full year as work began in the fall of 2016. A salary structure design team was formed and the team met on a regular bi-weekly basis (at a minimum) from December 14, 2016 through May 24, 2017. The team created a salary structure that was consistent, transparent and sustainable. The salary structure was adopted and approved by the Board in June of 2017 and was implemented the beginning of the 2017-2018 school year.

Next, administration addressed the Classification, Compensation and Personnel Policy for General Administrative, Instructional Administrative, Supervisory and Technical personnel (“AST policy”) as it was due to expire in June of 2017. Work began in fall of 2016 by compiling market source data for any former miscellaneous positions reclassified as an AST in order to accurately place those positions onto the existing AST salary schedule. The schedule was then updated to include these former miscellaneous positions. The Board approved the AST salary structure in October of 2017 retroactive to July 1, 2017 (the beginning of the new two-year AST policy).

Administration now brings forward updated wage schedules for all hourly employees: interpreters, Educational Support Professionals (hereinafter “ESPs”), secretaries, carpenters/ painters, service, food service, and non-FTE part-time timesheet. This was a very large undertaking as it involved extensive research and interviews. The objective of this project was to create wage schedules for hourly employees that reflect current job titles by eliminating superfluous and outdated titles, and represent competitive hourly rates with room for scheduled increases along the way.

Research on updates to all hourly wage schedules began in summer of 2017. Research comprised of collecting market source data on hourly wages for positions which are substantially equal to current District hourly positions of interpreters, ESP's, secretaries, carpenters/ painters, service, food service, and non-FTE part-time timesheet. In addition to research, administration interviewed hourly employees in certain positions and interviewed department managers. In addition, administration collected information from the Coordinator of Special Education regarding licensing requirement for Interpreters. Administration also collected information from the Director of Facilities regarding market source data he collected from Southeast Wisconsin Union wage scale and Abbott Laboratories. Administration also collected information from the Kenosha Police Department regarding market source data for Off-Duty Police Officers and, the Director of Food Services regarding clarification of essential job functions of Unit Managers at various locations and those that are "roving".

For positions such as Educational Support Professionals (ESPs) and secretaries the goal was to interview 25% of all ESP's and secretaries. Since there were various position titles of ESP's and secretaries who performed a myriad of duties, administration wanted to conduct interviews of individuals in these positions in order ensure that their listed job titles and current essential job functions reflected their actual essential job functions.

Administration exceeded the 25% goal by interviewing 28.71% of ESP's and 57.55% of secretaries throughout the District including all the secretaries at the Educational Support Center ("ESC") building.

Wage Schedules for Hourly Employees

Based on research and interviews with employees and their department heads, administration created streamlined and updated wage schedules for hourly employees in the following positions: interpreters, ESPs, secretaries, carpenters/ painters, service, non-FTE and seasonal non-FTE (formerly referred to as part-time timesheet). In addition, administration created a new schedule, Community and Student Support, to properly reflect a group of employees, who by their job description are not paraprofessionals nor secretarial.

The last adopted Interpreter schedule was in 2009 with the collective bargaining agreement that expired on June 30, 2012. The Interpreter hourly wage schedule has been updated to reflect current market wages, honors longevity and allows for scheduled wage increases along the way. The new wage schedule will place all Interpreters into an initial level that closely matches their current wage (based on market data research). After the initial placement, the Interpreter will advance a level each year thereafter subject to Board approval. See proposed Interpreter schedule attached as Attachment 1.

The last adopted ESP wage schedule was in 2009 as part of a collective bargaining agreement that expired on June 30, 2011. The ESP hourly wage schedule has been updated to reflect current market wages, includes any former miscellaneous positions reclassified as ESP's, honors bilingual proficiency by a \$1.00 increase in hourly wages, honors possession of special certifications such as special education ESP certification by increasing the entry level wages by \$1.47 and \$2.47 respectively. The new hourly wage schedule will place all ESPs into an initial

level that closely matches their current wage (based on market data research). After the initial placement, the ESP will advance a level each year thereafter subject to Board approval. See proposed ESP schedule attached as Attachment 2.

The last adopted Secretary and Clerical wage schedule was in 2009 as part of a collective bargaining agreement that expired on June 30, 2011. The Secretary and Clerical wage schedule has been updated to reflect a new schedule title that is more in line with current labor force position title of Administrative Support Professional. The Administrative Support Professional hourly wage schedule reflects current market wages, includes any former miscellaneous positions reclassified as secretaries, streamlines position titles, honors longevity, honors bilingual proficiency with a \$1.00 increase in hourly wage rate. The new hourly wage schedule will place all Secretaries into an initial level that closely matches their current wage (based on market data research). After the initial placement, the Administrative Support Professional will advance a level each year thereafter subject to Board approval. See proposed Administrative Support Professional hourly wage schedule attached as Attachment 3.

The last adopted wage schedules for Carpenters and Painters was in 2008 as part of collective bargaining agreement that expired on June 30, 2011. The last adopted wage schedule for Service employees was in 2009 as part of a collective bargaining agreement that expired on June 30, 2012. The updated Facilities hourly wage schedule consolidates the former schedules and positions into one schedule. The updated Facilities hourly wage schedule includes all former positions of Custodians (Day, Night, Head, and Senior Relief), Environmental Services Worker, Grounds Crew Worker, HVAC Services Worker, Electronics Technician, Environmental Services Crew, Distribution Crew Leader, Painter, Electronics Technician Crew Leader, HVAC Mechanic, Electrician, Carpenter, HVAC Crew Leader, Carpenter Crew Leader, Master Electrician, and Master Plumber. The updated Facilities hourly wage schedule reflects current market wages, honors longevity and allows for scheduled wage increase along the way. The new wage schedule will place all Facilities employees into an initial level that closely matches their current wage (based on market data research). After the initial placement, the Facilities employee will advance a level each year thereafter subject to Board approval. See proposed Facilities Employee hourly wage schedule attached as Attachment 4.

Food service employees were previously part of the service employees' schedule, which was last adopted in 2009 as part of a collective bargaining agreement that expired on June 30, 2012. Administration recommends placing food service employees on their own schedule reflecting the position titles of Food Service Worker (formerly known as "Food Service Helper"), Unit Manager, and Food Service Worker Crew Leader. The updated Food Service hourly wage schedule reflects current market wages, honors longevity and allows for scheduled wage increases along the way. The new hourly wage schedule will place all Food Service employees into an initial level that closely matches their current wage (based on market data research). After the initial placement, the Food Service employee will advance a level each year thereafter subject to Board approval. See proposed Food Service Employee hourly wage schedule attached as Attachment 5.

The former part-time hourly wage schedules were updated to reflect one for seasonal non-FTE hourly employees and one for hourly non-FTE employees. Each schedule was updated based on current market wages.

On the seasonal non-FTE hourly wage schedule the following positions are being recommended for hourly rate increases due to being below market hourly wages: Seasonal Maintenance Help, Summer School Clerk, Summer School Security Library Clerk, Summer School Security ESP, Summer School Special Education ESP, Basketball Scorer/ Timer, Locker Room Assistant, Summer Weight Training Assistant, Summer Basketball Instructor, Summer Weight Training Instructor, Summer Athletic Program Supervisor, Umpire Baseball/ Softball (per game rate), and Volleyball Official (per game rate). The current wage schedule reflects all current positions and rates based on market source data. See proposed seasonal non-FTE attached as Attachment 6.

On the non-FTE hourly wage schedule the following positions are being recommended for hourly rate increases due to being below market hourly wages: Substitute Night Custodian, Part-time Computer Programmer, Off-Duty Police Officer, Clerical Support, Accounting Clerk, Child Care, Even Start Child Care, Substitute Special Education ESP, Bilingual Translator, Substitute Special Education ESP – Long Term, Senior Citizens Center Hostess, and Program Activity Help. The proposed hourly wage schedule reflects all current positions and rates based on market source data. See proposed non-FTE attached as Attachment 7.

The proposed Community and Student Support Schedule includes the positions of Community and Student Support and Bilingual Community and Student Support. Individuals in these positions perform a distinct job function that does not align with ESPs or Administrative Support. This is similar to the position of Interpreters having its own schedule. Therefore, administration created a schedule for the positions of Community and Student Support and Bilingual Community and Student Support.

The Community and Student Support wage schedule reflects current market wages, honors longevity and allows for scheduled wage increases along the way. The new wage schedule will place all Community and Student Support and Bilingual Community and Student Support employees into an initial level that closely matches their current wage (based on market data research). After the initial placement, any employee in either of these positions will advance a level each year thereafter subject to Board approval. See proposed Community and Student Support schedule attached as Attachment 8.

As part of the interviews with the ESPs, secretaries, and their respective supervisors it was determined to reclassify eight student support specialists (formerly classified as ESPs) to one of the positions on the proposed Administrative Support Professionals hourly wage schedule. Based on the responses shared by the individuals and their supervisors, administration determined that these individual's position most closely aligned with an Administrative Support Professional rather than an ESP.

In addition, due to new DPI regulations, the Assistant Army Instructor – JROTC position will be reclassified as a teacher and will move onto the teacher salary structure. DPI now recognizes this position as a teacher and will issue individuals in this position an experience-based licensure.

Summary

In summary, administration has updated expired schedules for all hourly employees. This includes creation of new schedules for clarity based on classification, e.g. Food Service and Community and Student Support.

In the process of updating these expired hourly wage schedules, administration cleaned up and reduced a large number of job titles from former expired hourly wage schedules.

The financial impact for the recommended reclassification and updated hourly wage schedules is approximately \$432, 610.22.

Administrative Recommendation

Administration recommends that the School Board approve the updated and revised schedules for all hourly employees. Specifically, administration recommends that the School Board approve the Interpreter hourly wage schedule (Attachment 1), Educational Support Professional hourly wage schedule (Attachment 2), the Administrative Support Professional hourly wage schedule (Attachment 3), Facilities employee hourly wage schedule (Attachment 4), Food Service hourly wage schedule (Attachment 5), Seasonal Non-FTE hourly wage schedule (Attachment 6), Non-FTE hourly wage schedule (Attachment 7), and the Community and Student Support Hourly Wage Schedule (Attachment 8).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering, J.D.
HR Coordinator

Shannon Weyenberg
Chief Human Resource Officer

Stacey Cameron-Weigand
HR Coordinator

Proposed Kenosha Unified School District 2018-2019 Interpreter Hourly Wage Schedule

	Tier
Level A	\$ 26.01
Level B	\$ 28.01
Level C	\$ 28.01
Level D	\$ 28.01
Level E	\$ 28.01
Level F	\$ 28.01
Level G	\$ 30.01
Level H	\$ 30.01
Level I	\$ 30.01
Level J	\$ 30.01
Level K	\$ 30.01
Level L	\$ 32.01
Level M	\$ 32.01
Level N	\$ 32.01
Level O	\$ 32.01
Level P	\$ 32.01
Level Q	\$ 34.01

Proposed Kenosha Unified School District 2018-2019 Educational Support Professional Hourly Wage Schedule

	<div><div><div>• Attendance</div><div>• Classroom</div><div>• Clerical</div><div>• Even Start</div><div>• Facilities Support</div><div>• Family/School</div><div>• Family Service Provider</div><div>• Head Start</div><div>• Infant Lab</div><div>• Information/Health Services</div><div>• In-School Suspension</div><div>• Online Support</div><div>• Security</div></div></div>	<div><div>• Bilingual</div></div>	<div><div>• Preschool Associate</div><div>• Special Education</div></div>
	Tier 1	Tier 2	Tier 3
Level A	\$15.00	\$16.00	\$17.00
Level B	\$16.00	\$17.00	\$18.00
Level C	\$16.00	\$17.00	\$18.00
Level D	\$16.00	\$17.00	\$18.00
Level E	\$16.00	\$17.00	\$18.00
Level F	\$16.00	\$17.00	\$18.00
Level G	\$17.00	\$18.00	\$19.00
Level H	\$17.00	\$18.00	\$19.00
Level I	\$17.00	\$18.00	\$19.00
Level J	\$17.00	\$18.00	\$19.00
Level K	\$17.00	\$18.00	\$19.00
Level L	\$18.00	\$19.00	\$20.00
Level M	\$18.00	\$19.00	\$20.00
Level N	\$18.00	\$19.00	\$20.00
Level O	\$18.00	\$19.00	\$20.00
Level P	\$18.00	\$19.00	\$20.00
Level Q	\$19.00	\$20.00	\$21.00

Proposed Kenosha Unified School District 2018-2019 Administrative Support Professional Hourly Wage Schedule

