



REGULAR MONTHLY BOARD MEETING

July 23, 2019

7:00 PM

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

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Regular School Board Meeting
July 23, 2019
Educational Support Center
7:00 PM

REVISED

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

Kenosha, WI

July 25, 2019

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Aiello	Michael	Bradford High School	Social Studies	Instructional	08/26/2019	1
Appointment	Alexandrescu	Rishana	Brass Elementary	Cross Categorical	Instructional	08/26/2019	1
Appointment	Arellano	Maria	EBSOLA DL	Dual Spanish	Instructional	08/26/2019	1
Appointment	Balian	Samantha	Washington Middle School	Science	Instructional	08/26/2019	1
Appointment	Basaldua	Charles	Jefferson Elementary School	Grade 3	Instructional	08/26/2019	1
Appointment	Baumann	Theron	Bradford High School	Special Education	ESP	08/29/2019	1
Appointment	Bergene	Dee	Jefferson Elementary School	Grade 1	Instructional	08/26/2019	1
Appointment	Bower	Heather	Lincoln Middle School	E.D.	Instructional	08/26/2019	1
Appointment	Brandt	Kristin	Fine Arts	Music	Instructional	08/26/2019	1
Appointment	Braun	Jill	Mahone Middle School	E.D.	Instructional	08/26/2019	1
Appointment	Brown	Riley	Lincoln Middle School	English	Instructional	08/26/2019	1
Appointment	Brugger	Brianna	Department of Special Ed	Occupational Therapy	Instructional	08/26/2019	1
Appointment	Bucolt	Ashley	Bradford High School	Math	Instructional	08/26/2019	1
Appointment	Burke	Mara	4K Program	4K Program	Instructional	08/26/2019	0.5
Appointment	Carlson	Monica	Grant Elementary	Grade 2	Instructional	08/26/2019	1
Appointment	Casper	Anthony	Kenosha E-School	Principal E-School	AST	07/01/2019	1
Appointment	Chase	Brittany	Mahone Middle School	Technology Education	Instructional	08/26/2019	1
Appointment	Cintron	Margaret	EBSOLA CA	Grade 1	Instructional	08/26/2019	1
Appointment	Collier	Jennifer	Lincoln Middle School	Math	Instructional	08/26/2019	1
Appointment	Conner	Sabrina	Bradford High School	Security	ESP	08/29/2019	1
Appointment	Crist	Mary	Bullen Middle School	Dual Spanish	Instructional	08/26/2019	1
Appointment	Cruz	Tammy	Lincoln Middle School	Instructional Technology	Instructional	08/26/2019	1
Appointment	Darow	DeAnn	Lincoln Middle School	Special Education	ESP	08/29/2019	1
Appointment	Dauman	Rachael	Forest Park Elementary School	Cross Categorical	Instructional	08/26/2019	1
Appointment	DeFazio	Danielle	Bradford High School	English	Instructional	08/26/2019	1
Appointment	Determan	Jennifer	Mahone Middle School	Science	Instructional	08/26/2019	1
Appointment	Dishno	Alyssa	Stocker Elementary School	Grade 4	Instructional	08/26/2019	1
Appointment	Douville	Rachel	EBSOLA CA	Grade 4	Instructional	08/26/2019	1
Appointment	Dyer	Omar	Hillcrest School	Physical Education	Instructional	08/26/2019	0.8
Appointment	Eckles	Jane	Bradford High School	English	Instructional	08/26/2019	1
Appointment	Foreman	Jacqueline	Department of Special Ed	Visually Handicapped	Instructional	08/26/2019	1
Appointment	Germain	Steven	Mahone Middle School	Asst Principal Middle School	AST	07/01/2019	1
Appointment	Greenup	Amy	Bullen Middle School	Cross Categorical	Instructional	08/26/2019	1
Appointment	Hayes	Andrew	Tremper High School	Chemistry	Instructional	08/26/2019	1
Appointment	Herman	Dana	Fine Arts	Art	Instructional	07/30/2019	1
Appointment	Hicks	Mark	KTEC East	Math	Instructional	08/26/2019	1

Kenosha Unified School District

Kenosha, WI

July 25, 2019

The Office of Human Resources recommends the following actions:

Appointment	Hoffman	Megan	EBSOLA CA	Grade 4	Instructional	08/26/2019	1
Appointment	Jackson-Lewis	Yolanda	School Leadership	Coordinator Diversity/STD and Family	AST	07/01/2019	1
Appointment	Jancich	Jennifer	Whittier Elementary	Grade 1	Instructional	08/26/2019	1
Appointment	Jass	Michelle	Title I	Administrative Support (12 MO)	ASP	06/12/2019	1
Appointment	Jones	Alexandria	Bullen Middle School	Cross Categorical	Instructional	08/26/2019	1
Appointment	Kennow	Scott	Indian Trail HS & Academy	High School Principal	AST	07/01/2019	1
Appointment	Kidwell	Stacey	Frank Elementary	Guidance	Instructional	07/30/2019	1
Appointment	Kotz	Maria	Reuther Central High School	Principal High School	AST	07/01/2019	1
Appointment	Lawler	Jacob	Tremper High School	Math	Instructional	08/26/2019	1
Appointment	Lewis	Charmayne	Tremper High School	C.D.S.	Instructional	08/26/2019	1
Appointment	Lisowski	Mary Ellen	Office of Student Support	Psychologist	Instructional	08/26/2019	0.6
Appointment	Matczak	Scott	Harborside Academy	Grade 6	Instructional	08/26/2019	1
Appointment	Maurice	Kara	KTEC East	Grade 6	Instructional	08/26/2019	1
Appointment	Medina	Brunilda	EBSOLA DL	Dual Spanish	Instructional	08/26/2019	1
Appointment	Miloslavic	Michelle	Tremper High School	ESL Other Language	Instructional	08/26/2019	1
Appointment	Obst	William	Fine Arts	Elementary Band	Instructional	08/26/2019	1
Appointment	Prochniak	Denise	Finance	Financial Analyst I	AST	07/08/2019	1
Appointment	Rakow	Kelsi	Department of Special Ed	Speech Therapist	Instructional	08/26/2019	1
Appointment	Ramey	Megan	Grant Elementary	Kindergarten	Instructional	08/26/2019	1
Appointment	Sartori	Joseph	Lincoln Middle School	Social Studies	Instructional	08/26/2019	1
Appointment	Schiller	Scott	Lakeview Technology Academy	Technology Education	Instructional	08/26/2019	1
Appointment	Schlick	Erik	Lincoln Middle School	Asst Principal Middle School	AST	07/01/2019	1
Appointment	Schroeter	Eric	Lakeview Technology Academy	Chemistry	Instructional	08/26/2019	1
Appointment	Schwanbeck	Ryan	Information Services	Technology Support Technician	AST	06/17/2019	1
Appointment	Sepanski	Jennifer	Bradford High School	English	Instructional	08/26/2019	1
Appointment	Serio	Catherine	EBSOLA DL	Dual Spanish	Instructional	08/26/2019	1
Appointment	Siepler	Savanna	EBSOLA CA	Kindergarten	Instructional	08/26/2019	1
Appointment	Smith	Eleanor	Bradford High School	English	Instructional	08/26/2019	1
Appointment	Stanfield	Holly	Bradford High School	Theater	Instructional	08/26/2019	0.5
Appointment	Stanford	Lori	Bose Elementary School	Special Education	ESP	08/29/2019	1
Appointment	Stassen	Jaclyn	Strange Elementary School	Grade 2	Instructional	08/26/2019	1
Appointment	Tackett	Joseph	Fine Arts	Music	Instructional	08/26/2019	1
Appointment	Tilander	Laura	Department of Special Ed	Speech Therapist	Instructional	08/26/2019	1
Appointment	Tirabassi	Tricia	Vernon Elementary School	L.D.	Instructional	08/26/2019	1
Appointment	Tuttle	Thomas	EBSOLA CA	Elementary Principal	AST	07/01/2019	1
Appointment	Villont	Barbara	Bullen Middle School	Asst Principal Middle School	AST	07/01/2019	1
Appointment	Wamboldt	Phillip	Wilson Elementary School	Night Custodian - Second Shift	Facilities	06/12/2019	1
Appointment	Wedel	Annette	Jefferson Elementary School	Multi-Age 2/3	Instructional	08/26/2019	1
Appointment	Wiley	Kelly	Jefferson Elementary School	Head Start	ESP	08/29/2019	1

Kenosha Unified School District

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July 25, 2019

The Office of Human Resources recommends the following actions:

Appointment	Williams	Joseph	EBSOLA CA	Instructional Coach	Instructional	08/26/2019	1
Appointment	Wirsching	Erica	Jefferson Elementary School	E.C.	Instructional	08/26/2019	1
Appointment	Wright	Timothy	Somers Elementary School	Intervention Specialist	Instructional	08/26/2019	1
Resignation	Ademe	Cara	Bullen Middle School	Cross Categorical	Instructional	06/13/2019	1
Resignation	Allen	Tiffany	Tremper High School	Psychologist	Instructional	06/13/2019	1
Resignation	Beene	Jessica	Washington Middle School	Special Education	ESP	06/12/2019	1
Resignation	Bloom	Lauren	Frank/Wilson Elementary	Art	Instructional	06/13/2019	1
Resignation	Cano	Karen	Reuther Central High School	English	Instructional	06/13/2019	1
Resignation	Carey	Logan	Mahone Middle School	Technology Support Technician	AST	06/14/2019	1
Resignation	Dilosa	Barbara	EBSOLA CA	Grade 5	Instructional	06/13/2019	1
Resignation	Elliker	Peter	Bullen Middle School	Social Studies	Instructional	06/13/2019	1
Resignation	Fortney	Jennifer	Harborside Academy	Cross Categorical	Instructional	06/13/2019	1
Resignation	Frye	Shannon	Vernon Elementary School	Special Education	ESP	06/12/2019	1
Resignation	Fuhr	Rebecca	Indian Trail HS & Academy	Cross Categorical	Instructional	06/13/2019	1
Resignation	Graf	Holly	Tremper High School	Asst Principal High School	AST	07/19/2019	1
Resignation	Hansen	Deborah	Tremper High School	Math	Instructional	06/13/2019	1
Resignation	Harmeyer	Kathy	EBSOLA CA	Guidance	Instructional	06/13/2019	0.5
Resignation	Ingram	Kendall	Lincoln Middle School	Cross Categorical	Instructional	06/13/2019	1
Resignation	Jones	Maggie	Stocker Elementary School	Music	Instructional	06/13/2019	1
Resignation	Keel	Sarah	Tremper High School	Cross Categorical	Instructional	06/13/2019	1
Resignation	Kief	Kristen	KTEC East	Administrative Support (12 MO)	ASP	06/14/2019	1
Resignation	Klimisch	Kristin	Chavez Learning Station	Nurse	Instructional	06/13/2019	1
Resignation	Krone	Carla	Dimensions of Learning	Grade 2	Instructional	06/13/2019	1
Resignation	Kueny	Marie	Office of Student Support	Guidance	Instructional	06/13/2019	1
Resignation	Ruffolo	Linda	Human Resources	Administrative Support (12 MO)	ASP	07/19/2019	1
Resignation	Scoon	Taylor	Strange Elementary School	E.D.	Instructional	06/13/2019	1
Resignation	Torres	Christina	Frank Elementary	Information/Health Services	ESP	06/12/2019	1
Retirement	Cooper	Thomas	Lakeview Technology Academy	Math	Instructional	06/13/2019	0.7
Retirement	Delany	Katherine	Teaching and Learning	Administrative Specialist (12 MO)	ASP	07/19/2019	1
Retirement	Garcia	Juanita	Forest Park Elementary School	Special Education	ESP	06/13/2019	1
Retirement	Jeske	Margaret	Grewenow Elementary	Cross Categorical	Instructional	06/13/2019	1
Retirement	Pitts	Lou Ann	Mahone Middle School	Grade 6	Instructional	06/13/2019	1
Retirement	Raab	Brenda	Brass Community School	Kindergarten	Instructional	06/13/2019	1
Retirement	Weisner	Andrea	Somers/Vernon Elementary School	Music	Instructional	06/13/2019	1

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 25, 2019

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 25, 2019, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:15 P.M. with the following members present: Mr. Kunich, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Ms. Stevens 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 and Personnel: Position Assignments.

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

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

1. Personnel: Problems

Dr. Savaglio-Jarvis updated Board members on several employee relation cases.

2. Personnel: Position Assignments

Dr. Savaglio-Jarvis presented Board members with four position assignment recommendations.

Mr. Anthony Casper arrived at 6:26 P.M. and answered questions from Board members. Mr. Casper was excused at 6:31 P.M.

Mrs. Yolanda Jackson-Lewis arrived at 6:31 P.M. and answered questions from Board members. Mrs. Jackson-Lewis was excused at 6:44 P.M.

Mr. Scott Kennow arrived at 6:44 P.M. and answered questions from Board members. Mr. Kennow was excused at 6:51 P.M.

Mr. Erik Schlick arrived at 6:51 P.M. and answered questions from Board members. Mr. Schlick was excused at 6:57 P.M.

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

Meeting adjourned at 6:57 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 25, 2019

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 25, 2019, 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 7:04 P.M. with the following Board members present: Mr. Kunich, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Ms. Stevens 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 Communications Officer, presented the Districtwide Student Art Exhibit Collection Awards.

Dr. Savaglio-Jarvis presented four Administrative/Supervisory Appointments.

Mr. Kunich moved to approve Anthony Casper as the Principal at Kenosha eSchool. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Garcia moved to approve Mrs. Yolanda Jackson-Lewis as the Coordinator of Diversity and Student/Family Engagement. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Duncan moved to approve Mr. Scott Kennow as the Principal at Indian Trail High School and Academy. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Garcia moved to approve Mr. Erik Schlick as the Assistant Principal at Lincoln Middle School. Mrs. Modder seconded the motion. Unanimously approved.

A student ambassador was not present this evening.

Mrs. Modder gave the legislative report.

Views and/or comments were made by the public.

There were responses/comments by Board members.

The Board President did not make any remarks.

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

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 5/28/19 Special Meeting and Executive Session and 5/28/19 Regular Meeting.

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

“It is recommended that the May 2019 cash receipt deposits totaling \$2,531,224.99, and cash receipt wire transfers-in totaling \$13,455,207.00, be approved.

Check numbers 578645 through 580032 totaling \$12,395,990.38, and general operating wire transfers-out totaling \$363,808.73, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2019 net payroll and benefit EFT batches totaling \$13,093,706.95, and net payroll check batches totaling \$17,044.43, be approved.”

Consent-Approve item XI-D – Proposed Revisions to Board Policies 1330 and 1331 submitted by Mr. Patrick Finnemore, Director of Facilities; and Dr. Savaglio-Jarvis, excerpts follow:

“Annually, the fees charged for facilities use permits are revisited to determine if any increases are needed. This year the Director of Facilities Services recommended only a handful of changes to the fee structure and permit application which were approved at the May 28, 2019, regular school board meeting. At that meeting he also proposed some language changes in the Board Policies that govern this process for clarity and consistency. Those policy changes were also approved as a first reading at the May 28, 2019, board meeting.

Proposed Language Changes – Board Policy and Rule 1330:

1. Added the word “Youth” to Community Groups to reflect the proper title for groups governed by Priority Use 5.
2. The time frame referenced for submitting permit requests in Item 3 in the Rule is being changed from two to three weeks to reflect what has been required for years and to match the existing language in facilities use permit application.
3. Language was added to items 6 and 7 in the Rule for clarity on terms as well as to prohibit additional use of facilities to any group that has outstanding fees that are 90 days or greater past due since the date of billing.

Proposed Language Changes – Board Policy 1331:

1. A handful of additional examples were added to the School Activity Group classification definition.
2. The same change made to the facilities use permit application regarding fees for Kenosha Unified Community Youth Groups as described earlier in item 3 of the proposed language changes made to the permit application.

Administration recommends Board approval of the revisions to Board Policy and Rule 1330 and Board Policy 1331 as a second reading as described in this report.”

Consent-Approve item XI-E – Policy 5260 – Full Time Open Enrollment submitted by Mr. Kristopher Keckler, Chief Informational Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“Policy 5260 – Full Time - Open Enrollment addresses the state mandate of providing open enrollment opportunities to nonresident students. Currently, the Wisconsin Department of Public Instruction (DPI) requires non-resident districts to designate regular and special education spaces at the January school board meeting for the upcoming school year. This process also allows for Alternative Open Enrollment Applications, which are available and processed starting in July of the upcoming school year.

A recent rule clarification regarding accepting Alternative Open Enrollment applications limits a non-resident district’s options with regard to the January seat approval for overall open enrollment spaces. This statutory clarification, as well as expanding a local district’s option for sibling applications is the reason for the policy revision as presented. The Wisconsin Department of Public Instruction has communicated that all public school districts revise and update their existing Open Enrollment policies to reflect these regulations.

At its May 28, 2019, regular meeting the Board of Education reviewed and approved the listed revisions as a first reading. Administration recommends that the Board of Education approve revised Policy and Rule 5260 for a second reading at its June 25, 2019, regular school board meeting.”

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

Dr. Savaglio-Jarvis presented the report titled KTEC Assistant Principal submitted by Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“KTEC is a charter school with two campuses that serves students in Pre-K through grade 8. With almost 800 students at KTEC West, the governance board of KTEC has approved the addition of an additional Assistant Principal for KTEC West. The administration and the governance board believe with the uniqueness of two buildings and the additional management demands placed on charter schools, that this position is necessary to maintain the integrity of their program.

The assistant principal position would be funded through KTEC’s Operational Funds at an estimated cost of \$120,153.10. Assistant principals are part of the AST contract/policy and would be an additional person that would be added to the AST group.

KTEC’s administration and board of directors are seeking approval of the newly added assistant principal position to KTEC West.”

Mr. Battle moved to approve the newly added assistant principal position to KTEC West. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Keckler presented the School Year 2020-21 Instructional Calendars submitted by himself and Dr. Savaglio-Jarvis, excerpts follow:

“The proposed 2020-2021 instructional calendars were developed based on the current organizational model, state requirements and a recent community wide survey which produced 3,387 responses from KUSD staff, students, parents, and the overall community.

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), <https://dpi.wi.gov/cal/days-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.

It is important to understand that teachers’ compensation is not dependent upon any days “built in” to the calendar. A teacher’s contract for employment with the District does not specify workdays in a school year. In the event not all “built in” days (e.g. inclement weather days) are used, teachers are not forwarded any additional wages for those unused days. Similarly, if those days are used pay is not deducted from the teacher. Under the Fair Labor Standards Act (“FLSA”), teachers are classified as salaried exempt employees and therefore are not entitled to overtime pay under the law. More importantly, teachers are salaried employees and not hourly employees. Therefore, since teachers are salaried employees and not hourly employees the District would not charge/owe teachers hour-for-hour for any “built in” days.

Certain choice schools, charter schools, and alternative programs align to the majority of the proposed boundary school calendars, but those programs may have minor alterations that best suit their specific instructional format. The following schools and programs have the approval to deviate from the state mandate for instructional student contact minutes: Brompton, Dimensions of Learning, eSchool, Harborside, Hillcrest, KTEC, Reuther and the Phoenix Program.

At this time, the Department of Instruction and ACT have not finalized their contract regarding the 2021 Spring Grade 11 ACT assessment date. Similar to recent years, the High School Instructional Calendar will reflect that date once the state contract is completed and communicated. As an update, DPI recently notified school districts that the grade 11 WorkKeys assessments will be discontinued as a required pairing to the ACT plus Writing. This will reduce the Juniors only days from two to just one day of testing. By reclaiming this day as a full instructional day for all KUSD high schools, the recommendation is to move the high school start time from 7:28 am to 7:30 am starting with the 2019-20 school year. This recommendation is based on consistent feedback from high school listening sessions.

Administration recommends that the School Board review and accept the proposed 2020-21 Instructional Calendars and the proposed adjustment to the high school start time at its June 25, 2019, meeting.”

Mr. Duncan moved to approve the proposed 2020-2021 Instructional Calendars and the proposed adjustment to the high school start time. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Hamdan presented the Authorization of 2019-2020 Expenditures Prior to Formal Adoption of the Budget submitted by himself 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.”

Mrs. Modder moved to approve the payment of all currently authorized salaries and benefits beginning July 1 until the budget is formally adopted and authorize the expenditures in other areas to continue at the discretion of the administration with expenditures not 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. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 4111 – Anti-Harassment submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified currently has Board Policy 4111 - Employee Harassment in place to assist the district in maintaining professional working and learning environments.

Policy 4111 has been reviewed and updated to provide a more comprehensive outline of what constitutes harassment in the district and all parties that may be affected by such harassment. The goal was to build a more detailed policy for employees to understand expectations outlined by the district and to support the work of the Office of Human Resources. Details added include additional behaviors that fall under harassment, language precluding romantic or sexual relationships between staff and students, and unacceptable sexual relationships between staff.

In addition, the Rule was updated to more clearly outline the process by which an individual can make a harassment claim and the expectations of the district when doing so, such as what information to submit with a claim. The rule provides staff with a resource that outlines what they must do when they feel they have been a victim of harassment, while also providing a process for the Office of Human Resources to reference when such claims are made.

Policies of other districts were reviewed and legal counsel was consulted as this policy was reviewed and updated.

Administration recommends that the School Board approve updated Policy and Rule 4111 – Anti-Harassment as a first reading on June 25, 2019, and a second reading on July 23, 2019.”

Mr. Battle moved to approve updated Policy and Rule 4111 – Anti-Harassment as a first reading. Mr. Garcia seconded the motion. Unanimously approved.

Mrs. Modder presented the Donations to the District.

Mrs. Modder moved to approve the Donations to the District. Mr. Garcia seconded the motion. Unanimously approved.

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

Meeting adjourned at 7:59 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
July 23, 2019

CASH RECEIPTS	reference	total
June 2019 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 51,259,246.60
WI Department of Justice - Office of School Safety	<i>School Safety Grant</i>	603,545.88
Johnson Bank	<i>account interest</i>	3,001.51
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	42,179.35
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	572.01
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	30,584.19
HHS	<i>head start grant</i>	342,975.79
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	24,560.58
Total Incoming Wire Transfers		52,306,665.91
June 2019 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	394,919.07
TOTAL JUNE CASH RECEIPTS		\$ 52,701,584.98

CASH DISBURSEMENTS	reference	total
June 2019 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>	\$ 8,925,103.55
WI Department of Revenue	<i>state payroll taxes</i>	1,864,318.91
WI Department of Revenue	<i>state wage attachments</i>	4,744.67
IRS	<i>federal payroll taxes</i>	7,916,134.27
Delta Dental	<i>dental insurance premiums</i>	245,000.96
Diversified Benefits Services	<i>flexible spending account claims</i>	30,298.94
Employee Trust Funds	<i>wisconsin retirement system</i>	1,485,436.20
NVA	<i>vision insurance premiums</i>	15,885.83
Various	<i>TSA payments</i>	616,307.73
<i>Subtotal</i>		21,103,231.06
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	270,383.31 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
United Healthcare	<i>Health Insurance Premiums</i>	3,440,933.61
Various	<i>returned checks</i>	172.70
<i>Subtotal</i>		3,878,156.29
Total Outgoing Wire Transfers		\$ 24,981,387.35

June 2019 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01012DP, 01013DP</i>	\$ 8,113.91
General operating and food services	<i>Check# 580033 thru Check# 581457 (net of void batches)</i>	6,884,582.94
Total Check Registers		\$ 6,892,696.85

TOTAL JUNE CASH DISBURSEMENTS **\$ 31,874,084.20**

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending June 17, 2019

Merchant Name	Total
AIRLINE	\$ 30,945.58
HOTEL	\$ 25,115.08
RESTAURANTS & CATERING	\$ 16,079.05
3654 INTERSTATE	\$ 11,791.86
TC LIFE SAFETY	\$ 9,847.25
HAJOCA KENOSHA PC354	\$ 9,069.92
PROJECT LEAD THE WAY, INC	\$ 5,900.00
TIMBER-LEE MINISTRIES	\$ 5,512.00
MARK S PLUMBING PARTS	\$ 5,406.29
ULINE *SHIP SUPPLIES	\$ 4,868.48
MENARDS KENOSHA WI	\$ 4,388.15
VEHICLE MAINT. & FUEL	\$ 4,029.88
IN *A BEEP, LLC	\$ 3,807.00
HIGHWAY C SERVICE INC	\$ 3,668.51
HOTELS.COM159782812827	\$ 3,198.20
LOVE AND LOGIC INSTITUTE	\$ 3,150.00
BUILDERS HARDWARE	\$ 3,014.00
FILTRATION CONCEPTS INC	\$ 2,905.30
LEARNING FORWARD	\$ 2,538.00
HILTI INC	\$ 2,524.01
PAYPAL *PHANTOM R B	\$ 2,443.00
AWSA	\$ 2,394.00
NASSCO INC	\$ 2,354.00
OLSON TRANSPORTATION	\$ 2,310.49
GREEN MEADOWS FARM	\$ 2,271.15
MSU PAYMENTS	\$ 2,250.00
RACINE ZOO - OFFICE	\$ 2,247.00
MCCORMICK'S GROUP LLC	\$ 2,237.25
KENOSHA HISTORICAL	\$ 2,186.00
SOUTHEASTERN EQUIPMENT &	\$ 2,089.50
WEBCONNEX, LLC	\$ 1,988.91
NWEA 503-624-1951	\$ 1,950.00
HOTELS.COM159505859753	\$ 1,881.54
AED SUPERSTORE	\$ 1,832.65
HALLMAN LINDSAY PAINTS -	\$ 1,818.93
MAKEMUSIC, INC.	\$ 1,800.00
WISCONSIN COACHLINES	\$ 1,720.00
ASSOC SUPERV AND CURR	\$ 1,698.42
SWEETWATER SOUND	\$ 1,672.88
FIRST SUPPLY LLC #2033	\$ 1,630.61
CONSERV FS INC	\$ 1,536.00
LUCID8 LLC	\$ 1,514.25
SIX FLAGS GREAT AMERICA	\$ 1,417.65
LAKE SIDE STEEL AND MFG CO	\$ 1,398.00
AMERICAN VAN EQUIPMENT	\$ 1,325.25
CENTER FOR INNOVATION IN	\$ 1,248.56
LOYOLA CHGO CAS	\$ 1,150.25