	• Reception Specialist	• Administrative Support • Bilingual Administrative Support*	• Administrative Specialist	• Benefits/Leave Specialist • HRIS Specialist • Purchasing Specialist • Senior Center Program Specialist
	Tier 1	Tier 2	Tier 3	Tier 4
Level A	\$17.08	\$18.08	\$19.08	\$20.08
Level B	\$18.08	\$19.08	\$20.08	\$21.08
Level C	\$18.08	\$19.08	\$20.08	\$21.08
Level D	\$18.08	\$19.08	\$20.08	\$21.08
Level E	\$18.08	\$19.08	\$20.08	\$21.08
Level F	\$18.08	\$19.08	\$20.08	\$21.08
Level G	\$19.08	\$20.08	\$21.08	\$22.08
Level H	\$19.08	\$20.08	\$21.08	\$22.08
Level I	\$19.08	\$20.08	\$21.08	\$22.08
Level J	\$19.08	\$20.08	\$21.08	\$22.08
Level K	\$19.08	\$20.08	\$21.08	\$22.08
Level L	\$20.08	\$21.08	\$22.08	\$23.08
Level M	\$20.08	\$21.08	\$22.08	\$23.08
Level N	\$20.08	\$21.08	\$22.08	\$23.08
Level O	\$20.08	\$21.08	\$22.08	\$23.08
Level P	\$20.08	\$21.08	\$22.08	\$23.08
Level Q	\$21.08	\$22.08	\$23.08	\$24.08

* - Bilingual Administrative Support position requires applicants to successfully pass Bilingual Workkeys Test and is compensated at an additional \$1.00/hour

Proposed Kenosha Unified School District 2018-2019 Facilities Employee Hourly Wage Schedule

Attachment 4

	<ul style="list-style-type: none"> Day Custodian Mon - Fri Day Custodian Tues - Sat 	<ul style="list-style-type: none"> Night Custodian Second Shift Night Custodian Third Shift 	<ul style="list-style-type: none"> Assistant Head Custodian Head Custodian Small Elementary Head Custodian Hillcrest Relief Head Custodian 	<ul style="list-style-type: none"> Head Custodian Large Elementary Head Custodian ESC Head Custodian LakeView 	<ul style="list-style-type: none"> Truck Driver 	<ul style="list-style-type: none"> Head Custodian EBSOLA Head Custodian Middle School Head Custodian Reuther Senior Relief Head Custodian 	<ul style="list-style-type: none"> Environmental Services Worker Grounds Crew Worker HVAC Services Worker 	<ul style="list-style-type: none"> Head Custodian High School 	<ul style="list-style-type: none"> Electronics Technician 	<ul style="list-style-type: none"> Environmental Services Crew Leader Distribution Crew Leader 	<ul style="list-style-type: none"> Painter 	<ul style="list-style-type: none"> Electronics Technician Crew Leader Vehicle/Grounds Crew Leader 	<ul style="list-style-type: none"> HVAC Mechanic Electrician 	<ul style="list-style-type: none"> Carpenter 	<ul style="list-style-type: none"> HVAC Crew Leader 	<ul style="list-style-type: none"> Carpenter Crew Leader 	<ul style="list-style-type: none"> Master Electrician Master Plumber
	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier 7	Tier 8	Tier 9	Tier 10	Tier 11	Tier 12	Tier 13	Tier 14	Tier 15	Tier 16	Tier 17
Level A	\$18.62	\$19.08	\$19.91	\$20.19	\$20.57	\$21.11	\$22.91	\$23.33	\$23.91	\$24.96	\$25.74	\$26.17	\$28.11	\$29.01	\$29.21	\$32.21	\$32.38
Level B	\$19.62	\$20.08	\$20.91	\$21.19	\$21.57	\$22.11	\$23.91	\$24.33	\$24.91	\$25.96	\$26.74	\$27.17	\$29.11	\$30.01	\$30.21	\$33.21	\$33.38
Level C	\$19.62	\$20.08	\$20.91	\$21.19	\$21.57	\$22.11	\$23.91	\$24.33	\$24.91	\$25.96	\$26.74	\$27.17	\$29.11	\$30.01	\$30.21	\$33.21	\$33.38
Level D	\$19.62	\$20.08	\$20.91	\$21.19	\$21.57	\$22.11	\$23.91	\$24.33	\$24.91	\$25.96	\$26.74	\$27.17	\$29.11	\$30.01	\$30.21	\$33.21	\$33.38
Level E	\$19.62	\$20.08	\$20.91	\$21.19	\$21.57	\$22.11	\$23.91	\$24.33	\$24.91	\$25.96	\$26.74	\$27.17	\$29.11	\$30.01	\$30.21	\$33.21	\$33.38
Level F	\$19.62	\$20.08	\$20.91	\$21.19	\$21.57	\$22.11	\$23.91	\$24.33	\$24.91	\$25.96	\$26.74	\$27.17	\$29.11	\$30.01	\$30.21	\$33.21	\$33.38
Level G	\$20.62	\$21.08	\$21.91	\$22.19	\$22.57	\$23.11	\$24.91	\$25.33	\$25.91	\$26.96	\$27.74	\$28.17	\$30.11	\$31.01	\$31.21	\$34.21	\$34.38
Level H	\$20.62	\$21.08	\$21.91	\$22.19	\$22.57	\$23.11	\$24.91	\$25.33	\$25.91	\$26.96	\$27.74	\$28.17	\$30.11	\$31.01	\$31.21	\$34.21	\$34.38
Level I	\$20.62	\$21.08	\$21.91	\$22.19	\$22.57	\$23.11	\$24.91	\$25.33	\$25.91	\$26.96	\$27.74	\$28.17	\$30.11	\$31.01	\$31.21	\$34.21	\$34.38
Level J	\$20.62	\$21.08	\$21.91	\$22.19	\$22.57	\$23.11	\$24.91	\$25.33	\$25.91	\$26.96	\$27.74	\$28.17	\$30.11	\$31.01	\$31.21	\$34.21	\$34.38
Level K	\$20.62	\$21.08	\$21.91	\$22.19	\$22.57	\$23.11	\$24.91	\$25.33	\$25.91	\$26.96	\$27.74	\$28.17	\$30.11	\$31.01	\$31.21	\$34.21	\$34.38
Level L	\$21.62	\$22.08	\$22.91	\$23.19	\$23.57	\$24.11	\$25.91	\$26.33	\$26.91	\$27.96	\$28.74	\$29.17	\$31.11	\$32.01	\$32.21	\$35.21	\$35.38
Level M	\$21.62	\$22.08	\$22.91	\$23.19	\$23.57	\$24.11	\$25.91	\$26.33	\$26.91	\$27.96	\$28.74	\$29.17	\$31.11	\$32.01	\$32.21	\$35.21	\$35.38
Level N	\$21.62	\$22.08	\$22.91	\$23.19	\$23.57	\$24.11	\$25.91	\$26.33	\$26.91	\$27.96	\$28.74	\$29.17	\$31.11	\$32.01	\$32.21	\$35.21	\$35.38
Level O	\$21.62	\$22.08	\$22.91	\$23.19	\$23.57	\$24.11	\$25.91	\$26.33	\$26.91	\$27.96	\$28.74	\$29.17	\$31.11	\$32.01	\$32.21	\$35.21	\$35.38
Level P	\$21.62	\$22.08	\$22.91	\$23.19	\$23.57	\$24.11	\$25.91	\$26.33	\$26.91	\$27.96	\$28.74	\$29.17	\$31.11	\$32.01	\$32.21	\$35.21	\$35.38
Level Q	\$22.62	\$23.08	\$23.91	\$24.19	\$24.57	\$25.11	\$26.91	\$27.33	\$27.91	\$28.96	\$29.74	\$30.17	\$32.11	\$33.01	\$33.21	\$36.21	\$36.38

Proposed Kenosha Unified School District 2018-2019 Food Service Hourly Wage Schedule

	• Food Service Worker	• Unit Manager	• Food Service Worker Crew Leader
	Tier 1	Tier 2	Tier 3
Level A	\$ 16.01	\$ 19.48	\$ 21.11
Level B	\$ 17.01	\$ 20.48	\$ 22.11
Level C	\$ 17.01	\$ 20.48	\$ 22.11
Level D	\$ 17.01	\$ 20.48	\$ 22.11
Level E	\$ 17.01	\$ 20.48	\$ 22.11
Level F	\$ 17.01	\$ 20.48	\$ 22.11
Level G	\$ 18.01	\$ 21.48	\$ 23.11
Level H	\$ 18.01	\$ 21.48	\$ 23.11
Level I	\$ 18.01	\$ 21.48	\$ 23.11
Level J	\$ 18.01	\$ 21.48	\$ 23.11
Level K	\$ 18.01	\$ 21.48	\$ 23.11
Level L	\$ 19.01	\$ 22.48	\$ 24.11
Level M	\$ 19.01	\$ 22.48	\$ 24.11
Level N	\$ 19.01	\$ 22.48	\$ 24.11
Level O	\$ 19.01	\$ 22.48	\$ 24.11
Level P	\$ 19.01	\$ 22.48	\$ 24.11
Level Q	\$ 20.01	\$ 23.48	\$ 25.11

**Proposed Kenosha Unified School District
2018-2019 Seasonal Non-FTE Hourly Wage Schedule**

Attachment 6

		Tier 1 - Technical	Tier 2 - Secretarial/Clerical	Tier 3 - Educational	Tier 4 - Student Employment	Tier 5 - Fine Arts	Tier 6 - Athletics/Games/Recreational
Level A	\$7.54				Student Help I		
Level B	\$8.61				Student Help II		
Level C	\$9.00						Basketball Scorer/Timer Locker Room Assistant
Level D	\$9.46				Student Help III		
Level E	\$9.54						Basketball Building Supervisor
Level F	\$10.43						Summer Baseball/Softball Assistant
							Summer Basketball Assistant
							Summer Playground Assistant
							Summer Soccer Assistant
							Summer Tennis Assistant
Level G	\$10.90						Summer Weight Training Assistant
							Summer Swim Assistant
Level H	\$13.21	Seasonal Maintenance Help	Summer School Clerk Summer School Library Clerk	Summer School Security ESP			Lifeguard
Level I	\$14.86						Summer Basketball Instructor Summer Weight Training Instructor
Level J	\$15.09			Summer School SPED ESP			Summer Swim Coach
Level K	\$18.00					6th Grade Band Staff 6th Grade Orchestra Staff Black Watch Sectional Staff Rambler Sectional Staff KYPAC Specialist	Basketball Official (Per Game) Summer Athletic Program Supervisor Umpire Baseball/Softball (Per Game) Volleyball Official (Per Game)
Level L	\$18.72			Summer School Substitute Teacher			
Level M	\$25.00			Summer School Teacher Summer Special Needs Health Nurse		Summer Band Staff Summer Orchestra Staff Black Watch Staff Rambler Staff KYPAC Staff	
Level N	\$26.50			Summer School Coordinator Summer School Site Leader			

**Proposed Kenosha Unified School District
2018-2019 Non-FTE Hourly Wage Schedule**

Attachment 7

		Tier 1 - Technical	Tier 2 - Secretarial/Clerical	Tier 3 - Educational	Tier 4 - Student Employment	Tier 5 - Fine Arts	Tier 6 - Athletics/Games/Recreational
Level A	\$7.54				Student Help I		
Level B	\$8.61				Student Help II		Senior Citizens Center Hostess
Level C	\$9.46				Student Help III		Program Activity Help
Level D	\$10.37			Parent Network Organizer			
Level E	\$12.08			Child Care Even Start Child Care			
Level F	\$14.23	Cafeteria Worker Substitute Custodian Substitute Night Custodian					
Level G	\$14.86						Intramural Activities Supervisor
Level H	\$14.92	Noon Hour Monitor					
Level I	\$15.00		Clerical Support	CLC Non-certified Instructor Substitute Special Education ESP			Athletics Game Worker Athletics WIAA Worker
Level J	\$15.21	Food Service Technician II					
Level K	\$15.60		Substitute Secretary Accounting Clerk				
Level L	\$17.00			Bilingual Translator Substitute Special Education ESP/Long-term			
Level M	\$18.00					Band Clinician	
Level N	\$18.14	Food Service Technician III		Substitute Interpreter			
Level O	\$18.23			Substitute Teacher - Limited			
Level P	\$18.72			Certified Teacher			Athletics Security Worker
Level Q	\$21.27			Substitute Teacher - Unlimited			
Level R	\$25.00	Part-time Computer Programmer Off-duty Police Officer				Adjunct Music Instructor	
Level S	\$27.57			Substitute Teacher - Long Term			
Level T	\$50.00			Expulsion Hearing Officer Substitute Principal Professional Development Trainer			

Proposed Kenosha Unified School District 2018-2019 Community and Student Support Hourly Wage Schedule

	• Community and Student Support	• Bilingual Community and Student Support
	Tier 1	Tier 2
Level A	\$18.08	\$19.08
Level B	\$19.08	\$20.08
Level C	\$19.08	\$20.08
Level D	\$19.08	\$20.08
Level E	\$19.08	\$20.08
Level F	\$19.08	\$20.08
Level G	\$20.08	\$21.08
Level H	\$20.08	\$21.08
Level I	\$20.08	\$21.08
Level J	\$20.08	\$21.08
Level K	\$20.08	\$21.08
Level L	\$21.08	\$22.08
Level M	\$21.08	\$22.08
Level N	\$21.08	\$22.08
Level O	\$21.08	\$22.08
Level P	\$21.08	\$22.08
Level Q	\$22.08	\$23.08

* - Bilingual Community and Student Support position requires applicants to successfully pass Bilingual Workkeys Test and is compensated at an additional \$1.00/hour

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KENOSHA UNIFIED SCHOOL DISTRICT

July 24, 2018

Policy and Rule 4110 Equal Employment Opportunity and Affirmative Action and Policy and Rule 4111 Employee Harassment

Background

Kenosha Unified School District (“the District”) has Board Policies and Rules 4110 “Equal Employment Opportunity and Affirmative Action” and 4111 “Employee Harassment”. These policies and rules assist the District in ensuring to maintain a professional work and academic environment and to provide fair and equal employment opportunities.

In review of Rules 4110 and 4111, administration discovered that both rules set forth a process more akin to a grievance process rather than a traditional complaint process. In consultation with legal counsel, it was advised that we streamline the process as our currently drafted language in Rules 4110 and 4111 were atypical and unnecessary as a complainant at any time has the right to file a complaint with state and federal agencies (Wisconsin Equal Rights Division and the Equal Employment Opportunity Commission) to seek redress if unsatisfied with the District’s finding.

Clarification

Policy and Rule 4110 “Equal Employment Opportunity and Affirmative Action”

In review of Policy 4110 we recommend removal of the word “political affiliation” from the first paragraph as political affiliation is not a protected classification under state or federal law and therefore should not be incorporated in a policy that references equal employment opportunity and affirmative action. We also recommend removal of the word “handicap” as we have the word “disability” already in the policy. Disability and handicap are synonymous and therefore no need to have superfluous language. See revised Policy 4110 attached as Attachment A.

In updating Rule 4110, we recommend clarifying that the Chief Human Resource Officer or/ his/ her designee is responsible for coordinating compliance with state and federal nondiscrimination laws and the District’s equal employment opportunity and affirmative action policy. In addition, we recommend that all reference to timeframes and appeals be removed. See revised Rule 4110 attached as Attachment B.

In addition, it is important to understand that administration is not stripping an employee of his/ her appeal rights as an employee still has “appeal rights” as it were by filing with the appropriate state and/ or federal agency if h/she feels that h/she has been discriminated. State and federal agencies typically like to see what has been done at the employer level, so without exhausting remedies at this level sometimes a state/ federal agency may ask that complainant to go back and seek redress first with the employer before filing a formal complaint with its agency (e.g. Equal

Rights Division of the Department of Workforce Development and Equal Employment Opportunity Commission, etc.).

Further, the timeframes referenced in the original rule 4110 are a very short window within which to conduct an investigation especially if there are multiple witnesses/ employees to interview as part of the investigation. In discussion with legal counsel there is no legal requirement to keep the timeframes considering the District per policy is still required to conduct an investigation and advise the complainant of the outcome. Therefore, it is administration's recommendation to simplify Rule 4110. See revised language in Rule 4111 - Attachment B.

Policy and Rule 4111 "Employee Harassment"

In review of Policy 4111, we recommend one minor update to paragraph three, so it reads "Harassment or similar unacceptable activities ***based on a person's membership in a protected class*** that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District. See revised Policy 4111 attached as Attachment C.

In updating Rule 4111, we recommend clarifying that the Chief Human Resource Officer in the Office of Human Resources/ designee is the complaint officer. In addition, we recommend that all references to timeframes and appeals in Rule 4111 be removed. See revised Rule 4111 attached as Attachment D.

As noted earlier, the timeframes are a very short window within which to conduct an investigation especially if there are multiple witnesses/ employees to interview as part of the investigation. Second, in discussion with legal counsel there is no legal requirement to keep the timeframes considering the District per policy is still required to conduct an investigation and advise the complainant of the outcome. Therefore, it is administration's recommendation to simplify Rule 4111. See revised Rule 4111 – Attachment D.

Administrative Recommendation

Administration recommends that the School Board approve revised Policy and Rule 4110 "Equal Employment Opportunity and Affirmative Action" and revised Policy and Rule 4111 "Employee Harassment" as presented this evening as a first reading.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer

POLICY 4110
 EQUAL EMPLOYMENT OPPORTUNITY
 AND AFFIRMATIVE ACTION

The District is an equal opportunity employer. Personnel administration in the District shall be conducted so as not to discriminate on the basis of age, race, creed, religion, color, sex, pregnancy, sexual orientation, national origin, disability, ~~political affiliation~~, ~~handicap~~, marital status, ancestry, citizenship, arrest or conviction record, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, formal and informal training, seniority, transfer, promotion, lay-off, recall and termination. Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability ~~or handicap~~, unless such accommodations would impose an undue hardship to the District.

Any applicant or employee who believes he/she has been discriminated against in violation of this policy may file a complaint. Responsibility for overseeing the District's equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Office of Human Resources.

All employees will receive information and training regarding rights and responsibilities regarding discrimination considerations as they relate to employment.

LEGAL REF.: Wisconsin Statutes
 Sections 111.31-111.395 (Fair employment standards - employment discrimination)
 118.195 (Handicapped teacher discrimination)
 118.20 (Teacher discrimination, including sexual harassment)
 Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal
 Employment Opportunity Act of 1972 (Race, color, national origin
 discrimination; general employment discrimination)
 Title IX, Education Amendments of 1972 (Sex discrimination)
 Section 504, Rehabilitation Act of 1973 (Handicap discrimination)
 Age Discrimination Act of 1975 (Age discrimination)
Age Discrimination in Employment Act of 1967 (Age discrimination)
 Pregnancy Discrimination Act (Pregnancy, childbirth, or related medical conditions
 discrimination)
 Immigration Control and Reform Act of 1986 (Citizenship discrimination)
 Americans with Disabilities Act of 1990, **as amended by the ADAAA** (Disability
 discrimination)
 Civil Rights Act of 1991 (Penalties for discrimination law violations)

CROSS REF.: Policy 4111, Employee Harassment
 Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

REVISED: January 26, 1993
 March 22, 1994
 March 9, 1999
 June 27, 2000
 September 23, 2014
 October 28, 2014
 ~~March 28, 2017~~
 July 24, 2018

RULE 4110

EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE

The **Chief Human Resource Officer or his/ her designee** ~~Office of Human Resources~~ is responsible for coordinating compliance with state and federal nondiscrimination laws and the District's equal employment opportunity and affirmative action policy.

Any employee or applicant for employment who believes he/she has been discriminated against in violation of state and federal nondiscrimination laws or the District's equal employment opportunity policy may file a complaint as outlined below. If it is determined that a violation has occurred, appropriate steps shall be taken to ensure compliance with state and federal nondiscrimination laws and District policy.

INFORMAL PROCEDURE

The district promotes the voluntary resolution of problems at the level of government closest to their source and, as such, encourages informal resolution of employment discrimination complaints. If a complaint cannot be solved informally, the complainant may initiate a formal complaint as outlined below. An informal resolution of a complaint does not prohibit the filing of a formal complaint at any time.

FORMAL COMPLAINT PROCEDURE

The timelines governing the resolution of the formal complaint do not go into effect until the written complaint is received.

~~Step 1:~~ The complaint shall be presented in writing to the **Chief Human Resource Officer** ~~Office of Human Resources~~ and shall include the specific nature of the alleged discrimination, the facts (including specific details and corresponding dates), and the name, address, and phone number of the complainant. **The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint.**

The **Chief Human Resource Officer or his/ her designee** shall acknowledge receipt in writing of the complaint. The Chief Human Resource Officer or his/ her designee, **within a reasonable period of time**, shall thoroughly investigate the complaint ~~and take all reasonable steps necessary to ensure that any allegations of discrimination are promptly remedied and that no District employees are subject to discrimination in violation of this policy.~~ **The complainant will be advised of the outcome in writing. Any remedial action should be aimed at stopping the discrimination and may include discipline of the accused individual up to and including termination of his/ her employment.** ~~Office of Human Resources shall thoroughly investigate the complaint, notify the employees who have been accused of discrimination and permit them to respond to the allegation and arrange a meeting to discuss the complaint with all concerned parties within 15 working days after receipt of the written complaint, if deemed necessary. The Office of Human Resources shall give a written answer to the complaint within fifteen (15) working days after receipt of the written complaint.~~

~~Step 2: If the complainant is not satisfied with the answer from the Office of Human Resources, he/she may submit a written appeal to the superintendent of schools or designee indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 15 working days after the receipt of the answer in Step 1. The superintendent shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the complainant's appeal within 15 working days.~~

~~Step 3: If the complainant is not satisfied with the answer of the superintendent, he/she may file the complaint with the board of education by submitting a written appeal to the superintendent within 10 working days after receipt of the superintendent's answer. The board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The board shall give a written answer to the complaint within 10 working days following the completion of the hearing.~~

RULE 4110

EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE

Page 2

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal with designated agencies as authorized by state and federal law (e.g., U.S. Office of Civil Rights, State Superintendent of Public Instruction, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction.

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all employment discrimination complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

POLICY 4111
EMPLOYEE HARASSMENT

The Kenosha Unified School District seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the district's high ideals. Harassment is a form of misconduct that undermines the integrity of the district's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

All new employees will receive a copy of the employee harassment policy and other harassment educational information as a part of the initial employment process and at other times as appropriate and necessary.

Harassment or similar unacceptable activities **based on a person's membership in a protected class** that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the district. Intimidation and harassment can arise from a broad range of physical or verbal behaviors (by employees or by non-employees, such as outside contractors or members of the community) which can include, but is not limited to, the following:

- physical or mental abuse;
- offensive or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- racial, ethnic or religious insults or slurs;
- unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment or academic status;
- sexual comments, jokes, or display of sexually offensive materials;
- sex-oriented name-calling or bullying;
- inappropriate staring at another individual or touching of his/her clothing, hair, or body;
- asking personal questions about another individual's sex life; and
- repeatedly asking out an employee who has stated that he/she is not interested.

These activities are offensive and are inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the district but also for each individual in the district. It is the responsibility of the administration and all employees to ensure that these prohibited activities do not occur. An employee or supervisor may be held individually liable as a harasser and subject to the same penalties that may be imposed upon employers under state or federal law.

Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge. Any employee who witnesses or otherwise becomes aware of harassment or similar unacceptable behavior has an affirmative duty to report said conduct to his or her supervisor, or to the administration.

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Office of Human Resources or, in the

POLICY 4111
EMPLOYEE HARASSMENT
PAGE 2

alternative, the superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

LEGAL REF: Wisconsin Statutes

Sections 111.31-111.395 (Fair employment standards - employment discrimination)
118.195 (Handicapped teacher discrimination)
118.20 (Teacher discrimination, including sexual harassment)
Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)
Title IX, Education Amendments of 1972 (Sex discrimination)
Section 504, Rehabilitation Act of 1973 (Handicap discrimination)
Age Discrimination Act of 1975 (Age discrimination)
Age Discrimination in Employment Act of 1967 (Age discrimination)
Pregnancy Discrimination Act (Pregnancy, childbirth or related medical conditions discrimination)
Immigration Control and Reform Act of 1986 (Citizenship discrimination)
Americans with Disabilities Act of 1990, **as amended by the ADAAA** (Disability discrimination)
Civil Rights Act of 1991 (Penalties for discrimination law violations)
Equal Employment Opportunities Commission Guidelines (29 C.F.R. - Part 1604.11)
(Employee sexual harassment)

CROSS REF.: 4110 Equal Employment Opportunity and Affirmative Action
4260 Personnel Records
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 11, 1997
March 9, 1999
June 27, 2000
September 23, 2014
October 28, 2014
July 24, 2018

RULE 4111
EMPLOYEE HARASSMENT

The **Chief Human Resource Officer or his/ her**~~Office of Human Resources~~/designee is designated as the complaint officer and is responsible for responding to harassment complaints.

~~Step 1:~~ The district will allow a complainant the opportunity to resolve discrimination or harassment complaint on an informal basis, if the complainant asks to do so. Upon such request by the complainant, the ~~supervisor building principal~~ (or person designated by the superintendent if no ~~supervisor principal~~ is available) will facilitate a meeting between the complainant and the alleged harasser/discriminator. If the parties resolve the matter, the ~~supervisor principal~~ shall prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the district will formally investigate the complaint.