BLAINE RAY WORKSHOPS I	\$	1,047.00
HEAT & POWER PRODUCTS INC	\$	1,039.28
DANCEWEAR SOLUTIONS	\$	1,031.84
CHRISTOPHER R GREEN SR	\$	1,024.00
GARD SPECIALISTS CO INC	\$	984.85
LEARNING SCIENCES INTERNA	\$	972.40
VIKING ELECTRIC-MILWAUKEE	\$	968.14
DASH MEDICAL GLOVES	\$	966.00
WAL-MART #1167	\$	961.64
PLAINFIELDCOMMUNITYSCHOOL	\$	950.00
PLAYBILLONLINE	\$	940.00
GRAINGER	\$	919.99
HUDL	\$	900.00
FESTIVAL FOODS	\$	875.24
CONNEY SAFETY	\$	853.89
HARD ROCK SAWING & DRILL	\$	850.00
WALMART.COM	\$	838.78
GFS STORE #1919	\$	835.14
SAN-A-CARE	\$	829.81
WWW.THEDANCINGHORSES.COM	\$	817.50
ROGANS SHOES INC KENOSHA	\$	810.00
WFEA	\$	798.00
GOLF TEAM PRODUCTS	\$	784.00
KENOSHA PUBLIC MUSEU	\$	774.00
EATALY CHICAGO CATAPULT	\$	750.00
MEIJER STORE #284	\$	735.62
SAMSClub #6331	\$	734.18
WASBO FOUNDATION	\$	730.00
OMALINK SHUTTLE	\$	730.00
BURRIS EQUIPMENT CO	\$	728.33
CHICAGO HISTORY MUSEUM	\$	721.00
HOME TOWN MEATS AND DELI	\$	715.00
L AND S ELECTRIC INC	\$	710.00
CAVEOFTHEMOUNDS_2	\$	674.00
MMK ENTERPRISES INC.	\$	654.00
STUDIO PRODUCTIONS INC	\$	650.00
PICK N SAVE #874	\$	628.00
SCOTT HURST	\$	600.00
WORLDSTRIDES INC	\$	600.00
WALMART.COM 8009666546	\$	570.61
AMZN MKTP US*M67OE3AY2 AM	\$	569.30
SHAKEUPLearning	\$	558.00
USPS PO 5642800260	\$	550.00
MINUTEMAN PRESS	\$	528.52
SQ *JUMPNJAX (BARBARA COL	\$	515.00
JET.COM	\$	505.97
PAYPAL *DELIGHTEXIN	\$	505.50
JONES SCHOOL SUPPLY CO.,	\$	497.96
EDITORIAL PROJECTS IN EDU	\$	495.00
JOHNSON CONTROLS SP	\$	485.13
LOWES #02560*	\$	477.61
CPO COMMERCE, LLC	\$	474.74
FUN EVENTS	\$	460.60
SMARTSIGN	\$	458.93

YOURMEMBERSHIP CAREERS	\$	450.00
DISCOVERY WORLD, LTD	\$	445.00
COSTCO WHSE #1198	\$	439.97
ALL STAR SPORTSWEAR	\$	435.25
BIG OAKS GOLF COURSE	\$	435.00
WM SUPERCENTER #1167	\$	433.60
MONSTER JANITORIAL LLC	\$	430.53
OFFICEMAX/DEPOT 6358	\$	423.00
LINKEDIN-469*6069594	\$	408.84
FACEBK XYYWVJE882	\$	403.00
SMK*SURVEYMONKEY.COM	\$	384.00
SAMS CLUB #6331	\$	379.76
HARBOR FREIGHT TOOLS 358	\$	372.35
HOMEDEPOT.COM	\$	365.87
REINDERS - BRISTOL	\$	359.48
AMER LIB ASSOC-CAREER	\$	359.00
MSC	\$	355.40
MT OLYMPUS WATER & THEME	\$	342.00
HERTZ RENT-A-CAR	\$	330.27
SQ *BLUE SKY INFLAT	\$	330.00
PBBS EQUIPMENT CORP	\$	326.33
MCMASTER-CARR	\$	317.12
OTC BRANDS, INC.	\$	315.75
SHERWIN WILLIAMS 703180	\$	310.49
CROWN TROPHY	\$	306.35
MILWAUKEE PUBLIC MUSEUM	\$	295.50
WONDERLAND CAMP & CONFE	\$	293.90
SPEEDY METALS - WEBSITE	\$	285.66
CROWN AWARDS INC	\$	284.29
SUPERSHUTTLE OF MIAMI	\$	281.40
AT&T*BILL PAYMENT	\$	274.78
PLASTICCARD	\$	272.00
WWW.PRIVATECARAPP.COM	\$	264.84
STEIN'S GARDEN & HOME 14	\$	260.49
AMZN MKTP US*MN1UU8SS0	\$	258.05
IVES GROVE GOLF LINKS	\$	256.08
JOHNSTONE SUPPLY	\$	249.88
FASTENAL COMPANY 01WIKEN	\$	240.67
SQ *INTENTS INFLATA	\$	237.50
WI SHS OFFSITE SALES	\$	237.00
INDUSTRIAL CONTROLS	\$	231.92
NAESP-PEAP	\$	227.50
DICKOW CYZAK TILE CARP	\$	224.00
BATTERIES PLUS #0561	\$	221.37
HOBBY LOBBY #350	\$	221.25
NFPA NATL FIRE PROTECT	\$	211.45
WALGREENS #12413	\$	204.41
PARTY CITY 5174	\$	199.07
AHA PROCESS INC	\$	199.00
PATRICIASSP	\$	195.00
WAL-MART #3857	\$	193.56
U-HAULEXPRESS LUBE	\$	190.66
6496 AMC DESERT STAR 15	\$	190.08
LENNOX INDUSTRIES	\$	184.21

GUTTORMSEN RECREATION CEN	\$	182.75
WI SHS OWW STORE SALES	\$	180.00
JMKAC	\$	180.00
EB MCRR SUMMER LITERA	\$	178.00
AIELLO MIDTOWN FLORIST IN	\$	173.75
FERGUSON ENT #1020	\$	173.05
VISTAPR*VISTAPRINT.COM	\$	171.96
SPIRAL BINDING LLC	\$	168.81
AMERICAN ART CLAY CO	\$	160.63
FITNESS FINDERS INC	\$	152.96
TASSEL DEPOT ONLINE	\$	152.95
PURA VIDA BRACELETS	\$	150.00
IN *HANSENS POOL & SPA, I	\$	148.39
FARM & FLEET STURTEVANT	\$	144.99
BEE'S LIGHTING	\$	130.00
AMZN MKTP US*MN4EO86H0	\$	124.00
WETRANSFER PLUS	\$	120.00
AMAZON PRIME	\$	119.72
HOLLAND SUPPLY INC	\$	118.42
BAUDVILLE INC.	\$	114.64
DOLLAR TREE	\$	112.47
TEACHER'S DISCOVERY	\$	111.39
LEARNING A-Z, LLC	\$	109.95
DNR-BONG STATE RECREATION	\$	108.00
TAYLOR & FRANCIS BOOKS	\$	107.85
SUPERSHUTTLE EXECUCARNYC	\$	104.28
FLIPSIDE PRODUCTS INC	\$	102.80
PARTSWAREHOUSE.COM	\$	101.70
GREEN ELECTRICAL SUPPLY	\$	100.16
CAREERSAFE ONLINE	\$	100.00
KENOSHACITYPAYMENTPOS	\$	100.00
MILW CO BROWN DEER GOLF	\$	100.00
CLEANING STUFF	\$	95.55
KIMBALL MIDWEST	\$	93.28
AUER STEEL MILWAUKEE	\$	84.36
WALGREENS #3617	\$	79.70
PIGGLY WIGGLY #209	\$	78.61
WIPEBOOK CORP.	\$	76.98
UNIVERSITY RIDGE GOLF COU	\$	76.00
DPI WS2 MQR EPAY	\$	70.00
TOWN & COUNTRY GLASS INC	\$	69.60
EQUIPMENT & ENGINE TRAINI	\$	68.95
WAL-MART #2668	\$	68.85
HALOGEN SUPPLY COMPANY IN	\$	67.70
BALLASTSHOP	\$	65.40
ADOBE *STOCK	\$	63.28
1000BULBS.COM	\$	62.39
ARC*SERVICES/TRAINING	\$	60.00
EXPEDIA 7435211344875	\$	60.00
IN *HEALTHY FOOD MOVEMENT	\$	59.85
DOLLAR TREE, INC.	\$	55.86
LAKESIDE FOODS	\$	55.85
GAMUT SUPPLY LLC	\$	53.07
ADOBE *CREATIVE CLOUD	\$	52.73

MAILCHIMP *MONTHLY	\$	50.00
VIKING ELECTRIC-CREDIT DE	\$	48.84
SUPER SPORTS FOOTWEAR ETC	\$	48.00
TM *KENTUCKY EXPO CENT	\$	48.00
PIGGLY WIGGLY #344	\$	47.32
BESTSTRONGFAMILIES.NET	\$	45.00
MUSIC CENTER INC	\$	45.00
THE HOME DEPOT #4926	\$	44.97
PASSION PLANNER	\$	42.00
AMZN MKTP US*MN6Q815J0 AM	\$	41.98
TLF*FLOWERS BY JOSEPH	\$	36.55
SCHOOL NURSE SUPPLY INC	\$	35.32
SMK*WUFOO.COM CHARGE	\$	34.00
PIGGLY WIGGLY #203	\$	33.98
AIRGASS NORTH	\$	32.36
TARGET 00010967	\$	31.92
WM SUPERCENTER #5397	\$	31.67
ZOOM.US	\$	31.50
HEADMASTER D & S DT STNA	\$	30.00
JOANN STORES #2468	\$	29.99
KMART 3851	\$	29.98
INDEED	\$	29.46
WALGREENS #6243	\$	26.97
PICK N SAVE #871	\$	26.45
PRAIRIE SIDE TRUE VALUE	\$	25.88
AMZN MKTP US*MN73T9R62 AM	\$	25.88
ERFFMEYER & SON CO INC	\$	24.00
ADOBE *EXPORTPDF SUB	\$	23.88
MARTINOS	\$	21.55
YUTKA FENCE - YUTKAFENCE	\$	15.62
GOOSEBERRIES FRESH MARKE	\$	15.56
EXPEDIA 7435038069211	\$	15.00
WALGREENS #6130	\$	14.49
HOBBY LOBBY #283	\$	14.18
SPOTIFY USA	\$	10.54
CHESTER ELECTRONIC SUPPLY	\$	10.39
THE UPS STORE 3860	\$	10.12
LEE'S TRUE VALUE	\$	9.99
PARKSIDE TRUE VALUE	\$	9.99
WALGREENS #3153	\$	9.64
JOSTENS INC.	\$	8.00
AMZN MKTP US*MN7VH5SV0 AM	\$	6.88
MENARDS RACINE WI	\$	6.39
PRIME VIDEO*M67CL0T02	\$	4.21
JPMCKENOSHACITYPMTPOS	\$	3.00
BRISTOL OAKS COUNTRY CLUB	\$	(5.21)
FESTIVALS OF MUSIC	\$	(20.50)
DISCOUNT DANCE SUPPLY	\$	(75.79)
MENSUSA.COM	\$	(199.00)
FORD'S THEATRE SOCIETY	\$	(227.50)
NSPRA	\$	(350.00)
US Bank Purchasing Card Payment - Individuals	\$	270,383.31

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 23, 2019

Administrative Recommendation

It is recommended that the June 2019 cash receipt deposits totaling \$394,919.07, and cash receipt wire transfers-in totaling \$52,306,665.91, be approved.

Check numbers 580033 through 581457 totaling \$6,884,582.94, and general operating wire transfers-out totaling \$3,878,156.29, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2019 net payroll and benefit EFT batches totaling \$21,103,231.06, and net payroll check batches totaling \$8,113.91, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, WI

July 23, 2019

EDUCATION FOR EMPLOYMENT PLAN

Background

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. School boards and districts must adhere to the following guidelines:

- Provide academic and career planning (ACP) services to students in grades 6 through 12.
- Develop an Education for Employment plan with the school district staff and community stakeholders.
- Publish the plan on the school district's website.
- Review the plan annually.

The E4E plan shall include:

- Local, regional and state labor market needs.
- Education and training requirements for occupations that will fill labor market needs.
- Process to engage parents regarding ACP services provided and opportunities to participate.
- Description of career and technical (CTE) programming available, staff professional development for ACP delivery, and how the school district will meet E4E program requirements.
- Strategy to engage business, postsecondary education and workforce development.

The services shall provide information and opportunities that lead to:

- Career awareness in elementary.
- Career exploration in middle and high school.

Career planning and preparation in high school that includes:

- career research,
- school supervised work-based learning experiences,
- career decision making,
- application of academic skills, technologies, economics, entrepreneurship,
- personal financial literacy,
- CTE opportunities,

- labor market information, and
- employability skills.

The district ACP leadership team had provided guidance on the implementation and input on marketing and communication information to schools, students and families. This year the leadership shifted to school teams. School teams were led by a school administrator and assembled at each middle and high school with the expectation to meet four times annually and to document meeting minutes.

This review is an information update to the school board about Kenosha Unified School District's Education for Employment Plan as required by WI PI 26.03.

Kenosha Unified School District Education for Employment Plan

Kenosha's plan provides students, parents and community members with an understanding of learning outcomes and the implementation of E4E programs and services in the district. The objectives listed in the related legislation (WI PI 26.03) include:

- Prepare all students for future employment
- Ensure technical literacy; to promote lifelong learning
- Promote good citizenship
- Promote cooperation among business, industry, labor, post-secondary schools and public schools
- Establish a role for public schools in the economic development of WI

A student's pathway to career includes all relevant learning experiences that help to inform their investment in post-secondary education or training; and, it positions them for success in a career of interest.

As we continue to update our Education for Employment plan each year, we study the economic growth in Kenosha County, regionally and in the state. Some of the major developments in Kenosha are industrial, healthcare, housing and retail. It is important that we continue to share economic development with our staff and students so we are educating everyone about labor market needs and educational and training requirements for occupations that will fill those needs.

Kenosha's E4E plan aligns with the required components in WI PI 26.03 (Appendix B).

E4E Plan Highlights for 2018-2019

- Two middle schools offered Career Days for all grade levels at two middle schools in spring 2019.
- A high school Career Day held in fall 2018 included over 45 businesses.
- Reality Check days were completed once each semester at all comprehensive high schools.

- Career Pathways teams developed regional career pathways based on labor market needs, including manufacturing, nursing and constructions pathways.
- Career Cruising, the pathway students use to explore career pathways, has been updated and the new version is called Xello. Several KUSD staff participated in a “test drive” in spring 2019. KUSD will be the first district in Wisconsin to have their student support staff participate in Xello training on August 28, 2019.
- In April 2019, the third annual student Job Fair was held at Indian Trail High School and Academy.
- Gateway hosted a technical college signing day for students that will attend a technical college in fall 2019. Forty one of 216 students attending this event were district students.
- Fifty students participated in youth apprenticeship opportunities. Business partners included: Automated Controls, Inc., Aurora, Blackhawk Community Credit Union, Brat Stop, Capri Senior Communities, Catalyst Exhibits, Centrysis, Cheddars, Companion Animal Hospital, Drewco, Feldeco, Festival Foods, Froedtert South, GEM Manufacturing, Goodwill Industries, Handi-Ramp, Honda of Kenosha, Iguana Wana, Kenosha Lakeshore Vet Clinic, Kenosha Unified School District, LMI Packaging Solutions, Mueller Tires, Niagara Bottling, Prairie Orthodontics, Riley Construction, Target, Toolamation, and Town & Country Engineering.
- North Central States Regional Council of Carpenters held their first signing day with a Kenosha Unified School District student who entered the adult apprenticeship program in April 2019.
- Students can earn multiple industry certifications in Career and Technical Education courses including: American Hotel and Lodging, Certified Nursing Assistant, Dremel 3D Idea Builder, HTML5 Application Development Fundamentals, IT Essentials, Production Technician Safety, Snap-on 525 Meters, Snap-on Precision Measurement Tape and Rule Measurement, Snap-on Precision Measurement Slide Caliper Measurement, Snap-on Precision Measurement Gauge Measurement, Snap-on Precision Measurement Angle Measurement, Snap-on Precision Measurement Micrometer Measurement, Snap-on Precision Measurement Dial Gauge Measurement, and Wisconsin State Welding.
- KABA President, Todd Battle, provided a formal labor market review for school principals. CTE educators viewed a video of Mr. Battle’s presentation at a department meeting.
- All middle and high school counselors participated in business visits in March 2019. An additional component of this event was a labor market review provided by KABA. Counselor survey results revealed that:
 - 96.3% of the counselors were very satisfied with the quality of the visits and the information they learned about the careers specific to those businesses
 - 83.3% of CTE staff felt that the labor market review could be used in the classroom
 - Valuable connections were made for future career panels and career fairs

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Bridget Kotarak
Director of Special Education and Student Support

Ms. Cheryl Kothe
Coordinator of Career & Technical Education

Mr. Edward Kupka
Coordinator of Student Support

Chapter PI 26

EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

PI 26.01 Applicability and purpose.
 PI 26.02 Definitions.
 PI 26.03 Education for employment program.

PI 26.04 General requirements for school boards.
 PI 26.05 Program approval.

Note: Chapter PI 26 was repealed and recreated by CR 15–025 Register November 2015 No. 719, eff. 12–1–15.

PI 26.01 Applicability and purpose. (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017–18 school year.

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

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

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

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.02 Definitions. In this chapter:

(1) “Academic and career plan” means a comprehensive plan developed and maintained by a pupil that includes the pupil’s academic, career, personal, and social goals and the means by which the pupil will achieve those goals both before and after high school graduation.

(2) “Academic and career planning services” means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.

(3) “Academic and career planning software tool” means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.

(4) “Child with a disability” has the meaning given in s. 115.76 (5), Stats.

(5) “Department” means the Wisconsin department of public instruction.

(6) “Education for employment program” means the program under s. 121.02 (1) (m), Stats.

(7) “Individualized education program” has the meaning given in s. 115.76 (9), Stats.

(8) “Parent” includes a guardian.

(9) “Pupil postsecondary outcomes” means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.

(10) “School board” has the meaning given in s. 115.001 (7), Stats.

(11) “State superintendent” means the state superintendent of public instruction.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.03 Education for employment program.

(1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:

(a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

(b) A process used to engage parents in academic and career planning. The process shall do all of the following:

1. Inform parents in each school year about what academic and career planning services their child receives.
2. Provide parents with multiple opportunities during each school year to participate in their child’s academic and career planning.
3. Update parents throughout the school year on the progress of their child’s academic and career planning.

(c) A description of all of the following:

1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).
2. The career and technical education provided in the school district.
3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.
4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

(d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

(2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

(a) Career awareness at the elementary grade levels, including developing an understanding of the following:

1. Why people work.
2. The kinds of conditions under which people work.
3. The levels of training and education needed for work.
4. Common expectations for employees in the workplace.

5. How expectations at school are related to expectations in the world of work.

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

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

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

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

(a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

(b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and

career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

(c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

(d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.04 General requirements for school boards.

The school board shall do the following:

(1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.

(2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

(3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.

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

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

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

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

2018-2021

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
1 (a)	Analyze local, regional, and state labor market needs.	Increase knowledge of administration, counselors and Career & Technical Education (CTE) teachers about industries and careers with high demand in the projected labor market.	Create knowledge and use survey for counselors, administrators and CTE staff	August 2018	Survey	CTE & Student Support Coordinators	Survey data collected from counselors after business visits and KABA presentation
			Gather labor market data from KABA, US Census Data, US Labor Statistics, WI Labor Market Information and Community Workplace Profiles	July annually		CTE Coordinator	
			Presentation by KABA to school administrators about the state of Kenosha County labor market	October annually	Pre- and Post-survey	School Leadership	Administrators will complete surveys following business visits KABA presentation videotaped for CTE staff. Survey sent to CTE staff. KABA presentations: March and May 2019
			Conduct business visits by all school administrators	November annually	Focus group feedback	CTE Coordinator	

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							Four business visits scheduled for Summer 2019
			Train school counselors on the use of labor market data found on the Department of Workforce Development (DWD) site	December 2018 and as needed for new staff	Pre- and Post-survey	CTE & Student Support Coordinators w/ DWD rep	KABA presentation to counselors in March 2019
			Conduct business visits by all school counselors	March 2019	Focus group feedback	CTE & Student Support Coordinators	Counselors went to Jockey and InSinkErator March 2019
			Train new CTE staff on the use of labor market data found on the Department of Workforce Development (DWD) site	August annually as needed	Pre- and Post-survey	CTE Coordinator	KABA presentation videotaped for all CTE staff. Survey sent to CTE staff.
			Presentation by KABA to CTE staff and business partners about the state of Kenosha County labor market	August annually	Focus group feedback	CTE Coordinator	
1 (b)	Develop a process to engage parents in academic and career planning including: 1. Inform about ACP services. 2. Multiple opportunities to participate in ACP planning.	Provide ACP programs and services that are valued by parents and help them better understand and support their student's goals and action plans.	Parents/guardians will be introduced to the parent portal of Career Cruising during 6 th grade	October annually	Parent Participation report in Career Cruising	Counselors	Occurred as expected each fall.
			A minimum of one formal parent meeting with student and counselor in 8th and 10th grade Develop a parent feedback survey to gather feedback on the meeting process	Annually September 2018	Counselor Meeting Completion report Parent survey	Counselors & school ACP teams Student Support Coordinator	Schools continue to track parent meetings, including a survey of parent appreciation of the meeting.

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	3. Update parents throughout the year.		Information is provided through parent newsletters 2 times per year	Annually	School websites, event calendars, newsletters	School ACP teams, Student Support Coordinator	August information sent through school newsletters and again for 2019.
			School robocalls about school-level opportunities and updates a minimum of 2 times per year	Annually			Robocalls to continue for every event.
			School and district website updates about ACP events as needed	August annually			Every school website is updated and linked to district ACP website info.
			Include parent and student focus groups to help inform the ongoing communication plan for the district ACP implementation team	March annually	Focus group feedback	Student Support Coordinator	Focus groups will be scheduled for fall 2019 to gather insights on the new Xello product from Career Cruising previously statewide.
1 (c)	A description of all of the following: 1. How, in each year of the plan, the school district will support pupils in academic and career planning.	Provide age-appropriate ACP instruction, programs and services to students in grades 6-12 that are valued by students, help them better understand themselves, set goals, and develop action plans that prepare	Counselors introduce ACP via Career Cruising to all students through guided activities annually	May annually	ACP completion report in Career Cruising	Student Support Coordinator	All activities and lessons have been updated. These will be uploaded to the Xello system by August 11, 2019.
			All grade-level outcomes are supported by lesson plans created by the district ACP leadership team and reviewed annually for summer updates	August annually	ACP feedback survey with counselors	Student Support Coordinator	Lessons have been created. Lesson plans will be stored in Xello.

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
		them for life after high school.	The ACP for students identified as Special Education is shared with their IEP team and the ACP is considered in overall goal setting and action planning to support all special needs the student may have	On-going	Post Transition Plan (PTP) in annual IEP updates.	Case Managers	All PST and transition coordinators are versed in Career Cruising. Xello product training is scheduled for August 28, 2019.
	2. The Career and Technical Education (CTE) provided in the school district.	Ensure all students are provided with a strong CTE foundation and have awareness of the opportunities available both inside and outside of the district to explore and/or prepare for stated career interests.	<p>The following activities are part of the CTE department:</p> <ul style="list-style-type: none"> Partnerships with industry and post-secondary education to guide curriculum/programming and provide student mentorship Foundational skills that support clusters/pathways Industry and career exposure Course progressions that support clusters/pathways of interest Opportunity for project and/or work based learning aligned to cluster/pathway Opportunity to earn industry credentials aligned to cluster/pathway of interest Post-secondary guidance aligned to cluster/pathway(s) of interest Opportunity to earn post-secondary credits aligned to cluster/pathway(s) of interest 	August annually	Career and Technical Education Enrollment Report System (CTEERS)	Coordinator of Career & Technical Education	<p>CTEERS completed July 2018</p> <p>Graduate follow-up study (CTE concentrators) completed May 2019</p> <p>Gateway Technical College provides New Students Specialists (NSS) who work in the high schools one day per week.</p> <p>Gateway Technical College grants in Hospitality, Business, and Certified Nursing Assistant. Mentorship provided to our CTE staff.</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							<p>Gateway Technical College transcribed credits for CTE students in 90 classes.</p> <p>WI Career Pathways held 5 meetings. KUSD attends each meeting with CTE staff, counselors, administrators, Coordinator of Student Support and Coordinate of CTE. Pathways maps will be completed in nursing and construction by August 2019.</p> <p>Business tours are held in CTE courses at the high school level. In the middle school STEM classes visited area business and iMET.</p> <p>2018 seniors completed 157</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							<p>qualified ACT 59 certifications.</p> <p>As of March 2019 KUSD students are leading the nation in NC3 certifications.</p>
	3. The professional development provided to staff to assist them with delivering academic and career planning services to pupils in grades 6 to 12.	School administration will ensure that all staff understand the value of ACP and how to connect students and their families to resources that can help inform a student's ACP.	<p>School ACP teams will select the training appropriate for their staff.</p> <ul style="list-style-type: none"> Career Cruising/Inspire training Staff meeting presentations from Coordinators of Student Support and CTE Small group presentations from Coordinators of Student Support and CTE Wisconsin School Counselors Association (WSCA) Conference 	On-going	Frontline Surveys	CTE & Student Support Coordinators	<p>Inspire training has not been offered because of impending transition to Xello. Anticipated completion fall 2019.</p> <p>Xello training is scheduled for August 28, 2019. KUSD is the first district in Wisconsin to receive the training.</p> <p>ACP school meetings have been held once per quarter. The Coordinators of Student</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							Support and CTE attend meetings.
			Administrators and school staff new to the district or ACP will be provided with Career Cruising accounts and receive training to use this tool with proficiency	November annually	Career Cruising Advisor Reports	Counselors & Student Support Coordinator	Xello upgrade training from Career Cruising is scheduled for August 28, 2019 as the first Wisconsin district to be trained.
	4. How the education for employment program will provide access to applied curricula; guidance and counseling services, technical preparation, youth apprenticeship and instruction in skills relating to employment.	During high school, all students will research post-secondary and career options, revise their course plan to include an alignment to post-secondary education/training, and prepare for their transition to life after high school.	<p>Counseling Services are available to all students</p> <p>Youth Apprenticeship (YA)-School supervised work-based learning</p> <p>Industry based certifications</p>	<p>June annually</p> <p>August annually</p> <p>September annually</p>	<p>KUSD counselor assignments</p> <p>YA End of Year report outcomes</p> <p>ACT 59 report</p>	<p>Student Support Coordinator</p> <p>CTE Coordinator</p> <p>CTE Coordinator</p>	<p>Counselors have connected with students via Career Cruising.</p> <p>2018-19 Grant written for 30 students. We had 50 students placed in YA. 2017-18 we had 13 students in YA.</p> <p>2018 seniors completed 157 qualified ACT 59 certifications.</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
			<p>Advanced standing and transcribed credit coursework</p> <p>Start College Now (SCN) classes at Gateway Technical College</p>	<p>June annually</p> <p>July annually</p>	<p>Gateway Technical College (GTC) report to high schools</p> <p>Report of all students in SCN courses</p>	<p>CTE Coordinator</p> <p>CTE Coordinator</p>	<p>Gateway Technical College transcribed credits for CTE students in 90 classes.</p>
1 (d)	Implement a strategy to engage businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected needs.	Local businesses, post-secondary partners and workforce development will meet with KUSD staff to plan for future needs.	<p>Businesses will be invited to the August CTE staff meeting to discuss curriculum, current employment needs, industry trends, etc.</p> <p>Participate in the Gateway Technical College Career Prep Consortium</p> <p>KUSD CTE staff are members of Gateway Technical College's advisory committees</p>	<p>Annually in August</p> <p>Monthly meetings September-May</p> <p>Twice yearly</p>	<p>Meeting evaluation</p> <p>Outlook calendar</p> <p>Meeting minutes</p>	<p>Coordinator of CTE</p> <p>Coordinator of CTE</p> <p>Various CTE Staff</p>	<p>Business Partners meeting held August 2019</p> <p>Coordinator of CTE attended monthly Career Prep Consortium meetings</p> <p>KUSD staff are members of the manufacturing and culinary advisory committees</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
			Develop a Business Partnerships website page for an overview of the ways in which the business community can get involved	May 2019	KUSD webpage snapshot	CTE staff / ACP/Inspire Leadership Team	In development and will be made public for August meeting
2 (a)	Provide career awareness at the elementary levels. Specifically: 1. Why people work. 2. The conditions under which people work. 3. The levels of training and education needed for work. Common expectations for employees in the workplace. 5. How expectations at school are related to expectations in the world of work.	By completion of the 5 th grade, students will understand that there are a wide variety of career opportunities available and that it takes hard work, education and training to do them well.	Career and skills exploration activities are conducted in each elementary grade level in the month of May	May annually	Career feedback survey	Elementary School Counselors	Discussions continue and elementary counseling curriculum will be updated to align with the career and interest exploration modules for elementary students. Parent supported events are conducted at elementary schools.
2 (b)	Provide career exploration at the middle school levels. Specifically: 1. Continuum of careers. 2. Alignment of	By completion of the 8 th grade, students will understand how to align their personal skills and interests to a wide variety of careers and research	Students are introduced to career cruising and complete grade level skill profile expectations... Grade 6: Career Matchmaker, My Skills and explore career clusters Grade 7: Learning Styles Inventory,	May annually	Portfolio Completion Standards report in Career Cruising	Counselors & Student Support Coordinator	Middle school lessons have been developed at every grade level. Updates are in process based on student and counselor