~~Step 2:~~ To begin the formal complaint process, a complaint shall be presented in writing to the complaint officer. The complaint should include the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment, and the name, address and phone number of the complainant. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint. The complaint officer, **within a reasonable period of time**, shall thoroughly investigate the complaint **and take all reasonable steps necessary to ensure that any allegations of harassment are promptly remedied and that no District employees are subject to workplace harassment in violation of this policy.** The complainant will be advised of the outcome in writing. **Any remedial action should be aimed at stopping the alleged harassment and may include discipline of the accused individual up to and including termination of his/ her employment.** ~~notify the person who has been accused of harassment, and permit a response to the allegation. If the complaint officer deems appropriate, he/she will arrange a private meeting to discuss the complaint with all concerned parties within ten (10) working days after receipt of the written complaint. The complaint officer shall give a written answer to the complainant within fifteen (15) working days after receipt of the complaint. The written answer shall only include a statement as to whether there was a finding of a policy violation and that appropriate remedial action has been implemented.~~

~~Step 3:~~ If the complainant is not satisfied with the answer from the Office of Human Resources, he/she may submit a written appeal to the superintendent of schools or designee indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 15 working days after the receipt of the answer in step 2. The superintendent shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the complainant's appeal within 15 working days.

~~Step 4:~~ If the complainant is not satisfied with the answer of the superintendent, he/she may file the complaint with the board of education by submitting a written appeal to the superintendent within 10 working

~~days after receipt of the superintendent's answer. The board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The board shall give a written answer to the complaint within 10 working days following the completion of the hearing.~~

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction.

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Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018
Board of Education Meeting

**POLICY 6100 – MISSION, VISION, CORE VALUES AND STRATEGIC DIRECTIONS
AND POLICY 6120 – CORE VALUES**

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 scorecards 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.

Recently, it was discovered that the updates made to Policy 6100 in 2017 included the addition of the district's new core values, however, Policy 6120 already existed to outline core goals. To align all policies and reduce replication, it is recommended that Policy 6120 be eliminated and the district's mission, vision, core values and strategic goals be outlined in Policy 6100 going forward.

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 and elimination of Policy 6120 – Core Values as a first reading on July 24, 2018, and a second reading on Aug. 28, 2018.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

MISSION, VISION, CORE VALUES AND STRATEGIC 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 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]~~

MISSION, VISION, CORE VALUES AND STRATEGIC GOALS
POLICY 6100
Page 2

CROSS REF.: 1120, Parent/**Guardian**/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
August 28, 2018

POLICY 6120
CORE VALUES

The following core values, with corresponding definitions, are adopted to empower all students to reach their unique capabilities, contribute to the community, and compete in a global society. District staff and students are expected to model, reinforce, and recognize these core values in all aspects of district work.

- Citizenship: Patriotic, a sense of pride, actively participating in the community, a sharing of time, talents, and resources
- Compassion: Consideration and acceptance of others, patience, tolerance, and kindness
- Courage: Willingness to take a positive stand, even if one stands alone
- Hope: A sense that a positive outcome is possible even in dire situations, a realistic optimism, faith in each other, perseverance
- Integrity: The quality of being upright, honest, and just in character and actions
- Respect: Honoring appropriate authority, treating others as you would like to be treated
- Responsibility: Accountable, accepting of consequences for one's own actions and decisions
- Self discipline: Confidence in self, knowing that one is of value and can have a positive impact; developing and taking care of oneself
- Work Ethic: Diligent, productive, valuing a sense of accomplishment, a means to achieve one's goals

LEGAL REF.: Wisconsin Statutes
Section 118.01(2) [Instructional program goals requirements,
including those related to lifelong learning and
citizenship]

CROSS REF.: 5430, Student Conduct and Discipline
6100, District Vision
6110, Instructional Program Mission and Beliefs
6418, Character Education
District Learning and Content Standards

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 26, 2006

Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018

Pathway to Success Objectives, Initiatives and Scorecard for Strategic Goal #1:
Increase academic achievement for all students by prioritizing, planning and implementing
recommendations from the curriculum audit

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.

The school board approved all five strategic goal scorecards on July 25, 2017. Team facilitators led implementation design teams on the development of action plans to complete initiatives as outlined on the goal score cards.

Strategic Goal 1 - *Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.* This group has two leaders, Julie Housaman, Chief Academic Officer and Susan Valeri, Chief of School Leadership. An updated copy of the scorecard for strategic goal 1 is attached (Appendix A).

2017-2018 IMPLEMENTATION TEAM UPDATES

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.

All KUSD schools will engage in an annual school achievement planning process in order to guide continuous school improvement. There are four steps within this process: 1) comprehensive needs assessment; 2) identification of literacy, numeracy, and culture goals; 3) development of professional learning and growth plans; and, 4) analyze effectiveness of the plan and refocus (Appendix B).

STEP I: The comprehensive needs assessment is the first step in developing the school achievement plan. During this step schools review data and other relevant information about the school to develop a clear picture and understanding of what has been occurring at the school. The comprehensive needs assessment process will assist school teams in identifying areas of strength and areas in need of improvement. The comprehensive needs assessment serves as the foundation of the school achievement plan. Ultimately, the needs assessment will be used to identify what is happening in the school that impacts student learning and hypothesize what the root cause or causes may be. To create a broad data picture of students' academic and social/emotional needs, achievement and behavior data are gathered to display student performance over time. Once the data is gathered, an item analysis is conducted. Information is disaggregated by subpopulations and displayed in a graphic format. Based on the presentation of data by subgroup, teams determine greatest areas of need (GAN) by subgroups.

STEP II: Schools will use data from multiple assessment areas i.e. Phonological Awareness Literacy Screening (PALS), Measure of Academic Progress (MAP) and ACT to draw conclusions relative to strengths and opportunities for continuous improvement. Those conclusions will inform the second step of the process that consists of establishing Specific, Measurable, Attainable, Realistic, Timely (SMART) goals within the areas of literacy, numeracy, and culture. Within each of these three areas, teams will identify current practices. Next they will engage in research to determine the degree to which current practices represent most desired practices; and then, identify practices upon which to focus for development.

STEP III: The school achievement planning process includes developing action plans for professional learning and student growth. These plans will be designed to improve staffs' capacity to successfully implement desired research-based instructional practices. Teams also create timelines for implementation of the plan.

STEP IV: The final step in the process is analyzing and refocusing. This process includes a review of student outcome data relative to the identified SMART goals. School teams will reflect upon and discuss the effectiveness of the current school achievement plan and make adjustments as needed. Plans will be revisited at least two times per year to evaluate progress and adjustments will be made as necessary for continuous improvement (Appendix C). The Kenosha Unified School District's Department of School Leadership receives and monitors the comprehensive needs assessments as well as the school achievement plans throughout the school year and analyzes the effectiveness of each school's plan.

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 the district approved curriculum while ensuring our students are receiving research based best instructional practices within the classroom.

The implementation team selected the Danielson Framework for Teaching (Appendix D) as the instructional model for the district. Supported by numerous empirical studies and theoretical research this Framework identifies the aspects of a teacher's responsibilities that improve student learning and it is applicable to all disciplines. Additionally, the Danielson Framework is the evaluation tool for both teachers and instructional administrators a supported by DPI and many surrounding school districts.

Work continues on establishing a district assessment framework that will delineate the following:

- Assessment type
- Assessment examples

- Assessment purpose
- Assessment responsibility
- Definition of formative and summative assessments

A professional learning plan for administrators and teachers will support the implementation of the assessment framework.

Objectives added:

Two objectives were added to Strategy 1 to encompass district work on the integration of instructional technology standards for teachers and students; and the implementation of multi-level system of support to meet the academic, behavioral, mental health and well-being of students.

Objective 3 – *Integrate the Wisconsin Information and Technology Literacy Standards to ensure high quality instruction for optimal student learning.* This objective will outline the process to define technology expectations for instructional staff, establish a professional learning process to ensure all teachers successfully meet these expectations and implement a plan to provide equitable access to digital resources and instruction that aligns with Wisconsin standards for information and technology literacy for students.

- **Initiative 3.1** - *Define technology proficiency expectations for instructional staff using the International Society for Technology in Education (ISTE) Standards for Teachers*
- **Initiative 3.2** - *Establish professional learning opportunities that support teachers in meeting expected instructional technology proficiency levels*
- **Initiative 3.3** - *Implement a plan to ensure students have equitable access to high quality digital resources and instruction that is supported and aligned with the Wisconsin Standards for Information and Technology Literacy (2017) Standards for students.*

The implementation team has begun the development of professional learning opportunities to support teachers in meeting the proficiency skills outlined in the technology standards.

ClassLink, a single-sign-on platform, was selected and a plan to provide training for staff and students beginning in the 2018-2019 school year is in process.

Objective 4 – *Establish an equitable and responsive multi-level system and environment of support.* This objective will outline the development of a system to respond to academic, behavioral, mental health and student well-being.

- **Initiative 4.1** – *Establish a multi-level system of support implementation team structure.*
- **Initiative 4.2** - *Develop a district-level framework for equitable multi-level systems of support that is inclusive of academic, behavioral, mental health and student well-being including district level interventions.*
- **Initiative 4.3** - *Establish and implement a process for effectively using data to monitor student progress.*

The implementation team developed a team structure to support this multi-faceted system (Appendix E). The structure is designed for the flow of communication between groups to maximize the impact of this work.

Reactor groups comprised of school leadership and teaching and learning coordinators, principals, instructional coaches and psychologists responded to the initial draft of the district-level framework for the multi-level system of support plan. The draft will be updated based on the feedback and additional feedback will be garnered prior to release of the framework.

Next steps for 2018-2019 school year

Objective 1 work will finalize the needs assessment documents and present the new template to all principals. The new timeline for analyzing and refocusing the School achievement plan will be introduced and we will begin the process for 2018-19 this summer. All Achievement Plans will be due to School Leadership by September 15, 2018.

Objective 2 work will finalize the professional learning structure on the development of formative assessments including the use of this data to inform instruction for administrators and teachers. The communication plan to outline expectations for the use of curriculum and assessments will be finalized. The implementation team will embark on the design of a process to monitor the implementation of curriculum and assessments.

Objective 3 work will begin with the development of an action plan for initiative 3.1 in September 2018. The focus of this work will include the exploration of aligning the integration of technology proficiency expectations with the Danielson Framework for Instruction and the communication of these expectations to instructional leaders and teachers. Future work on initiatives 3.2 and 3.3 will commence in September 2019 and September 2020 respectively.

Objective 4 work will be centered on the implementation of the multi-level system of support framework. Effective communication and professional learning will be critical to ensure fidelity to the framework is consistent in all schools.

Recommendation

It is the recommendation of Administration that the Board of Education approve the continued endorsement of KUSD Strategic Goal 1 and its related artifacts at the July 24, 2018, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Julie Housaman
Chief Academic Officer

Susan Valeri
Chief of School Leadership

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.					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					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 professional learning for administrators and teachers on the development of formative assessments including the use of this data to inform instruction									⬇️⬇️⬇️											
Initiative 2.5 Develop and implement an instructional model that can serve the district across the curriculum								□												

Objective 3	Implementation Timeline																			
Integrate instructional technology to support high quality instruction for optimal student learning.	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 Define technology proficiency expectations for instructional staff using the International Society for Technology in Education (ISTE) Standards for Teachers								⚡												
Initiative 3.2 Establish professional learning opportunities that support teachers in meeting expected instructional technology proficiency levels											⚡									
Initiative 3.3 Implement a plan to ensure students have equitable access to high quality digital resources and instruction that is supported and aligned with the Wisconsin Standards for Information and Technology Literacy (2017) Standards for students.															⚡					
Objective 4	Implementation Timeline																			
Establish an equitable and responsive multi-level system and environment of support.	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 Establish a multi-level system of support implementation team structure.				✓																
Initiative 4.2 Develop a district-level framework for equitable multi-level systems of support that is inclusive of academic, behavioral, mental health and student well-being including district level interventions.					⚡															
Initiative 4.3 Establish and implement a process for effectively using data to monitor student progress.											⚡									

⚡
= projected completion date

✓
= project completed

⏏
= on-going process established



Rubric for School Improvement Plans

	Incoherent	Status Quo	Resolute	Transformative
Measurable Goal	The goal is not a measurable goal: or is measurable goal that is not connected to the area of student need.	The goal lacks some critical characteristics-specific, measurable, attainable, results-based, time bound; is loosely connected to student need area.	The improvement goal is specific, measurable, attainable, results-based. time bound in a critical student need area.	The improvement goal is specific, measurable, attainable, results-based, time bound in a critical student need area and elevates all students while focused on closing gaps.
Improvement Actions	Actions are vague in description and alignment to the measurable goal without mention of dates or responsibilities.	Actions are loosely aligned to the measurable goal, and have some specificity but with unclear dates and responsibilities.	Actions are clearly aligned to the measurable goal and are detailed with specific dates and responsibilities, so that expectations are clear.	Actions are integrated with each other, are clearly aligned to the measurable goal and are explicitly detailed with specific dates and responsibilities. The statements describe how the action will be implemented with fidelity. The actions provide expectations that are clear for all participants in the improvement plan.
Instruction	Actions in the plan indicate that there is no response when students fail. There is also no focus on universal instruction.	Actions in the plan are more reactive than proactive or reflective. When students fail they are provided ability-driven interventions during universal instruction and/or interventions outside of universal instruction. Without reflection, instruction continues without making adjustments that better meet students' learning needs.	Actions in the plan support students teaming with their peers in a proactive way that prevents failure. Schools provide teaming structures that support students' individual learning needs in a culture that encourages learning in the universal classroom. Teachers are implementing differentiated instructional strategies. All staff work to support the learning of all students.	Actions in the plan support students learning with their peers in a proactive way that prevents failure. Teachers are skilled in coaching teamer independence toward high expectations through effective engaging strategies in the universal classroom. All staff work to support the learning of all students.