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	personal interests/skills relate to those careers. 3. Work-based learning in high school. 4. Career research to identify personal preferences.	how to effectively prepare for careers of interest.	inventory assessment and document activities Grade 8: Career selector, explore careers of interest, outline high school course planner and share portfolio with parent/counselor meeting Youth Apprenticeship presentation will be created as an ACP lesson for 8 th grade	December 2018		CTE Coordinator	feedback. This work will be completed by August 2019. Google presentation shared with counselors.
2 (c)	Provide career planning and preparation at the high school levels. Specifically: 1. Career research to identify personal preferences for specific occupations. 2. School supervised work-based learning experiences 3. Career decision making 4. Application of	All high school students will research post-secondary options, revise their course plan to include an alignment to post-secondary education/training, understand the relevance of assessments, develop a financial plan, and prepare for their transition to life after high school.	Students continually refine and revise their ACP through grade level skill profile completion: Grade 9: Career Matchmaker, My Skills, Learning Styles Inventory, Careers of Interest, School of Interest and School Selector. Also update 4-year education plan Grade 10: Career Matchmaker, My Skills, Learning Styles Inventory, Careers of Interest, School of Interest and School Selector. Update 4-year education plan, document activities and present portfolio to counselor and parent in formal meeting Grade 11: Career Matchmaker, My Skills, School of Interest, School Selector and Financial Aid selector	May annually	Portfolio completion standards report in Career Cruising	Counselors & Student Support Coordinator	Regular lesson delivery varies at each high school based on school schedule, including advisories (ITHS), Quest (Bradford) and Check n Connect (Tremper).

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	<p>academic skills, applied tech, economics, entrepreneurship and personal financial literacy.</p> <p>5. Pupil access to career and technical education programs, including programs at technical colleges.</p> <p>6. Pupil access to accurate national, regional and state labor market information, including labor market supply and demand.</p> <p>7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain</p>		Grade 12: School of interest, school selector and financial aid selector				
			High school students participate in the Business in Education Partnership Program (BEPP) to visit local colleges and businesses that provides career exploration connected with the labor market needs	March annually	Participation exit survey	Student Support Coordinator & Chamber of Commerce	BEPP was conducted for three student visits this year. A calendar for next year will include monthly instead of weekly business visits.
			<p>Students are able to apply what they are learning through:</p> <ul style="list-style-type: none"> Career and Technical Education courses Elective coursework (i.e. economics, entrepreneurship, etc.) 	August annually	Career and Technical Education Enrollment Report System (CTEERS)	Coordinator of CTE	Offerings has been refined to include counselor input with the interests of students to

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	employment.		<ul style="list-style-type: none"> Youth Apprenticeship (YA)-School supervised work-based learning teaches students the skills and behaviors needed to obtain and retain employment Advanced Standing and Transcribed Credit coursework is available to high school students through CTE courses Start College Now (SCN) courses at Gateway Technical College are available during the fall and spring semester 				streamline career path access in all components of this initiative.
			KUSD requires financial literacy as a graduation requirement for all students (can be obtained by taking Personal Finance, Economics or Marketing)	June annually	Graduation requirements	Counselors	Completed
			Students and their families are provided information regarding financial aid and the Gateway Promise	May annually	Evening with the counselors feedback survey	Counselors & New Student Specialist (GTC)	Every school has a calendar to present these resources to students and their families.
			KABA and KUSD work collaboratively together to onboard more companies to Inspire Southeast Wisconsin. Additional career research and access to career coaches is provided through Inspire of SE WI. For more information: http://inspiresoutheastwisconsin.com/	October-June monthly	Inspire Metrics	Inspire Southeast Wisconsin Coordinator	Despite a strong launch from KUSD, there have been delayed reactions from the community businesses and our greater labor market community along with Wisconsin Coordinator

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							turnover. However, this is a focus discussion always among CTE educators and every connection we have with Gateway and others joining in the labor market work (Building Our Future, etc.).
3 (a)	Provide academic and career planning services including individualized support appropriate to the pupil's needs from the district staff to complete and annually update a career plan.	Refer to 1 (c)					
3 (b)	Individualized education team may take a pupil's academic and career plan into account when developing the pupil's transition plan.	Refer to 1 (c)					
3 (c)	Access to an academic and career planning software tool that allows pupils to engage in	Refer to 1 (c)					

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	career exploration and career planning and exploration.						
3 (d)	Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic plan.	Refer to 2 (b) and 2 (c)					

**Kenosha Unified School District
Kenosha, Wisconsin**

July 23, 2019

POLICY 6300—CURRICULUM DEVELOPMENT AND IMPROVEMENT

Background

School Board Policy 6300-Curriculum Development and Improvement-outlines the district's curriculum development cycle (Appendix A). The legal references and cross references have been updated to correspond with name changes in legislative and district policy.

Recommendation

Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy 6300—Curriculum Development and Improvement—as a first reading on July 23, 2019, and a second reading on August 27, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

POLICY 6300

CURRICULUM DEVELOPMENT AND IMPROVEMENT

A prekindergarten through twelfth grade curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

LEGAL REF: Wisconsin Statutes

Sections 118.01 (~~Instructional program goal requirements~~ **Educational goals and expectations**)

118.30 (~~Academic standards and assessment requirements~~ **Pupil assessment**)

120.13 (~~Board power to do all things reasonable for the cause of education~~ **School board powers**)

121.02(1)(k) & (L) (~~Rules implementing~~ **Sequential curriculum state standard plan and instruction**)

Wisconsin Administrative Code

PI 8.01(2)(k) & (l) Rules implementing ~~curriculum program~~ **school district** standards

CROSS REF: 6100, Mission, Vision, Core Values and Strategic ~~Directions~~ **Goals**

6310, Elementary School Curriculum

6610, Selection of Instructional Materials

6620, Library Resources

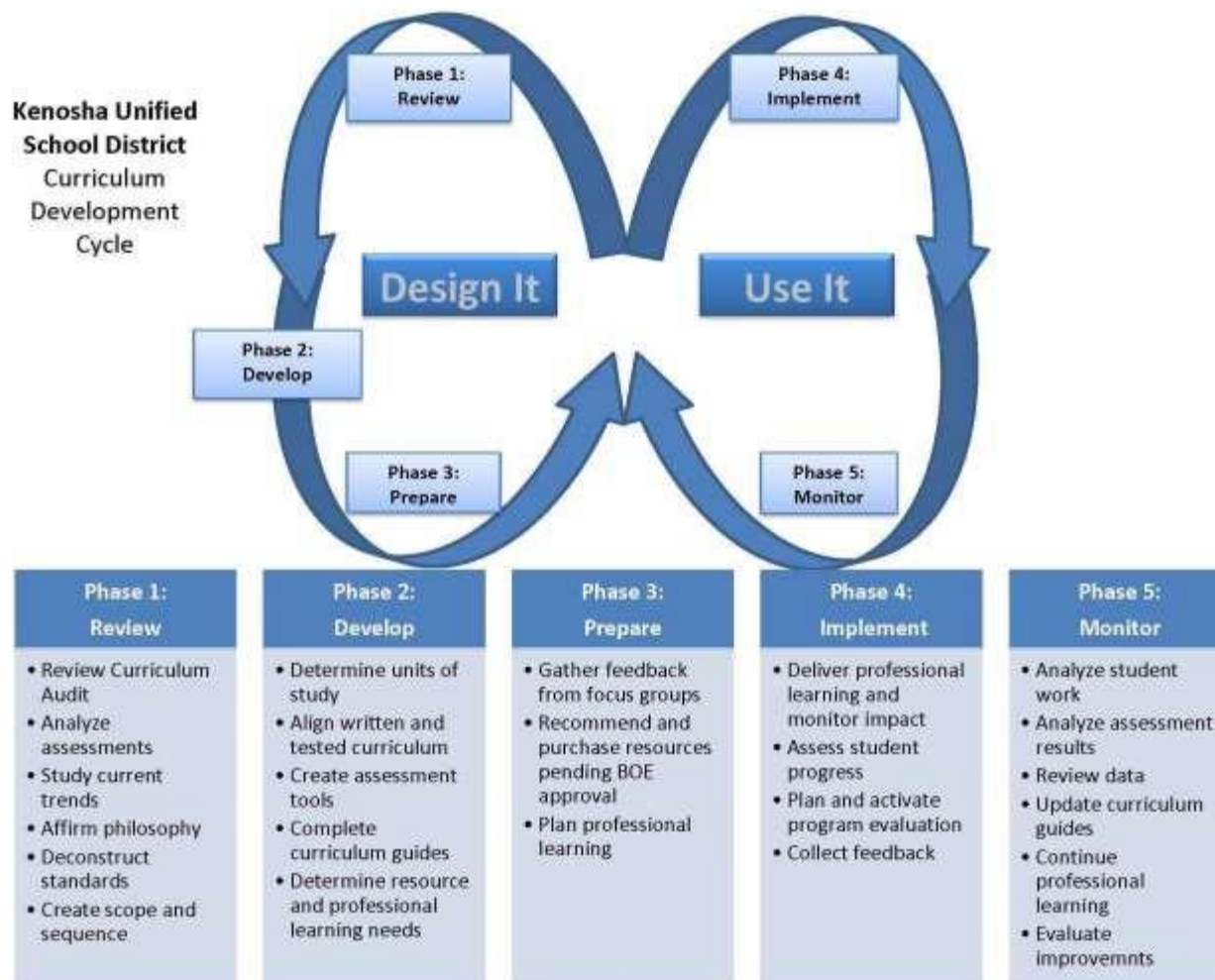
Board-Adopted Academic Standards

~~District Learning and Content Standards~~

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
 October 13, 1998
 January 29, 2002
 December 20, 2011
 June 25, 2013
 December 15, 2015
August 27, 2019

RULE 6300
 CURRICULUM DEVELOPMENT AND IMPROVEMENT



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**Kenosha Unified School District
Kenosha, Wisconsin**

July 23, 2019

**POLICY 6610—PROCEDURES FOR SELECTING AND
USING SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

Background

School Board Policy 6610 includes a seven-year curriculum cycle that details the selection and purchase of updated curriculum materials in Phase 3 of the seven-year cycle. To be responsive to the continuously changing global community and academic expectations and standards, it is essential that the curriculum cycle is reviewed regularly. When necessary, updates to this cycle are brought to the School Board for approval to ensure the immediate needs of students and teachers alike are addressed through this process.

At the January 22, 2019, school board meeting a board member requested that a revision of policy 6610 be made to include guidance for instructional staff on the implementation of new curriculum and instructional materials. The statement below is included in the policy revision:

Upon adoption, curriculum and instruction materials must be implemented by the instructional staff.

The revisions to the seven-year cycle in Policy 6610 are based on updating career and technical education, physical education and fine arts course placement in the curriculum development cycle. These changes will not have an impact on the annual set-aside for curriculum purchases.