	Incoherent	Status Quo	Resolute	Transformative
Year-Long Plan	The plan lacks specific dates for activities or meetings focused on the improvement goal(s), and does not reveal a year-long commitment	The year-long plan is somewhat disjointed with unclear dates for activities, revealing a lack of commitment to actions supporting goal attainment.	The plan lays out intentional year-long work with connected leadership and teacher work. The plan lays out a periodic schedule of actions, meetings and events with focus on the improvement goal(s).	The plan details intentional year-long work with connected leadership and teacher actions focused on improvement goal(s). The schedule reveals integrated actions that flow throughout the year showing ongoing commitment and development of improvement strategies. The schedule of meetings, actions and events shows the commitment and frequency of attention to goal attainment
Shared Leadership	There is no reference to shared leadership in the plan.	There is only general reference in the plan to leadership roles of the school leader and teachers in the plan.	The plan includes the role of the school leader with a leadership team and describes duties of teacher teams. In the plan, teacher teams are indicated to have clear roles for regular collaborative work toward improvement outcomes. Shared leadership is developing.	The plan describes how school leaders create and support an environment where shared leadership thrives through linked leadership and teacher teams focused on improvement goal(s). In the plan, integrated teacher teams are clearly expected to show leadership. engage In ongoing learning and demonstrate productivity with clear roles for collaborative work about how students are being successful
Professional Learning	The plan may Include an isolated professional development event, or it does not include any reference to professional learning for staff throughout the year.	The plan references professional learning for staff, but it is disjointed or not aligned to the improvement goal(s). Professional learning actions may be of one type. and not multifaceted with multiple approaches.	The plan describes actions that promote professional growth aligned to the improvement goal(s). Professional learning strategies and content meet the needs of some staff, but are not designed to meet the needs of all staff members.	The plan describes actions that promote year-long ongoing professional growth through a multifaceted integrated approach focused on the skills needed to collaboratively meet the improvement goal(s) in the identified student need area(s). Professional learning actions include a variety of methods that meet the professional learning needs of individual staff. while enhancing the

	Incoherent	Status Quo	Resolute	Transformative
				professional growth of all. The plan includes professional learning activities that improve professional knowledge, skills and dispositions that support student success.
Allocated Resources	Resources are not listed, out of alignment or are unreasonable.	Resources needed to implement Improvement strategies are not enumerated clearly or are not available. Items listed in the plan lack the resources needed to be executed successfully.	Resources are listed and clearly aligned to improvement actions. There are ample resources available to carry out the plan as described.	Resources are listed to be allocated in creative ways to implement transformative change to reach student outcomes in integrated settings.
Monitoring and Evaluation of Plan	Periodic assessments toward the improvement goal are not listed in the plan or are off target. The plan does not include any activities for evaluating improvement efforts.	The periodic assessments listed in the plan are generally or partially aligned to the improvement goal. There is no or minimal reference to teams meeting regarding assessments. The plan	The plan has scheduled periodic probes/assessments of student progress toward the specific measurable outcome in the improvement goal. Our plan schedules time for our leadership team to periodically monitor progress of students and staff toward the specific outcomes and actions in the plan, and to modify the improvement plan as needed.	The plan has scheduled periodic probes/assessments of student progress toward the specific measurable outcome in the improvement goal. The assessments listed provide timely analytical detailed data that teacher teams use for instructional adjustment. The plan schedules intentional times for our leadership team to act as evaluators who frequently monitor progress of both students and staff toward the specific outcomes and actions in the plan. To judge the fidelity of implementation and responsiveness of students, and to modify the improvement plan as needed to augment likelihood of meeting the improvement goal. The leadership team's monitoring and evaluating discoveries are shared with teacher teams to plan adjustments.

	Incoherent	Status Quo	Resolute	Transformative
Evidence for Reporting	The plan does not list any evidence that would be collected to report.	The plan vaguely references evidence of planned activities to be collected and shared.	The plan includes evidence sources for specific actions and methods for reporting results.	The plan Includes specific deliverables, documentation and tangible outcomes that provide clear evidence that actions in the plan will be implemented and to what degree of effectiveness. The plan details the process for reporting evidence and the effectiveness of planned actions.

Timeline for School Achievement Plans January 2018

January

- MAP (Measure of Academic Progress) Winter Assessment (Grades 2 through 8)
- ACCESS (Assessing Comprehension and Communication in English State to State for English Language Learners) Testing
- Analyze Achievement Plans with staff, make updates as necessary

February

- Student Survey distributed to all grade levels
- Two-week window parent survey – begin the week of parent/teacher conferences and continue into March
- ACT (American College Test) Testing
- WorkKeys Exam

March

- Youth Risk Behavior Survey distributed to all students at the Bradford, Harborside, Indian Trail, Reuther and Tremper High Schools
- Wisconsin Forward Exam
- DLM (Dynamic Learning Maps) Assessment

April

- MAP Assessment
- Wisconsin Forward Testing
- DLM Testing
- ACT Aspire Testing
- PALS (Phonological Awareness Literacy Screening) Assessment
- Staff Survey implemented

May

- MAP Assessment
- ACT Aspire Testing
- PALS Assessment

June

- Analyze and evaluate Achievement Plans with staff, make updates as necessary

July

- Review and analyze school achievement data

August

- Collaborate with staff of the School Achievement Plan

September

- September 15 School Achievement Plans Due to School Leadership
- PALS Assessment
- MAP Assessment

October

- PALS Assessment
- MAP Assessment

December

- MAP Assessment
- ACCESS Testing

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content and the structure of the discipline • Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child and adolescent development • Learning process • Special needs
 - Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom use • To extend content knowledge and pedagogy • Resources for students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with instructional outcomes • Criteria and standards
 - Design of formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students, including both words and actions
 - Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning**
 - Importance of content and of learning
 - Expectations for learning and achievement • Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions • Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments • Student progress in learning
 - Noninstructional records
- 4c Communicating with Families**
 - Information about the instructional program • Information about individual students
 - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school and district projects
 - Involvement in culture of professional inquiry • Service to the school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school and district regulation

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions/prompts • Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Grouping of students
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students
 - Persistence

**MULTILEVEL SYSTEM of SUPPORT (MLSS)
LEADERSHIP & SYSTEM SUPPORT STRUCTURES
KENOSHA UNIFIED SCHOOL DISTRICT**

APPENDIX E

Team	Purpose	Responsibilities
	<i>What's the overarching vision for the team?</i>	<i>What are the expectations of the team? Over what decisions or processes does the team have authority?</i>
Systems Integration Team	Design structures and processes to direct and guide PBIS and MLSS teams to build an MLSS aligned with strategic pathways 1, 4, & 5	<p>Develop vision of MLSS</p> <p>Communicate MLSS information to key stakeholders.</p> <p>Establish MLSS as a priority</p> <p>Design and monitor MLSS implementation</p> <p>Set long range implementation goals with intermediate benchmarks</p> <p>Allocate resources for MLSS</p>
PBIS Leadership Team (Behavior / Social, Emotional, & Mental Health Well-being)	Create yearly and long-term action plans based on outcome and implementation data to ensure successful MLSS in the areas of behavior and student well-being	<p>Use fidelity measures to analyze the current strengths and needs at the school level and set district level implementation goals and plans</p> <p>Create practice profiles based on goals</p> <p>Create and monitor district level action plan to meet goals</p>
MLSS Leadership Team (Reading and Math)	Create yearly and long-term action plans based on outcome and implementation data to ensure successful MLSS in the areas of reading and math.	<p>Use the SIR and other fidelity measures to analyze the current strengths and needs at the school level and establish district level implementation goals and plans</p> <p>Create practice profiles based on goals</p> <p>Create and monitor district level action plan to meet goals</p>
Implementation Design Team	Develop and monitor processes and systems to support implementation and sustainability.	<p>Develop implementation plans to support the district MLSS Framework guide</p> <p>Coordinate calendars and resources based on the priorities and timelines for implementation provided by the PBIS and MLSS team action plans</p> <p>Create and monitor implementation plan to meet goals</p>

Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018

**Pathway to Success Objectives, Initiatives and Scorecard for Strategic Goal #2:
Implement transparent fiscal management practices that prioritize and align
resources with strategic goals**

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. The School Board approved each of the five strategic goals in late summer 2017, and implementation work began in the fall of 2017. Each facilitator was responsible for managing the respective timelines and tasks, with proper monitoring and maintenance for emerging impact items and other conditions.

2017-18 Implementation Update for Strategic Goal 2 - *Implement transparent fiscal management practices that prioritize and align resources with strategic goals.* The KUSD School Board approved the initial scorecards for Strategic Goal 2 on July 25, 2017. Shortly thereafter, the Chief Financial Officer and the Chief Information Officer worked to begin the development of the two primary artifacts identified on the scorecard. As other financial impact areas may be realized from other KUSD goals, additional financial resources could be introduced to best meet the needs of KUSD.

Objective one states that a brief, yet clearly defined budget timeline will be developed and shared internally and externally. A one-page visual timeline was drafted and reviewed in relation to the annual fiscal requirements and practices of Kenosha Unified. As the regular school year moved along, the timeline was reviewed and updated to ensure the primary fiscal responsibilities were aligned to typical calendar periods. This resource will be shared with different stakeholder groups in the coming months, along with as-

needed trainings for budget managers to help ensure implementation of proper financial practices and expectations. The KUSD Budget Timeline is listed as Appendix A.

The second objective introduced a new budget assumption rubric. This rubric went through multiple drafts during the first semester of 2017-18. This two-page tool will allow budget managers and reviewers to apply set standards for any related budget request. The scoring domains cover both instructional and non-instructional domains, with separate rating scores and weights for equal comparisons. This rubric is scheduled to be introduced to the district budget managers in the coming months, with trial application set for the 2018-19 school year. Potential revisions may be required based on application and feedback. The KUSD Budget Rubric is listed as Appendix B.

Next Steps for 2018-19 School Year

Regarding the activities for Strategic Goal 2, both artifacts are scheduled for trial implementation during the 2018-19 school year. With multiple opportunities for stakeholder integration and feedback, any final revisions for consideration should be realized to ensure a quality execution towards the listed goals and initiatives.

Recommendation


It is the recommendation of administration that the board of education approve the continued endorsement of KUSD Strategic Goal 2 and its related artifacts at the July 24, 2018, board meeting.

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				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Measure Progressive decline in the number of questions related to the budget process over multiple years.			✓	○																
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				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Measure High score with alignment on the budget rubric.			✓	○																
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				2021-2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Measure Reduction in the amount of non-conforming budget requests (internal and external).			✓	○																
Initiative 3.1 Determine budget criteria that align with strategic direction.																				
Initiative 3.2 Utilize criteria to determine budget priorities.				✓	○															

 = projected completion date
 ✓ = project completed
 ○ = ongoing process established

KUSD Annual Budget Calendar

Jul/Aug



Fiscal Year Begins

- Prior fiscal year closing and auditing begins
- Review of grant awards
- Cash flow analysis for current year to determine short term borrowing need

Sep



Preparing for Adoption

- Public Hearing of the Budget
- Annual Meeting of Electors
- Estimated tax levies and mill rate
- Official 3rd Friday student counts prepared and sent to the State
- Reconcile staffing
- State financial reporting

Oct/Nov



Adopting the Budget

- Equalized Property Values finalized
- State Equalization Aid finalized
- Budgets are updated
- Board approval of the budget and tax levies
- Notices sent to municipalities on their share of the tax levies

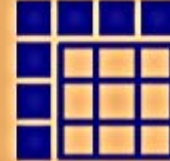
Dec/Jan



Reporting

- Financial reporting to the State
- Publication of the current year budget
- Publication and presentation of the prior year financial statements
- Establish goals and priorities for next budget year
- 2nd Friday in January count

Feb/Mar



Development

- Enrollment projections for next year
- Submission of budget assumptions
- Application of budget assumption rubric
- Seek State budget updates
- Create a preliminary budget position outlook for the next fiscal year

Apr/May



Refinement

- Staffing discussions and projections
- Review of programs
- Review of high budget impact areas (salaries and benefits)
- Budget to actual analysis of current year
- Proposal of budget assumptions to the Board

Jun



Fiscal Year Ends

- Board approval of Fees for next year
- Board approval of budget assumptions for next year
- Planning and implementation of upcoming changes for next year
- Board approval of spending for next year prior to adoption

KUSD BUDGET PRIORITIZATION EVALUATION RUBRIC

Submitted by:		Date	
Name of School/Department:			
Reviewed by:			
Item Requested		Cost Est.	