Recommendation

Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials—as a first reading on July 23, 2019, and a second reading on August 27, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Cheryl Kothe
Coordinator of Career and Technical Education

Mr. Scott Plank
Coordinator of Fine Arts

Mr. Bryan Mogensen
Coordinator of Athletics, Physical Education,
Health, Recreation and Senior Center

POLICY 6610

SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials, including required textbooks, equipment, and supplementary books and materials, shall be recommended to the School Board by the superintendent of schools, in accordance with District rules and regulations. The Board shall make the final determination regarding selection of materials.

Textbooks and other materials which are required to be read by all students shall be evaluated and recommended to the superintendent by the chief academic officer and the curriculum design team. This team is charged with the responsibility of screening materials and preparing recommendations for selection and adoption of instructional materials. **Upon adoption, curriculum and instruction materials must be implemented by the instructional staff.**

Supplementary materials which are to be used for particular programs in individual schools may be selected by teachers, teacher committees, or departments with the approval of the principal, the chief academic officer, and the superintendent/designee.

The Board shall adopt the required materials and equipment for the District.

The District shall not discriminate in the selection and evaluation of instructional and library materials or media on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes

Sections 118.03(2)	[Purchase of textbooks]
118.13	Pupil discrimination prohibited
120.10(15)	Textbooks
120.12(11)	Indigent children
120.13	School board powers
120.13(5)	Books, material and equipment

Wisconsin Administrative Code

PI 9.03(1) [Prohibiting discrimination against pupils]

CROSS REF.: 1410, Free Materials

2110, Benchmarks

3280, Student Fees

5110, Equal Educational Opportunity/Discrimination Complaint 6300,

Curriculum Development and Improvement

6430, Instructional Arrangements (The Learning Situation)

6620, Library Resources

6810, Teaching About Controversial Issues

Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: March 9, 1999
 January 29, 2002
 December 15, 2015
 April 24, 2017
 February 26, 2019
 August 27, 2019

RULE 6610

PROCEDURES FOR SELECTING AND USING
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. No student shall be required to read supplementary books or those on a required list if the parent/guardian indicates there are reasons why a particular book should not be read by their child.
2. Movies/video clips can enhance the educational experience for students. Therefore, movies/videos must be directly relevant to the curriculum and be appropriate for all students within the classroom. Following careful evaluation, movies/video clips in various formats and other audio-visual materials may be used for instructional purposes in accordance with District Policy 3531.1—Copyrighted Materials.
3. Movies/video clips are defined as being less than 25 minutes in length and are to be used with classroom discussion or activities.
4. Commercial entertainment videos having obvious educational value may be included when appropriate to the subject being studied. Commercial videos that are unrated or rated PG or PG-13 shall not be shown to students in the District without advance written notice to the parents. Such notice shall contain an accurate description of the contents of the film. No videos having an R, NC-17, or X shall be shown to students at any school.
5. Parents/guardians not wishing to have their children participate in viewing a particular video may indicate this decision in a note to the principal. The decision of the parent/guardian will be respected, and an assignment of equal value may be given as an alternative to attending the showing of such a video. The parent/guardian shall be given an opportunity to review District-owned audio-visual materials as available, at no additional expense to the District.

RULE 6610
 PROCEDURES FOR SELECTING AND USING
 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

SEVEN-YEAR CURRICULUM REVIEW CYCLE

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
	Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
2016-17	<ul style="list-style-type: none"> • K-5 math • 11-12 science (fourth courses) • K-12 art • 9-12 career and technical education (business and family and consumer science) • K-8 Spanish language arts (dual language) 	<ul style="list-style-type: none"> • 6-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science 	<ul style="list-style-type: none"> • K-5 science • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages 	<ul style="list-style-type: none"> • 11-12 math (fourth courses) • K-5 social studies • 9-12 English Language Development III 	<ul style="list-style-type: none"> • K-5 reading • 6-12 English • K-12 English Language Development I/II 	6-10 math	

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2017-18	<ul style="list-style-type: none"> 6-12 social studies (U.S. History/- Government) 4-12 performance music Career and technical education (technology) 	<ul style="list-style-type: none"> K-5 math 11-12 science (fourth courses) K-12 art 9-12 career and technical education (business and family and consumer science) K-8 Spanish language arts (dual language) 	<ul style="list-style-type: none"> 6-12 social studies (World History) K-12 health 6-12 theatre 6-11 science 	<ul style="list-style-type: none"> K-5 science 9-12 career and technical education (Exploring Health Occupations) 9-12 world languages 	<ul style="list-style-type: none"> 11-12 math (fourth courses) K-5 social studies 9-12 English Language Development III 	<ul style="list-style-type: none"> K-5 reading 6-12 English K-12 English Language Development I/ II 	<ul style="list-style-type: none"> 6-10 math
2018-19	<ul style="list-style-type: none"> 6-10 math K-5 music Early education 9-12 social studies electives 	<ul style="list-style-type: none"> 4-12 performance music Career and technical education (technology) 6-12 English language arts 6-8 world language 	<ul style="list-style-type: none"> K-5 math 11-12 science (fourth courses) K-12 art 9-12 career and technical education (business and family and consumer science) K-8 Spanish language arts (dual language) 6-12 social studies (U.S. History/ Government) 	<ul style="list-style-type: none"> 6-12 social studies (World History) K-12 health 6-12 theatre 6-11 science 	<ul style="list-style-type: none"> K-5 science 9-12 career and technical education (Exploring Health Occupations) 9-12 world languages 	<ul style="list-style-type: none"> 11-12 math (fourth courses) K-5 social studies 9-12 English Language Development III 	<ul style="list-style-type: none"> K-5 reading 6-12 English K-12 English Language Development I/ II

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2019-20	<ul style="list-style-type: none"> • K-5 English language arts • K-12 English Language Development I/ II • K-12 physical education • Career and technical education pathways: <ul style="list-style-type: none"> ○ Child development ○ Healthcare ○ Advanced manufacturing ○ Construction ○ Accounting ○ Textiles 	<ul style="list-style-type: none"> • 6-10 math • K-5 music • Early education • 9-12 social studies electives • 9-12 theater • 9-12 art • Career and technical education pathways: <ul style="list-style-type: none"> ○ Culinary ○ Business management • Personal finance • Computer courses 	<ul style="list-style-type: none"> • 4-12 performance music • Career and technical education (technology) • 6-8 world language • 6-12 English language arts • K-5 music • K-5 art 	<ul style="list-style-type: none"> • K-5 math • 11-12 science (fourth courses) • K-12-8 art • 9-12 career and technical education (business and family and consumer science) • K-8 Spanish language arts (dual language) • 6-12 social studies (U.S. History/ Government) 	<ul style="list-style-type: none"> • 6-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science 	<ul style="list-style-type: none"> • K-5 science • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages 	<ul style="list-style-type: none"> • 11-12 math (fourth courses) • K-5 social studies • 9-12 English Language Development III

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2020-21	<ul style="list-style-type: none"> • 11-12 math (fourth courses) • K-5 social studies • 9-12 English Language Development III • 6-12 physical education • 6-8 computer science • Career and technical education pathways: <ul style="list-style-type: none"> ○ Marketing ○ Transportation 	<ul style="list-style-type: none"> • K-5 English language arts • K-12 English Language Development I/ II • K-12 physical education • Career and technical education pathways: <ul style="list-style-type: none"> ○ Child development ○ Healthcare ○ Advanced manufacturing ○ Construction ○ Accounting ○ Textiles 	<ul style="list-style-type: none"> • 6-10 math • K-5 music • Early education • 9-12 social studies electives • 6-8 world language • Career and technical education pathways: <ul style="list-style-type: none"> ○ Culinary ○ Business management • Personal finance • Computer courses 	<ul style="list-style-type: none"> • 4-12 performance music • Career and technical education (technology) • 6-8 world language • 6-12 English language arts • K-5 music • K-5 art 	<ul style="list-style-type: none"> • K-5 math • 11-12 science (fourth courses) • K-12 art • 9-12 career and technical education (business and family and consumer science) • K-8 Spanish language arts (dual language) • 6-12 social studies (U.S. History/Government) 	<ul style="list-style-type: none"> • 6-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science 	<ul style="list-style-type: none"> • K-5 science • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages

The Curriculum Review Cycle may need to be amended due to state and district curriculum and assessment guidelines and revisions.

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**Kenosha Unified School District
Kenosha, Wisconsin**

July 23, 2019

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 2019-20 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 regard 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 2019-20 school year at the July 23, 2019, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

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

Ms. Luanne Rohde
Director of Early Education

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 23, 2019

Renewal of Southeastern Wisconsin School Alliance Membership

For the past sixteen (16) 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 220,000 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. Attachment A is the required resolution to be approved by the Board in order 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. Attachment B is the 2019-20 Proposed Annual Budget for the SWSA, the projected participating member school districts with payment schedule, and the 2018-19 Annual Report for the SWSA.

RECOMMENDATION

Administration recommends that the Board approve the attached resolution and membership in SWSA for the 2019-2020 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, 2019 through June 30, 2020 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

_____ School 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.

School District

SCHOOL DISTRICT OF
SOUTH MILWAUKEE

School Board President


By _____

School Board Clerk

Director of Business Services
Title

Date

May 21, 2019

Date

2019-20 PROPOSED ANNUAL BUDGET
SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE (SWSA)

May 7, 2019

EXPENSES:	PROPOSED BUDGET
Legislative Liaison	\$31,212
Executive Director	51,680
Dues/ Memberships	2,000
Operational Expenses (Web development/host, travel, printing & supplies)	2,200
Additional Research (Potential studies commissioned by the membership)	10,000
TOTAL EXPENSES	\$97,092
REVENUES:	PROPOSED BUDGET
Fees from Participating School Districts (based on 30 members)	92,800
TOTAL REVENUE	\$92,800
USE OF RESERVES:	\$4,292

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

2019-20 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

PAYMENT SCHEDULE

SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE

July 1, 2019 – June 30, 2020

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 September 27, 2019.

All Districts:

- | | | |
|----|--------------------|----------------|
| 1. | September 27, 2019 | <u>\$3,200</u> |
|----|--------------------|----------------|

2018-2019 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, 2019

"Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance wheel of the social machinery." Horace Mann, 1848

I was involved in and worked on my first school referendum (as a community member) in 1999. It failed. That experience, although disheartening, made me quickly realize that although public education is supposed to be an opportunity for all and the "great equalizer", advocating for resources was going to be critical to ensure all children received a quality education in Wisconsin.

Serving on my local school board for 11 years led me to the Southeastern Wisconsin Schools Alliance (SWSA) and six years ago into the position as the Executive Director for this organization. What I have learned is that the SWSA has an amazing group of passionate leaders working every day to advocate for what's best for kids. The connections SWSA has made across the state, and now the nation (through our connection with the AASA, the School Superintendents Association) continues to make us stronger and bring more tools, connections, and information to our membership. Our organization is uniquely positioned to advocate as we bring together both superintendents and school board members to discuss how best to advocate for kids in our region and throughout Wisconsin.

SWSA keeps children at the center of our conversation and helps us focus our efforts to ensure their success. I believe, this is the only way we can make sure the organization's resources are being used most effectively.

SWSA continues to build across the state and nation as we continue our advocacy efforts. Often, we don't take the time to pause and celebrate our accomplishments; and that is the purpose of our annual report. With our commitment to quality education for kids, I am proud to share the accomplishments throughout the 2018-2019 calendar year. These accomplishments are the result of hard work and dedication from our members as you continue to engage in building relationships with your 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. SWSA would not be where it is today without the incredible dedication from these education leaders.

Please take a moment to thank the following Executive Committee Members:

Members of the SWSA Executive Committee:

Mark Hansen, SWSA Co-Chair (Superintendent Elmbrook)

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

Larry Dux, SWSA Co-Chair Elect (School Board Member, Pewaukee)

Region 1 Rep: John Thomsen (Superintendent, Whitefish Bay)

Region 2 Rep: Lisa Elliot (Superintendent, Greenfield)

Region 3 Rep: Faith Vanderhorst (Board Member, Menomonee Falls)

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

2018-2019 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.

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. Rita Olson, Superintendent, School District of South Milwaukee. Dr. Olson is retiring from her position as superintendent after working in education for the last 40 years. Dr. Olson has served as Superintendent for the School District of South Milwaukee since 2010 and has been an incredible long-time advocate for kids. SWSA is grateful for her strong voice at our meetings. Best wishes Rita!*
- ❖ *Dr. Tim Culver, Superintendent, Oak Creek-Franklin. Dr. Culver is retiring from a long career in serving students. He joined Oak Creek-Franklin four years ago, and SWSA benefited from his vast experience when he joined us! Thank you for your advocacy and best wishes Tim!*

As we reflect on these past 12 months, I would like to personally thank each of you for your passion, leadership, and willingness to engage in advocacy. This isn't easy work, and often frustrating. We represent over 220,000 children, and if we don't have a voice in the conversation, neither do our kids. Let's keep talking, debating, and ensuring that the best K-12 education policy is enacted in Wisconsin.

SWSA will continue to provide support and leadership opportunities to build capacity and our ability to advocate effectively on behalf of our children and communities.