Rubric Scores Will Automatically Calculate Based on the Values in the Yellow Cells

Organizational Budget Request (OBR) Questions 1-5

OBR Points OBR	/
Weighted Score (out of 100%)	

Instructional Budget Request (IBR) Questions 1-7

IBR Points IBR	/
Weighted Score (out of 100%)	

Evaluation Rationale

The first step of this process is designed to be as systematic as possible. Difficult decisions must still be made with regard to prioritization. All programs, positions, and ideas are valuable and can contribute much to the educational experience. There may be valid rationale for sustaining and supporting programs that are costlier and yet serve a limited number of students. Different perspectives will have a strong bearing on the evaluation process that may not create significant opportunities for many students but can have a long-term impact on a few students toward the achievement of a particular strategic goal of the district, school, or department. The goal of this rubric is to establish a framework of the decision-making process with regards to the budget assumption and its alignment to the strategic direction of the district. A KUSD Budget Assumption Summary should also be submitted by the requesting KUSD Department head.

Types of Need

This rubric provides a rating scale for two types of need. First, the rubric will evaluate the budget assumption in regards to the organizational need. This would include things like support systems, facilities assests, technology, etc. The first five rubric questions will provide a score for the overall Organizational Budget Request (OBR). The second evaluation would include all seven questions, which integrates the educational value of the budget request. This would include student impact programs, positions, or products that are directly applicable to the instructional environment. This will generate the Instructional Budget Request (IBR) value. The inclusion of the instructional needs carry more weight due to the expectation of overall educational value.

Points	Question 1: Purpose (OBR/IBR)	Points Awarded
1	This program/position/expenditure is in response to a problem that has been occurring for many years and may escalate if not addressed soon; it will go a long way toward improving conditions in a school, department or the district.	
2	This program/position/expenditure provides a solution that addresses an ongoing problem or has not been addressed before.	
3	This program/position/expenditure can significantly impact student achievement and supports many of the district's goals and objectives.	
4	This program/position/expenditure has several significant benefits to the district, which have been investigated and reviewed for expectations by respective stakeholders	

Points	Question 2: Opportunity (OBR/IBR)	Points Awarded
1	This item has not been considered in the budget before; however budget funding of this item will be a good use of resources.	
2	This item is already part of the budget however there is some question about whether there is good use of resources and should consider reducing or eliminating funding.	
3	This item is already part of the budget, the budget level is adequate, and is a good use of resources to continue or sustain the current level of services or program offerings.	
4	This item is already part of the budget however the current budget level is inadequate and should be increased in order to improve or sustain the current level of service or offerings.	

KUSD BUDGET PRIORITIZATION RUBRIC

Points	Question 3: Stakeholder Support (OBR/IBR)	Points Awarded
1	There are a few key stakeholders that would be involved or impacted by the decision to continue or change the level of resources being allocated to this item.	
2	There are a number of key stakeholders that would be involved or impacted by the decision to continue or change the level of resources being allocated to this item.	
3	The decision to continue or change the level of resources allocated to this item involves one or two key stakeholders.	
4	The decision to continue or change the level of resources being allocated to this item involves several key stakeholders.	

Points	Question 4: Decision Making Process/Input (OBR/IBR)	Points Awarded
1	There are no more than three stakeholder groups involved in the decision-making process to create the desired outcome.	
2	There are between four – six stakeholders that need to be involved in the process to effect the desired outcome.	
3	There are a key group of stakeholders (employee group representatives and/or community members) among the decision-makers to create the desired outcome.	
4	This decision-making process requires a high level of support among Board members, cabinet administration and principals to create the desired outcome.	

Points	Question 5: Implementation (OBR/IBR)	Points Awarded
1	This initiative will require a significant change in the business or educational model or services; effective planning can put this into place in the next fiscal year.	
2	This initiative will require just a few meetings among key decision makers and can be immediately implemented after the appropriation of the budget.	
3	This initiative can be immediately implemented after the appropriation of the budget.	
4	Effective planning will need to be conducted however the value to the outcome will be significant and worth the effort and can be implemented in a matter of months after the appropriation of the budget.	

Points	Question 6: Student Impact (IBR)	Points Awarded
2	There is no direct impact on student achievement or the educational experience but it does contribute to the educational process.	
4	There is somewhat a direct impact on student achievement or the educational experience however it will not impact students beyond the current year.	
6	There is a significant impact on student achievement and the educational experience; the impact of the change can have an effect on future performance levels beyond the current year.	
8	There is a critical impact on student achievement and the educational experience and the impact of this change can have a significant effect on future student performance levels and is aligned to the district mission and vision.	

Points	Question 7: Instructional Practice Impact (IBR)	Points Awarded
2	There is no direct impact on the instructional and practice exercises if the exercises provided do not facilitate mastery of the targeted skills and concepts.	
4	There is somewhat a direct impact on the instructional and practice exercises, but too few exercises to facilitate mastery of the targeted skills, with little or no variation.	
6	There is a significant impact on the instructional and practice exercises by way of a sufficient number of exercises to facilitate mastery of the targeted skills and supported by quality resources.	
8	There is a critical impact on the instructional and practice exercises if there is an abundance and variety of exercises that facilitate mastery of the targeted skills and concepts supported by multiple formats.	

KENOSHA UNIFIED SCHOOL DISTRICT

July 24, 2018

Pathway to Success Objectives, Initiatives and Scorecard for Strategic Goal #3: Retain and recruit highly qualified staff who work to ensure the success of every Student

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 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. See Attachment A.

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.*

2017-2018 Implementation Team Updates

The implementation team consists of the following individuals: Annie Petering, Chief Human Resource Officer, Rade Dimitrijevic, HR Coordinator, Judy Rogers, HR Coordinator, Stacey Cameron-Weigand, HR Coordinator, Jodi Casio, Forest Park Principal, Brian Geiger, Regional Coordinator of Leadership and Learning – Secondary, Shebaniah Muhammad, Grant Elementary Principal, Ursula Hamilton Perry, Harvey Elementary Principal, Bill Haithcock, Harborside Principal, Jennifer Navarro, Coordinator Professional Learning, and Keri Heusdens, Teacher Consultant

The team met bi-weekly throughout the year and at times had to cancel several meetings due to scheduling conflicts and illnesses.

Overall, it is this administrator's impression that the team may be more productive by creating a smaller team.

Initiative 1.1 – Develop a flowchart outlining all steps and timelines in an active recruitment and hiring process. This initiative was due for completion at the end of quarter four. The team met numerous times, however due to some cancellations, we are a few weeks behind meeting the deadline of quarter four. The team is in the process of creating a working 12-month calendar to highlight all the responsibility task of the HR department, hiring manager and an employee as it relates to recruitment and hiring. It is the goal of the team to distill this calendar down to a flowchart.

We are recommending moving target completion date to end of quarter one as due to summer schedules the flowchart may not be completed until late summer or beginning of school year 2018-2019.

Initiative 3.1 – Identify a measurement tool, to collect baseline data pertaining to “highly qualified” candidates for analyzed improved efficient hiring. This projected completion date needs to be moved as the team is still putting together a flowchart. The team needs to work on defining “highly qualified” and needs to ensure that they are also taking into consideration latest ESSA requirements.

One of the items the team completed was a survey of all principals and hiring managers as it relates to the use of WECAN as screening tool. The next step is to draft an RFP in the hopes of identifying a pre-employment screening tool.

Initiative 4.2 – Evaluate staff mentoring and new employee support programs for effectiveness and potential expansion. This item is partially completed.

The Office of Human Resources has been working with the Office of Teaching and Learning in reviewing mentoring of new teachers. This review also incorporates requirements of offering mentors to teachers deemed as “inexperienced” in order to meet the District's obligations under ESSA. The Office of Teaching and Learning is working on creating a comprehensive three-year mentor plan. The Office of Human Resources will work with Coordinators from the Office of Teaching and Learning in developing a similar plan for individuals in non-teaching positions.

The Office of Human Resources has been working with the Office of Teaching and Learning and the Office of School Leadership in reviewing any deficiency areas of training as it relates to ESP's, substitute teachers and substitute ESP's. As a result of this review, a new robust offering of trainings will be provided to ESP's, substitute teachers and substitute ESP's. We will continue to review areas of training for the other employee groups.

Initiative 5.1 – Create a competitive compensation plan that reflects the values of the District. This initiative is ongoing. The District has created and the Board has approved a teacher salary schedule, and an updated AST policy. The Office of Human Resources will be presenting updated wage schedules for all hourly employees in 2018 for Board approval.

Next Steps for School Year 2018-2019

The implementation team, as it is currently comprised, or slightly smaller team, will continue to meet on a regular bi-weekly basis.

Objective 1 – The team will refine the current drafted calendar into a flowchart outlining all steps and timelines in an active recruitment and hiring process. The team will review data from this hiring season.

Objective 2 – The team will begin to create and implement strategies designed to attract qualified candidates from under-represented groups. There may be an offshoot from the current implementation team to focus on a “Grow Your Own” program to cultivate teachers from our student population.

Objective 3 – The team will develop a definition of highly qualified, not just as it relates to hiring, but also as it relates to the District’s responsibility under ESSA in hiring and staffing highly/ appropriately qualified teachers at schools receiving Title I funds.

Objective 4 – The team will continue to work with the Office of Teaching and Learning and School Leadership in reviewing support programs for new teachers. The team will continue to work with the Office of Teaching and Learning in reviewing and creating support programs for non-teachers.





Objective 5 – The Office of Human Resources will continue to create competitive compensation structures for its employees. The team will begin review of employee value proposition plans and create a plan for how to begin its design of an employee value proposition plan.







Recommendation

It is the recommendation of Administration that the Board of Education approve the continued endorsement of KUSD Strategic Goal 3 and its related artifacts at the July 24, 2018, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resource Officer

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			
					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			
					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			
					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	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

employees a reason to work for an employer and reflects the organization’s competitive advantage. An EVP is also core to the employer brand.																				
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.									📅											

📅

= projected completion date

✓

= project completed

○

= ongoing process established

Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018

Pathway to Success Objectives, Initiatives and Scorecard
for Strategic Goal #4: Enhance leadership and expertise of all staff
through professional learning and collaboration

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 4 - *Enhance the leadership and expertise of all staff through professional learning and collaboration.* This group has two leaders, Julie Housaman, Chief Academic Officer and Jennifer Navarro, Coordinator of Professional Learning. An updated copy of the scorecard for strategic goal 4 is attached (Appendix A).

2017-2018 IMPLEMENTATION UPDATES:

The implementation team began their work with content coordinators to identify the Educator Effectiveness components aligned to professional learning opportunities in the course catalogue. The Danielson Framework is used for the evaluation component of Educator Effectiveness. Consultation with the Frontline Education representatives resulted in the development of a report that provides an individual's professional learning participation in each of the 22 components evaluated in Educator Effectiveness.

Administrators and teacher leaders attended *The Framework for Teaching: Skill Building for Stronger Communities* in April 2018. Three strands of training to support the Danielson Framework are scheduled for the 2018-2019 school year including:

- Four days of face-to-face and six days of virtual training for 30 mentors of new teachers. All mentors will complete this training by May 2021.
- Monthly workshops will be scheduled for evaluators of teachers focused on supporting teachers in the Danielson Framework for Teaching domains.
- New educators to the district will receive Danielson Framework for Teaching training at the New Educator Professional Learning sessions in August.

A comprehensive training plan for Educational Support Personnel (ESP) is being developed and will be implemented in the 2018-2019 school year. ESPs were surveyed in February 2018 and May 2018 to identify their professional learning needs. The results were disaggregated based on position type: clerical, classroom, ESL/bilingual, health information, special education and security. The overall most frequently requested training sessions were: technology, working with students and trauma. Specifics of this plan include:

- Twelve position specific trainings will be provided for the mandatory training sessions on August 31, 2018 and February 22, 2019.
- A mandatory choice training is scheduled for November 9, 2018. ESPs are required to attend one of twelve offered sessions that are based on position responsibilities and employee interest as collected in the survey.
- Over 26 optional professional learning sessions will be offered on October 12 and April 5 for all ESPs. ESPs may elect to attend a training session on these two dates.

Next steps for 2018-2019 school year

With professional learning opportunities in place for instructional staff that are aligned to Educator Effectiveness, the implementation team focus will shift to the development of relevant training opportunities for instructional staff not subject to Educator Effectiveness.

Recommendation





It is the recommendation of Administration that the Board of Education approve the continue endorsement of KUSD Strategic Goal 4 and its related artifacts at the July 24, 2018 board meeting.




Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

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. Measure: Number of professional learning opportunities that are aligned to employee needs					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 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. Measure: Number of opportunities for leadership training and the number of opportunities for collaboration.					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 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.																			

 = *projected completion date*
 = *project completed*
 = *on-going process established*

Kenosha Unified School District
Kenosha, Wisconsin

July 24, 2018

**Pathway to Success Objectives, Initiatives and Scorecard for Strategic Goal #5:
Foster and strengthen community partnerships to increase student learning
and family engagement.**

Background

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

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

By the end of March 2017, all five strategic goals had been filtered through several reactor groups that included staff and/or community stakeholders. Each goal also was shared at one or two district standing committees to garner input and feedback, which helped refine the final objectives and initiatives.

The school board approved all five strategic goal scorecards on July 25, 2017. Beginning in the fall of 2017, each facilitator began working with his/her implementation team to develop the action plan and steps needed to meet the strategic goal's timeline and outcomes.

2017-18 IMPLEMENTATION UPDATES:

The implementation team began with internal staff meeting to discuss the timeline of completion of tasks. From there, the former strategic goal team members were invited to continue the work of goal 5 with internal staff – nearly all accepted with the exception of a few changes due to resignations or retirements of our community partners.

The team met on April 19, 2018, to review the timeline. During this time, discussion regarding school year calendar alignment was brought up and the timeline was adjusted from what the internal staff had created. This was done to ensure initiatives are completed on time with the full support of the staff and community. The following changes (Appendix A) that were agreed to by all:

- Move initiative 1.1 from Q2 of 2017-18 to Q4 of 2017-18
- Move initiative 1.2 from Q4 of 2017-18 to Q1 of 2018-19
- Move initiative 1.3 from Q2 of 2017-18 to Q3 of 2018-19

- Move initiative 2.3 from Q4 of 2017-18 to Q1 of 2018-19
- Move initiative 3.1 from Q4 of 2019-20 to Q1 of 2020-21
- Move initiative 3.2 from Q2 of 2018-19 to Q3 of 2018-19
- Move initiative 3.4 from Q4 of 2018-19 to Q1 of 2020-21

Also during the April meeting, the team decided to send out a survey (Appendix B) to garner feedback regarding partnerships in order to work on initiatives 1.1 and 1.2 of Objective 1: Replicate effective partnerships that increase student learning and/or family engagement. The team developed questions regarding valued partnerships, partnerships existing in schools, needs that could be supported by a community partnership, needs to create partnerships, needed building-level supports, barriers and needed tools/materials, services companies can offer and others. The survey was sent to all Kenosha Unified staff and current community partners. It was open from May 7 through May 25. The feedback will be used to develop initiative 1.1, 1.2 and 2.3, as well as others as the team sees fit.

The team met on May 31, 2018, to review the survey results and was pleased with the nearly 200 responses received. From the response, seven key partnership attributes were identified: Support, Communication, Engagement, Reliability, Trust/transparency, Accountability and Alignment. These attributes and the other survey feedback will be used to develop the rubrics to measure the effectiveness of partnerships as outlined in initiative 1.2. Work on initiative 1.2 is slated to begin in mid-June. A copy of the attributes/characteristics is attached (Appendix C).

The following stakeholders participated on the KUSD Strategic Goal 5 Implementation Team:

Stakeholder	Position
Tanya Ruder	Chief communications officer
Patricia Demos	Community school relations coordinator
Jennifer Knight	Assistant principal
Juan Torres	Coordinator
Willie Days	Coordinator
Karl Erickson	ELCA Outreach Center director
Robert Nash	PTA president
Tatjana Bicanin	Building Our Future CEO
Heather Connolly	Principal
Donna Rhodes	Kenosha County gang intervention supervisor
Cheryl Kothe	Coordinator

The Goal 5 Implementation met on the following dates:

May 11, 2017 (internal staff only)
April 19, 2018
May 31, 2018

2018-19 NEXT STEPS:

The implementation team will be focused on developing and/or completing the following items for the 2018-19 school year:

- Q1
 - Initiative 1.2 – Develop rubrics to measure the effectiveness of partnerships.
 - 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.).
- Q2
 - 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.
- Q3
 - Initiative 1.3 – Create a policy and template agreement outlining the standards and best practices for creating community partnerships.
 - 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.
- Q4
 - Initiative 1.4 – Establish district and school targets for family engagement.

Recommendation


It is the recommendation of administration that the board of education approve the continued endorsement of KUSD Strategic Goal 5 and its related artifacts at the July 24, 2018, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

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															
<i>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.</i>					2017-2018				2018-2019				2019-2020				2020-2021			
					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
✓ = project completed
○ = ongoing process established

Implementation team = Tanya Ruder, Tatjana Bicanin, Heather Connolly, Willie Days, Pat Demos, Karl Erickson, Jenny Knight, Cheryl Kothe, Bobby Nash, Donna Rhodes, Mike Steinborn, Juan Torres



QUESTIONS

RESPONSES

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Section 1 of 3



2018 Community Partner Survey

The district is seeking feedback on community partnerships from both internal and external audiences. This is in conjunction with the district's strategic plan, specifically strategic goal 5, which is to foster and strengthen community partnerships to increase student learning and family engagement. Your feedback will help us complete the objectives outlined under this goal so our schools can begin building more relationships in our community for the benefit of our students and families.

As you review the questions, please keep in mind that a partnership is defined as two or more organizations that agree to work together in a mutually defined and implemented relationship. Donors give funds or supplies as a form of support on a one-time basis, partners tend to give ongoing support in a variety of ways.

Do you work for KUSD or a community partner organization?

- ☐ KUSD
- ☐ Community partner

After section 1 **Continue to next section**

Section 2 of 3



KUSD

Please continue in this portion if you are an employee of KUSD.

School:

1. Bose
2. Brass
3. Bradford
4. Brompton
5. Bullen
6. Chavez
7. Curtis Strange

8. Dimensions of Learning

9. eSchool

10. EBSOLA - CA

11. EBSOLA - DL

12. Educational Support Center

13. Forest Park

14. Frank

15. Grant

16. Grewenow

17. Harborside

18. Harvey

19. Hillcrest

20. Indian Trail

21. Jefferson

22.

Jeffery

23. KTEC East

24. KTEC West

25. LakeView

26. Lance

27. Lincoln

28. Mahone

29. McKinley

30. Nash

31. Pleasant Prairie

32. Prairie Lane

33. Reuther

34. Roosevelt

35. Somers

36. Southport

37. Stocker

38. Tremper

39. Vernon

40. Whittier

41. Wilson

42. Washington

First name:

Short answer text

Last name:

Short answer text

What do you value most in a partnership?

Please rank the words below as you feel they relate to the value of a partnership. 1 = MOST important, 8 = LEAST important.

	1	2	3	4	5	6	7	8
Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicati...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust/transpar...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list community partnerships you have in your school:

Long answer text

Where do you look for community partners or who do you contact about partnerships?

Please check all that apply.

- ☐ Community organization websites
- ☐ Community events
- ☐ Inspire Southeastern Wisconsin
- ☐ KUSD alumni
- ☐ Parents/students
- ☐ Staff members
- ☐ Other...

What needs do you have that could be supported by a community partner?

Long answer text

What do you feel you need to create partnerships?

Long answer text

What building-level supports do you feel are necessary to make partnerships sustainable?

Short answer text

What barriers do you feel prevent establishing or sustaining partnerships?

Long answer text

What tools/materials do you use when asking companies/organizations to partner with your school?

Long answer text

After section 2 **Submit form**

Section 3 of 3



Community Partner

Description (optional)

Organization name:

Short answer text

Has your organization been a one-time partner, or ongoing?

☐ Ongoing partner

☐ One-time partner

Please list the partnerships you have with KUSD:

Long answer text

What do you value most in a partnership?

Please rank the words below as you feel they relate to the value of a partnership. 1 = MOST important, 8 = LEAST important.

	1	2	3	4	5	6	7	8
Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicati...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust/transpar...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you learn about partnership opportunities with the district?

Please check all that apply.

- ☐ Community events/networking
- ☐ District/school websites
- ☐ Inspire Southeastern Wisconsin
- ☐ KUSD alumni
- ☐ KUSD staff members

☐ Parents/students

☐ Other...

What services/support could you offer to schools through a partnership?

Long answer text

What barriers do you feel prevent establishing or sustaining partnerships with the district?

Long answer text

Are you interested in new or additional partnerships with KUSD?

☐ Yes

☐ No



VALUED COMMUNITY PARTNERSHIPS

The following seven attributes/characteristics were gleaned from a survey sent to Kenosha Unified staff and current community partners. These are the things valued in a community partnership and necessary to make it successful.



SUPPORT

ALIGNMENT

ENGAGEMENT

ACCOUNTABILITY

TRUST/TRANSPARENCY

COMMUNICATION

RELIABILITY

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KENOSHA UNIFIED SCHOOL DISTRICT

July 24, 2018

STOPit Reporting Application Integration

In 2014, the federal government released the first uniform definitions of bullying to help address the growing anxiety for concerning behavior. Since that time, schools have worked to conform to the associated state and federal reporting requirements and corrective practices to diminish this behavior. With the increased awareness, some perceive that there is a growing number of incidents of bullying, however there's not a direct proven correlation, just that the identification and classifications are now being tracked and recorded. The federal resources to address bullying in general list known and proven strategies, such as bystander intervention, quality communication of events and situations, and the demonstration of positive relationships among peers (<https://www.stopbullying.gov/media/facts/index.html>).

As KUSD has worked to implement a comprehensive PBIS program across the district, continued review and feedback began to branch into other possible utilities and practices. In the spring of 2018, Kenosha Unified began to review technology related anonymous reporting applications for potential future use. This review process identified that a currently available commercial product, STOPit (<http://stopitsolutions.com/stopit-solutions-education>) was recognized by the KUSD liability insurance carrier as a mitigation and reporting utility. This endorsement allowed for a discounted rate. Some of the promotional key features associated with this mobile and web-based utility are listed below:

- STOPit is an anonymous incident reporting app that features powerful investigative tools and anonymous two-way communication – giving investigators the ability to ask questions or gather more information, and provide a safe and comfortable way for students to communicate sensitive issues.
- STOPit is a simple, fast and powerful app solution for students and staff to report bullying and other inappropriate behaviors, deter unethical or illegal activity, and mitigate financial and reputational risks to school districts.
- STOPit is transforming the way the educational community reports and prevents bullying and other inappropriate behaviors by empowering individuals with a simple and completely anonymous two-way chat between students and administrators.

The STOPit application, and other similar products, has been growing in national use throughout the educational and public communities to both act as a proactive deterrent as well as an anonymous two-way reporting outlet. Users are able to notify and interact for safety concerns and behaviors in a manner not previously available. To help understand how KUSD schools will integrate this technology, several presentations were held for school administrators and support staff in

May and June. STOPit will provide a powerful and easy to use reporting and communication tool for the greater Kenosha Unified community.

Timeline for gaining awareness and plan development:

- Spring 2018: Leadership Council team reviewed basic format and utility, confirmation of insurance endorsement. Demonstration access created.
- May 17, 2018: Presentation to all KUSD school administration to hear overview, view demonstration, learn, question and review.
- June: Multiple webinars were held for school administration and behavior support staff.
- End of June 2018: Finalize designation of school point personnel.
- Early Summer 2018: Additional product demonstrations and launch planning. Training options finalized.
- August 2018: Review and finalization of school launch schedule and additional trainings, including integration within Infinite Campus for required reporting. Sharing of communication plans and media items.
- August/September 2018: Expanded announcement for KUSD staff, students, and parents. Trainings for respective staff.
- Late September-Early November 2018: Tiered rollout of STOPit platform across KUSD schools, continued communication sharing across multiple media. Continued trainings and support. Update of linked resources on KUSD website.
- Mid-November 2018: Expected full use and availability of the STOPit mobile application.
- January 2019: Begin quarterly reviews of submission/resolution data.