Most Sincerely,



Terri Phillips
SWSA Executive Director

2018-2019 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	<ol style="list-style-type: none"> 1. <i>Actively engaged in increasing financial support and sound education policy for public schools across Wisconsin.</i> <ol style="list-style-type: none"> a. Testified at the Joint Finance Committee (JFC) hearings in April 2019. b. Provided talking points for the membership and facilitated coordination of member district testimony for the JFC hearings. c. Coordinated and facilitated a meeting with Speaker Vos in April 2019 with all of the education advocacy organizations to ensure that our key priorities were clear as legislators move into caucus for the biennial budget. d. Facilitated a conversation between SWSA members and State Budget Director, Brian Pahnke. e. With the assistance and support from SWSA business managers, coordinated and facilitated Education Academy 101 with a focus on school finance. Over 40 attendees (legislators and staff) attended this half day workshop to improve their understanding before the biennial budget hearings began. <ol style="list-style-type: none"> i. SWSA spearheaded this workshop and coordinated statewide efforts with the School Administrators Alliance (SAA), Wisconsin Association of School Boards (WASB), Wisconsin Rural Schools Alliance (WiRSA) and Wisconsin Public Education Network (WPEN). f. SWSA worked with WiRSA and other education advocates and acted as the central repository for all of the school board resolutions pertaining to an increase in Special Education Reimbursement. g. Coordinated and hosted candidate (now Governor Evers) in October, 2018. h. Invited Senator Darling, Representative Ott, and Senator Johnson's office in to discuss mental health challenges facing communities. 2. <i>Developed a legislative agenda with the SWSA Membership.</i> <ol style="list-style-type: none"> a. Facilitated several membership conversations to coordinate the needs and legislative position for our 32-member public school districts. Identified key areas for advocacy during the next biennial budget and specific action to be taken. b. Coordinated efforts with other advocacy organizations (SAA, WASB, and WiRSA) across the state to ensure legislative strategic priorities are aligned. c. Provided a legislative document for SWSA members to take back to their own districts and use as a foundation for the development of their school district legislative agendas. d. Developed "talking points" that can be used by all member school districts and provided the opportunity for school districts to edit/add to this document. 3. <i>Provided SWSA members with expert guidance from our legislative liaison, Ramie Zelenkova.</i> <ol style="list-style-type: none"> a. Ramie has guided the SWSA organization to develop strategy and identify the best use of resources for our advocacy efforts. The SWSA legislative liaison provides timely legislative updates to SWSA members as well as in-person access to legislative contacts.

2018-2019 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"> <i>Continued to cultivate our partnership with the Wisconsin Policy Forum to provide access to research and educational opportunities for SWSA members.</i> <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 their research products and identifies ways to improve the value of the information they are providing. The relationship between SWSA and the Wisconsin Policy forum gives us the opportunity to drive education policy for the region and state. <i>Partnership with Hanover Research supported advocacy efforts in the of teacher pipeline.</i> <ol style="list-style-type: none"> During 2018, SWSA worked with Hanover Research and developed a research product entitled, “<i>Best Practices for Teacher Recruitment and Retention</i>”. This literature research was requested by member school districts as a way to expand their practices and tailor their methods for teacher recruitment. Member school districts have taken these key findings back to their districts and communities to best customize teacher recruitment and retention practices. <ol style="list-style-type: none"> This literature research information was also shared with the Deans of the Greater Milwaukee area and led to a productive conversation as to how to coordinate our efforts in this area. SWSA members were able to access the national database of research provided 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"> <i>Established strong relationships and partnerships with stakeholders outside of education.</i> SWSA realizes that influencing public policy requires bringing other stakeholder groups to the table along with education leaders. Our team often includes 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. <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. <i>The SWSA has met with (or invited) these guests over the course of the past year:</i> <ul style="list-style-type: none"> Tony Evers, State Superintendent and gubernatorial candidate (now Governor) Jeff Pertl, Senior Policy Analyst, Department of Public Instruction Brian Pahnke, Assistant State Superintendent, Department of Public Instruction, (and as State Budget Director) March: Hosted Higher Education Panel and legislative guests Speaker Vos Senator Darling Representative Ott
Continue to strengthen the SWSA business model by supporting school	<ol style="list-style-type: none"> <i>Launched new website to support member districts and the work of the SWSA.</i> SWSA is proud to have launched our new website! Although this was an incredibly intensive process, our organization now has a full functioning website that is being used to support our work. The website is regularly updated and houses important information for our membership. <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

2018-2019 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
districts and their communities	<p>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> <ol style="list-style-type: none"> 3. <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. 4. <i>SWSA has initiated bi-monthly meetings for our "school board" representatives.</i> School board members often need a "sounding board" for issues they are facing in their district. Board member representatives from member districts are now meeting on a bi-monthly basis to discuss these topics and utilize their peers to inform their decisions. Board members are finding these discussions (immediately following the SWSA meeting) to be extremely beneficial and are requesting topics for discussion. These meetings are facilitated by the SWSA Executive Director. 5. <i>SWSA continues to add school districts to the membership.</i> SWSA continues to add school districts to our membership! We welcomed Racine Unified this year and they have become an active member in the SWSA and their advocacy role. These new voices add a new dimension to our monthly conversations and our advocacy work.

2018-2019 Annual Report

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



SWSA hosted a discussion with Senator Darling, Representative Ott, and Senator Johnson's office to discuss mental health and school safety issues.

Gubernatorial Candidate, now Governor Evers met with SWSA to discuss important education issues prior to the November, 2018 election.



2018-2019 Annual Report

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



SWSA spearheaded Education Academy 101 in March 2019 entitled, Demystifying School Finance. SWSA Business Managers Blaise Paul (South Milwaukee), Shawn Yde (Whitefish Bay), John Gahan (Pewaukee) along with other school leaders across Wisconsin educated legislators and their staff on school finance. The goal was to provide a foundational understanding of current school finance to help inform future policy decisions. Other education stakeholder partners included SAA, WASDA, WiRSA and WPEN.

SWSA hosted the Education Deans of Greater Milwaukee to discuss teacher pipeline issues in Wisconsin specifically focusing on attraction and retention of quality educators.



2018-2019 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.



School board member Quin Brunette from Whitnall and Brett Hyde from Muskego-Norway, testified at the Joint Finance Committee Hearings in April 2019. Brett is also serving as the current WASB (Wisconsin Association of School Boards) board president.

Brown Deer Superintendent Deb Kerr and her leadership team testified at the April JFC hearings. Deb is currently serving as the incoming president of the AASA, National Superintendent's Association.



Terri Phillips, SWSA Executive Director, Quin Brunette and Brett Hyde testified at the April 2019 Joint Finance Committee hearing in Oak Creek, Wisconsin.

2018-2019 Annual Report

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



SWSA legislative liaison, Ramie Zelenkova, coordinated a meeting with Speaker Vos in May 2019. Many of the education stakeholder groups in Wisconsin participated including SAA, WASB, WiRSA, and SWSA. This was an important meeting as this team conveyed key budget priorities prior to the Joint Finance Committee making their final recommendations for K-12 education.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 23, 2019

**Policy and Rule 8712 – School Board Meeting Agenda
Preparation and Dissemination**

School Board Policy and Rule 8712 - School Board Meeting Agenda Preparation and Dissemination was last reviewed in February 2015. The revisions suggested this evening are intended to accomplish a more orderly flow of agenda items. No items have been removed from the agenda and no new items have been added but rather just a reorganization of the current agenda items.

Specific changes include:

- Moving “Introduction, Welcome, and Comments by Student Ambassador” to follow “Roll Call of Members”
- Moving “Administrative and Supervisory Appointments” to follow “Awards”
- Moving “Superintendent’s Report” to follow “Administrative and Supervisory Appointments”
- Add “Response and Comments by Board Members” back into the rule portion per memo to board from board secretary dated July 5, 2019.

Recommendation

Administration recommends board approval of revised School Board Policy/Rule 8712 - School Board Meeting Agenda Preparation and Dissemination as a first reading on July 23, 2019, and a second reading on August 27, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

POLICY 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The agenda shall be prepared by the Superintendent of Schools under the direction of the Board President. Except as otherwise specifically provided by Board policy or rule, the Board President may require a majority written request or vote of the Board prior to granting agenda requests by individual Board members.

Insofar as possible, advance information and recommendations on matters requiring action shall be supplied to all Board members for study before the meeting.

Complete agendas for regular Board meetings shall be distributed to each Board member, local news medium, division administrator and to those selected administrators requiring agenda information. A copy of the complete meeting agenda shall be available for public inspection at the Superintendent of School's office and each building principal's office prior to the Board meeting, and six copies made available for inspection at the Board meeting itself. Copies of the complete agenda shall be available at the Superintendent's office, on a single meeting basis, for those persons who make application by the Tuesday before the meeting, and who can demonstrate a need for the material. Such reserved copies shall not be distributed but may be picked up at the Superintendent's office 24 hours after they make the application.

LEGAL REF.: Wisconsin Statutes

Section 19.83 [Meetings of governmental bodies]

Section 19.84 [Public notice of subject matter of board meeting]

CROSS REF.: 8710, Regular School Board Meetings

8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999

March 28, 2000

July 10, 2001

November 13, 2001

June 25, 2002

June 24, 2003

December 14, 2010

February 24, 2014

February 24, 2015

August 27, 2019

RULE 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The regular School Board meeting agenda shall normally provide for the following order of business:

Pledge of Allegiance
Roll Call of Members
Introduction, Welcome, and Comments by Student Ambassador
Awards
Administrative and Supervisory Appointments
Superintendent's Report
~~Administrative and Supervisory Appointments~~
~~Introduction, Welcome, and Comments by Student Ambassador~~
Legislative Report
Views and Comments by the Public
Response and Comments by Board Members
Remarks by the President
~~Superintendent's Report~~
Consent Agenda
Approval of Minutes of Previous Meeting(s)
Approval of Lists of Bills
Old Business
New Business
Other Business as Permitted by Law
Tentative Schedule of Reports and Legal Deadlines for Board
Predetermined Time and Date of Adjourned Meeting, If Necessary
Adjournment

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Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2019
Board of Education Meeting

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

Background:

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

In July 2017 the Board updated Policy 6100 to include the addition of the district's new core values. Subsequently it was noted that Policy 6120 already existed and outlined core goals. To align all policies and reduce replication, in July 2018 the board approved elimination of Policy 6120 so the district's mission, vision, core values and strategic goals are outlined in Policy 6100 going forward.

Policy 6100 is presented this evening for affirmation by the board of education. There are no recommended updates at this time. However, the district's partnership with Studer Education for implementation of a system-wide continuous improvement model starting in fall 2019 may result in some redesign of the components contained in Policy 6100 which would require future board input and approval.

Administration Recommendation:

Administration recommends that the board affirm Policy 6100 - Mission, Vision, Core Values and Strategic Goals as a first and second reading on July 23, 2019.

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]

POLICY 6100
MISSION, VISION, CORE VALUES AND STRATEGIC GOALS
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
July 23, 2019

REVISED: October 10, 2000
January 29, 2002
December 13, 2005
June 28, 2011
September 22, 2015
July 25, 2017
August 28, 2018

Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2019

2018-19 Pathway to Success Overview

Strategic Goal 1 (Attachment 1)

Initiatives Completed:

- Initiative 1.2 - Growth expectations were identified for MAP.
- Initiative 1.3 - Principals have aligned school-based budgets with their school achievement plans.
- Initiative 2.1 - Expectations regarding the use of the curriculum and assessments are delineated through the district curriculum.
- Initiative 2.4 - Principals and instructional coaches participated in professional learning on assessment.
- Initiative 3.1 - The seven ISTE standards were introduced to all staff through the Torch.
- Initiative 4.2 - The MLSS task force team is refining the MLSS framework and plans to share this product at Leadership Academy.

Additional time is needed to complete projects for several initiatives in Strategy I. The following updates to the timeline are requested:

- Move initiative 1.2 and 1.3 from Q3 of 2018-19 to Q4 of 2019-20.
- Move initiative 2.2 from Q1 of 2019-20 to Q1 of 2020-21.
- Move initiative 4.2 from Q1 of 2018-19 to Q1 of 2019-20.
- Move initiative 4.3 from Q3 of 2019-20 to Q4 of 2020-21.

Strategic Goal 2 (Attachment 2)

Initiatives Completed:

- Initiative 1.1 - A quick reference visual guide was developed and is currently shared on multiple KUSD publications.
- Initiative 1.2 - For both new and existing budget managers, the Finance Department provides and supports as-needed training and onboarding for new budget application features and reports.
- Initiative 1.3 - Periodic reminders are sent to budget managers and support staff. Calls and requests for clarification are addressed.
- Initiative 2.1 - The budget rubric was developed and is ready for integration.
- Initiative 2.2 - No budget assumptions have been provided since the rubric was developed. Trial usage would occur once any budget assumptions come forward.
- Initiative 3.1 - Over the last two years, the KUSD Governance body and administration have identified the budget priorities in a responsible and timely fashion.
- Initiative 3.2 - Increased usage of data (student enrollment, program support, staffing, etc.) have helped to refine the fiscal capacity for KUSD, with proper sharing of this data the budget decisions benefit from efficient application and focus.

Strategic Goal 3 (Attachment 3)

- No updates or recommended changes, on hold at this time

Strategic Goal 4 (Attachment 4)

Initiatives Completed:

- Initiative 1.2 - Professional learning sessions were provided for principals on the use of the Danielson Framework clusters.
- Initiative 1.4 - A skills gap analysis is conducted annually in the spring to gather data from educational support personnel.
- Initiative 1.5 - A comprehensive training plan for educational support personnel is in place.

Additional time is needed to complete projects for several initiatives in Strategy IV. The following updates to the timeline are requested:

- Move initiative 2.2 from Q1 of 2019-20 to Q1 of 2020-21.
- Move initiative 2.3 from Q3 of 2018-19 to Q3 of 2020-21.
- Move initiative 2.4 from Q1 of 2019-20 to Q4 of 2020-21.
- Move initiative 2.5 from Q4 of 2019-20 to Q4 of 2021-22.