Informational Report:

This is an informational report regarding the continued efforts of district administration and staff to find ways to better address behavior and information sharing. The 2018-19 cost for implementation and use is \$11,097, the Information Services budget will support this purchase.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Sue Valeri
Chief of School Leadership

Mr. Kristopher Keckler
Chief Information Officer

**Kenosha Unified School District
Kenosha, Wisconsin**

July 24, 2018

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 2018-19 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	https://dpi.wi.gov/early-childhood/practice
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 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 2018-19 school year at the July 24, 2018, 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 24, 2018

Renewal of Southeastern Wisconsin School Alliance Membership

For the past fifteen (15) 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 over 30 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 the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

The SWSA supports the mission through the following tiered approach:

- Develop and implement key strategies to advocate for sound education policy
- Leverage research to drive educational practice and advocacy
- Raise the impact of SWSA by identifying and developing mutually beneficial partnerships
- Continue to strengthen the SWSA business model by supporting school districts and their communities

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 which authorizes the School District of South Milwaukee as the fiscal agent to manage the SWSA funds. The 2018-19 Proposed Annual Budget for the SWSA, the projected participating member school districts, as well as the 2017-18 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 2018-2019 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

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, 2018 through June 30, 2019 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

School Board Clerk

Director of Business Services
Title

Date

May 15, 2018
Date

2018-19 PROPOSED ANNUAL BUDGET

SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE (SWSA)

May 8, 2018

EXPENSES:	PROPOSED BUDGET
Legislative Liaison	\$30,600
Executive Director	50,667
Dues/ Memberships	2,000
Operational Expenses (Web development/host, travel, printing & supplies)	4,900
Additional Research - Hanover Library Access (Potential studies commissioned by the membership)	19,500
TOTAL EXPENSES	\$107,667
REVENUES:	PROPOSED BUDGET
Fees from Participating School Districts (based on 30 members)	92,800
TOTAL REVENUE	\$92,800
USE OF RESERVES:	\$14,867

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

PAYMENT SCHEDULE

SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE

July 1, 2018 – June 30, 2019

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 12, 2018.

All Districts:

- | | | |
|----|------------------|----------------|
| 1. | October 12, 2018 | <u>\$3,200</u> |
|----|------------------|----------------|

2018-19 Southeastern Wisconsin School Alliance Projected Participant Listing:

District	SWSA Fee
Brown Deer	\$ 3,200
Cedarburg	\$ 3,200
Cudahy	\$ 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
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
Racine Unified	\$ 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	\$ 102,400

2017-18 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, 2018

The role of public schools in Wisconsin continues to evolve with the increasing needs facing our students and communities. As a result, the work of the Southeastern Wisconsin Schools Alliance also must transform to ensure we are providing resources and value to our members.

Over the course of the past few years, our mission statement has been revised. Naturally, there is a focus to advocate for sound education policies and practices. However, SWSA has broadened our scope and partnerships to advocate and educate on advancing policies to ensure economic vitality and community well-being. This transition has been the inspiration for new strategies and partnerships to meet the needs of our students, parents, and communities.

With a commitment to this direction, I am proud to share the accomplishments during our 2017-18 calendar year. These accomplishments are the result of hard work and dedication from our members as they continue to engage in building relationships with their legislators and community partners.

I would also like to thank the commitment from our Executive Committee and Co-Chairs who were actively engaged and a driving force behind the organization's significant successes this past year. Please take a moment to thank the following Executive Committee Members:

Members of the SWSA Executive Committee:

Patricia Greco, SWSA Co-Chair (Superintendent Menomonee Falls)

Sharon Muehlfeld, SWSA Co-Chair (School Board Member, Wauwatosa)

Mark Hansen, SWSA Co-Chair Elect (Superintendent, Elmbrook)

Region 1 Rep: Larry Smalley (Glendale-River Hills)

Region 2 Rep: TBD

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

Finally, I would like to recognize those in our organization who are transitioning to new opportunities:

Retirements and Transitions:

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. Pat Greco, Superintendent Menomonee Falls School District. Dr. Greco is retiring from her position as superintendent after working in education for the last 36 years. She will be serving the Menomonee Falls School District through the 2018 calendar year consulting on their continuous improvement process. Dr. Greco has served the SWSA in many capacities including Co-Chair, Executive Committee and long-time advocate. Best wishes Pat!*
- ❖ *Dr. Darienne Drive, Superintendent Milwaukee Public Schools. Dr. Driver is transitioning to become the President and CEO of the United Way for Southeastern Michigan. Dr. Driver has been an incredible advocate for students not only in Milwaukee, but across Wisconsin. Best wishes Dr. Driver... Michigan is lucky to have you!*



2017-18 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.

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 and communities.

Most Sincerely,

Theresa A. Phillips

Terri Phillips
SWSA Executive Director

2017-18 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.

The SWSA's mission is to advocate 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.

The SWSA supports our mission through the following tiered approach:

- Develop and implement key strategies to advocate for sound education policy
- Leverage research to drive educational practice and advocacy
- Raise the impact of SWSA by identifying and developing mutually beneficial partnerships
- Continue to strengthen the SWSA business model by supporting school districts and their communities

Accomplishments in the Key Strategic Areas include:

Strategy	Measurable Outcomes
Advocating for sound education policy	<p>1. <i>Increased financial support for public schools across Wisconsin.</i> By coordinating advocacy efforts with other advocacy organizations across the state, SWSA contributed significantly to increased revenue for public school districts.</p> <p>SWSA played a role in this outcome by providing timely and relevant testimony to the Joint Finance Committee, engaging in conversations with key legislators (including Senator Darling and Senator Olsen), and working with Governor Walker's office to share the impact of the 2011-13 budget on students.</p> <p>As a result of advocacy efforts by the organization and coordinated efforts of the public school districts, the following outcomes have been achieved:</p> <ol style="list-style-type: none"> a. During the 2017-19 biennial budget, school districts will be receiving an additional \$200 (2018) and \$204 (2019) per resident student. (the 2017-19 budget was passed in late fall 2017) b. Funding support for mental health increased by \$6.25M. c. Initially, adjustments to the low revenue limit ceiling was not included in the 2017-19 budget. SWSA made significant calls and coordinated conversations with local school districts and their legislators to better understand the financial impact. Governor Walker later signed into law the gradual increase for districts with the low revenue ceiling and increase to sparsity aid for our rural school partners. d. Professor Charles Franklin and Alan Borsuk from the Marquette Law School, spoke to the SWSA membership and shared that our advocacy efforts have contributed to the increased support of communities for public education. <i>In late 2017, over 80% of voters support increased state funding to support public education.</i> <p>2. <i>Engaged in improving the future of public education funding.</i> SWSA was specifically asked by the Blue-Ribbon Commission on School Funding to provide testimony in early February, 2018. We coordinated testimony with three school district business managers along with support of superintendents and board members. SWSA continues to work with the Blue-Ribbon Commission and is providing additional invited testimony for the remaining hearings.</p> <p>3. <i>Provided feedback on education policy to legislators and the Governor's office.</i> SWSA has become one of the key "go to" organizations when legislators or the Governor's office is looking for feedback on education policy. We are frequently asked by policy makers and engage in conversation around how proposed policy may impact local public school districts.</p>

2017-18 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.

Strategy	Measurable Outcomes
Leveraging research to drive educational practice and advocacy	<ol style="list-style-type: none"> Partnership with the Wisconsin Policy Forum assisted SWSA in educating members and their communities. For many years, the SWSA has worked with the Public Policy Forum and Wisconsin Taxpayers Alliance (these entities have now merged to form the Wisconsin Policy Forum). <ol style="list-style-type: none"> SWSA plays an active role and serves on the Education Committee with the Public Policy Forum. In addition, a team from the SWSA partners annually meet with the Public Policy Forum research staff to review the Public Schooling Book and find ways to improve the value of the information in the document for legislators and all community members. The Public Schooling Book plays a key role in educating policymakers and community members. The Wisconsin Taxpayers Alliance is a frequent guest of SWSA and also provided key historical district information to support SWSA's strategic planning efforts. Partnership with Hanover Research supported advocacy efforts in the areas of Mental Health legislation. <ol style="list-style-type: none"> During 2017, SWSA worked with Hanover Research and developed a research product entitled, "Prioritizing Social-Emotional Learning in School Districts". This information was shared with legislators during our advocacy efforts to increase funding for Mental Health by \$6.25M in the 2017-19 budget. During 2018, SWSA worked with Hanover Research to develop a research product entitled "Authentic and Proven Family Engagement Strategies". This literature research was requested by member school districts as a way to expand their community engagement opportunities and how to tailor their methods to meet the needs of diverse families. Member school districts have taken these key findings back to their districts and communities to best customize their community engagement strategies. All SWSA member school districts have access to the Hanover Research Library. Access to the national database of research provides local school districts the opportunity to embed evidence-based research into their decision-making process when exploring new program opportunities for students.
Raise the impact of SWSA by identifying and developing mutually beneficial partnerships	<ol style="list-style-type: none"> School Safety Conversations and Engagement: <ol style="list-style-type: none"> School Safety has taken a new meaning in these past few months. SWSA is addressing this concern by continuing the conversation not only with educators, but also community stakeholders. SWSA hosted a School Safety Forum that was attended by our member school districts. Many brought their personnel responsible for school safety to hear from local leaders including: mental health experts, crisis response team leaders, school psychologists, fellow administrators, and local law enforcement. SWSA continues to play a role in this conversation at the policy level. Hosted Glenn Rehberg, Interim Director of the Wisconsin Department of Justice (DOJ) Office of School Safety. Glenn presented at our May membership meeting and provided an audience of over 60 participants information on the School Safety Grants. SWSA has now been added to the distribution list for School Safety. In addition, Glenn has asked us to include him on our School Safety conversations so he can stay engaged at the school level to better understand the needs of the school districts. Nurtured strong relationships and partnerships with stakeholders outside of education. SWSA realizes that influencing public policy requires bringing other stakeholder groups to the table along with education leaders. We have included business, healthcare, law enforcement, local elected officials and others in our advocacy efforts resulting in increased awareness of the importance of sound education policy and their involvement.

2017-18 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.

Strategy	Measurable Outcomes
	<p>3. <i>Developed strong relationships and partnerships with other education organizations across the state.</i> There is great value to SWSA member districts and advocacy efforts by building relationships across the education continuum. These include the Department of Public Instruction, higher education, other education advocacy organizations such as the Wisconsin Association of School Boards (WASB), Wisconsin Rural Schools Alliance (WIRSA), School Administrators Association (SAA), and others. These strong relationships have helped to develop a well-educated membership capable of strong advocacy to influence public policy.</p> <p>4. <i>The SWSA has met with (or invited) these guests over the course of the past year:</i></p> <ul style="list-style-type: none"> • Representative Vos, Speaker of the Assembly • Tony Evers, State Superintendent • Jeff Pertl, Senior Policy Analyst, Department of Public Instruction • Brian Pahnke, Assistant State Superintendent, Department of Public Instruction • Alan Borsuk, Senior Fellow in Law and Public Policy, Marquette Law School • Charles Franklin, Professor of Law and Public Policy and Director of the Marquette Law School Poll • Geneva Scurek, with ICATT (Industry Consortium for Advanced Technical Training) • Brad Carl, Wisconsin Center for Education Research • Blue Ribbon Commission on School Funding, Invited Testimony • Jeff Neubauer, Executive Director for the Higher Expectations (Collective Impact Initiative in Racine)
Continue to strengthen the SWSA business model by supporting school districts and their communities	<p>1. <i>School boards and District Administrators share strategies and best practice when working with their legislators and building strong relationships to influence sound education policy.</i> One of SWSA's greatest assets is the collegiality among the members and their willingness to share what is working and perhaps more importantly what is not. SWSA often leverages the relationship a legislator has with their school district to build understanding on an issue and influence their position on education policy. This has been extremely evident over the course of the last two budget cycles where education funding has begun to take a priority.</p> <p>2. <i>School boards and District Administrators share strategies for working with their communities to educate them on the importance of sound education policies.</i> A more informed electorate on education policy will continue to build advocates outside of education and influence public policy in Madison.</p> <p>3. <i>SWSA has begun to educate members on the Collective Impact Framework of collaboration and the community impact a cross sector group of stakeholders can have.</i> Some of the member districts are working with community stakeholders to build stronger communities. SWSA is providing opportunities for members to learn more about the Collective Impact framework and how to engage with community leaders in an effort to jointly impact outcomes for students and communities. This is also an approach that SWSA has strongly advocated for at the state level and our organization will be at the table as this develops.</p>

2017-18 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.



Alan Borsuk and Charles Franklin from the Marquette Law School participated in a panel conversation about the effectiveness of advocacy efforts. This was followed up by a meeting hosted by Charles and Alan featuring SWSA superintendents, board members, and business managers in an effort to share challenges school districts are facing.

Brad Carl from the WCER educates the SWSA membership on the importance of program evaluation. As a follow up, some of the SWSA member districts are working with the WCER on program evaluations.



Glenn Rehberg, Interim Director of the Wisconsin Department of Justice (DOJ) Office of School Safety shared information about the School Safety Grant with a packed crowd at the May SWSA Membership meeting.

2017-18 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.



Special thanks to this outstanding team of superintendents, board members, and business managers who represented SWSA at the Blue Ribbon Commission as invited testimony in February 2018.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 24, 2018

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

July

- July 10, 2018 – CANCELED: Standing Committee Meetings
- July 24, 2018 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

August

- August 14, 2018 – CANCELED: Standing Committee Meetings
- August 23-27, 2018 – New instructional staff orientation
- August 28, 2018 – All instructional staff report
- August 28, 2018 – Regular Board of Education Meetings – 7:00 P.M. in ESC Boardroom

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