Strategic Goal 5 (Attachment 5)

Initiatives Completed:

- Initiative 1.1 - Creation of five attributes/characteristics: Accountability, Alignment, Communication, Engagement and Support.
- Initiative 1.2 - Built rubric around the aforementioned attributes/characteristics.

Additional time is needed to complete projects for several initiatives in Strategy 5. The following updates to the timeline are requested:

- Move initiative 1.3 from Q3 of 2018-19 to Q4 of 2019-20
- Move initiative 1.4 from Q4 of 2018-19 to Q1 of 2020-21
- Move initiative 1.5 from Q2 of 2019-20 to Q2 of 2021-22
- Removed previous initiative 2.1 after discussion with leadership council due to accountability concerns regarding the participation on community boards, something many administrators already do in their roles.

Recommendation

It is the recommendation of Administration that the Board of Education approve the continued endorsement of KUSD Strategic Goals 1, 2, 3, 4 and 5 at the July 23, 2019, regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2019

**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 and July 24, 2018. 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).

2018-2019 IMPLEMENTATION TEAM UPDATES

In June 2019, the strategic goal #1 timeline was reviewed and the following changes are being made pending board approval:

- Move initiative 1.2 and 1.3 from Q3 of 2018-19 to Q4 of 2019-20.
- Move initiative 2.2 from Q1 of 2019-20 to Q1 of 2020-21.
- Move initiative 4.2 from Q1 of 2018-19 to Q1 of 2019-20.
- Move initiative 4.3 from Q3 of 2019-20 to Q4 of 2020-21.

Objective 1 - *Develop and utilize a universal goal setting process at the 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. Initiative 1.1, 1.2 and 1.3 were the focus of work for the 2018-2019 school year.

Initiative 1.1: *Conduct a district wide needs assessment for district, school, principal, teacher and student levels to identify areas of growth and baseline.*

Schools will be evaluating their plans for this year and writing their 2019-2020 School Achievement Plans. Principals will receive state level assessment data in July. Using this data school teams assess academic strengths and areas for improvement in August. In addition to academic data, schools review student, teacher and parent survey data to refine their culture goal

Initiative 1.2: *Establish realistic growth expectations for district, school, principal, teacher and student growth.*

The growth expectations for Measure of Academic Progress (MAP) exam is for 50% of students to meet their growth goals from fall to spring. This work will continue with the ACT Aspire test at the high school level and the Forward Exam.

Initiative 1.3: *District departments, schools, principals, and teachers will align resources with goals.*

Principals have aligned school-based budgets with their school achievement plans. District title grants are aligned to support large-scale initiatives such as professional learning, closing academic achievement gaps, equity and multi-level systems of support to meet the needs of all learners. We will continue to bring all district personnel into the conversation.

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 students are receiving research based instructional practices within the classroom. Initiatives 2.1, 2.4 and 2.5 were the focus of work in the 2018-2019 school year.

Initiative 2.1: *Develop a plan to communicate expectations regarding the use of curriculum and assessments of students learning.*

The district curriculum documents delineate expectations for the use of curriculum and assessments in the unit overview documents. Additional methods of communication have been a focus for elementary reading and math instruction including: monthly newsletters for elementary instructional coaches to highlight curriculum content, updates and revisions for ELA, K-5 math blog, summer institutes and professional learning modules for critical components of reading instruction such as guided reading and running record 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.*

An educational consultant with expertise in teaching, coaching and leadership effectiveness facilitated professional learning for principals, coordinators and mentor teachers on the use of the Danielson framework and formative assessment to improve instructional practices. The instructional coaches engaged in coaching cycles focused on formative assessment.

Objective 3 – *Integrate the Wisconsin Information and Technology Literacy Standards to ensure high quality instruction for optimal student learning.* This objective outlines the process to define technology expectations to support instruction. Initiative 3.1 was the focus of the work for the 2018-2019 school year.

Initiative 3.1 - *Define technology proficiency expectations for instructional staff using the International Society for Technology in Education (ISTE) Standards for Teachers.*

Each of the seven ISTE standards were introduced through the monthly Torch. The ISTE standards were highlighted in all technology-based professional learning opportunities. High school instructional technology teachers and classroom teachers participated in a year-long professional learning opportunity to focus on ISTE standards in order to demonstrate growth in the use of technology to improve instructional practice. All teachers demonstrated growth in at least three standards as based on a self-reflection tool.

Objective 4 – *Establish an equitable and responsive multi-level system and environment of support.* This objective outlines the development of a system to respond to academic, behavioral, mental health and student well-being. Initiative 4.2 was the focus of the work for the 2018-2019 school year.

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.*

A task force team composed of district and school based staff have focused on the merging of Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) competencies, mental health and trauma sensitive initiatives. A team composed of principals and content coordinators attended a Solution Tree RTI Institute in January to identify the best practices and high priority areas for MLSS academic needs. A roll-out of the MLSS framework is planned for Leadership Academy in August 2019. Following this school teams will identify their starting point for implementation of the framework.

Next steps for 2019-2020 school year

Objective 1 work will focus on the identification of growth expectations for the ACT Aspire and Forward exams. Additionally, the alignment of federal grants to support identified student needs will be expanded to include district and school based staff.

Objective 2 work on initiative 2.2 will be the completion of the process to monitor the implementation of curriculum and assessments.

Objective 3 work on initiatives 3.2 and 3.3 will commence in September 2019 and September 2020 respectively. A draft technology self-assessment survey for teachers was created and will be finalized in 2019-20.

Objective 4 work will be 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 23, 2019, board meeting.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Julie Housaman
Chief Academic Officer

Susan Valeri
Chief of School Leadership

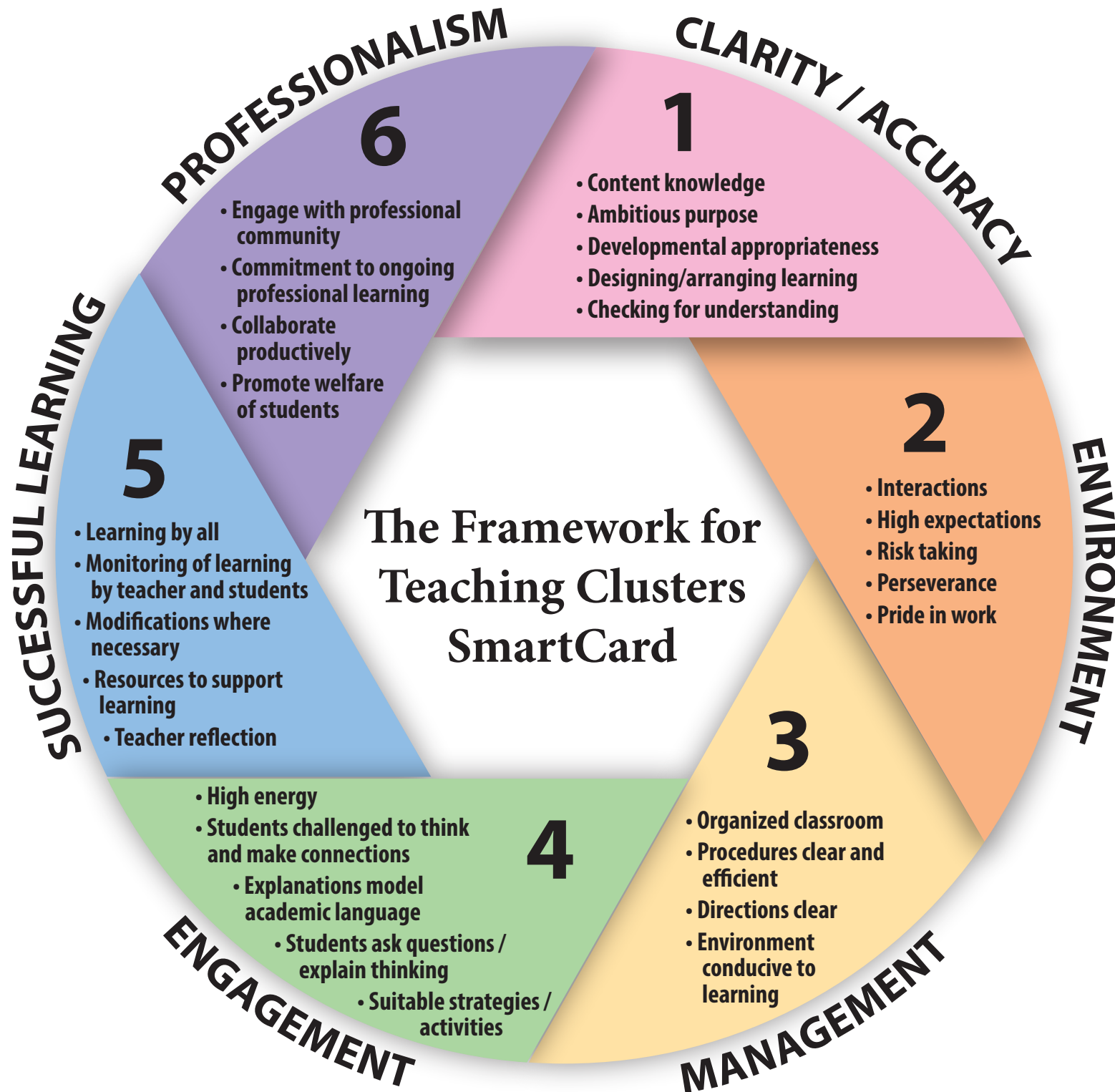
Strategic Goal #1																				
Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.																				
Objective 1					Implementation Timeline															
Develop and utilize a universal goal setting process at 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.				✓	o															
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

o = on-going process established



Cluster Considerations

FfT Components/Elements

<p>1. Clarity of Instructional Purpose and Accuracy of Content</p> <ul style="list-style-type: none"> To what extent does the teacher demonstrate depth of important content knowledge and conduct the class with a clear and ambitious purpose, reflective of the standards for the discipline and appropriate to the students' levels of knowledge and skill? To what degree are the elements of a lesson (the sequence of topics, instructional strategies, and materials and resources) well designed and executed, and aligned with the purpose of the lesson? To what extent are they designed to engage students in high-level learning in the discipline? To what extent did the teacher make adaptations to the lesson? To what extent did the teacher use formative assessment to check for student understanding? 	<p>1a, 1b, 1c, 1d, 1f: Knowledge of content, clarity, and appropriateness for students of instructional outcomes; resources for classroom use, assessments aligned to instructional outcomes</p> <p>1e: Planned activities aligned to instructional purpose</p> <p>3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language</p> <p>3b, 3c: Questions, activities, and assignments aligned to instructional purpose</p> <p>3d: Use of formative assessments aligned to instructional goals</p>
<p>2. Safe, Respectful, Supportive, and Challenging Learning Environment</p> <ul style="list-style-type: none"> To what extent do the interactions between teacher and students, and among students, demonstrate genuine caring and a safe, respectful, supportive, and also challenging learning environment? Do teachers convey high expectations for student learning and encourage hard work and perseverance? Is the environment safe for risk taking? Do students take pride in their work and demonstrate a commitment to mastering challenging content? 	<p>2a: Teacher interactions with students, student interactions with other students</p> <p>2b: Expectations for learning and achievement, student perseverance in challenging work, and pride in that work</p>
<p>3. Classroom Management</p> <ul style="list-style-type: none"> Is the classroom well run and organized? Are classroom routines and procedures clear and carried out efficiently by both teacher and students with little loss of instructional time? To what extent do students themselves take an active role in their smooth operation? Are directions for activities clearly explained so that there is no confusion? Do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards? How does the physical environment support the learning activities? 	<p>2c: Management of instructional groups, transitions, materials and supplies, classroom routines; supervision of volunteers and paraprofessionals</p> <p>2d: Expectations, monitoring of student behavior, response to student misbehavior</p> <p>2e: Safety and accessibility, arrangement of furniture and use of physical resources</p>
<p>4. Student Intellectual Engagement</p> <ul style="list-style-type: none"> To what extent are students intellectually engaged in a classroom of high intellectual energy? What is the nature of what students are doing? Are they being challenged to think and make connections through both the instructional activities and the questions explored? Do the teacher's explanations of content correctly model academic language and invite intellectual work by students? Are students asked to explain their thinking, to construct logical arguments citing evidence, and to question the thinking of others? Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content? 	<p>1e: Design of instruction</p> <p>2b: Importance of the content</p> <p>3a: Explanations of content: their rigor and invitations for thinking</p> <p>3b: Quality of questions/discussions, student discourse</p> <p>3c: Intellectual challenge</p>
<p>5. Successful Learning by All Students</p> <ul style="list-style-type: none"> To what extent does the teacher ensure learning by all students? Does the teacher monitor student understanding through specifically designed questions or instructional techniques? To what extent do students monitor their own learning and provide respectful feedback to classmates? Does the teacher make modifications in presentations or learning activities where necessary, taking into account the degree of student learning? Has he or she sought out other resources (including parents) to support students' learning? In reflection, is the teacher aware of the success of the lesson in reaching students? 	<p>1b: Knowledge of students</p> <p>1d: Resources for students</p> <p>1f: Design of summative and formative assessments aligned to outcomes</p> <p>3d: Monitoring of student learning, feedback to students, student self-assessment</p> <p>3e: Persistence, lesson adjustment</p> <p>4a: Accuracy, use in future teaching</p> <p>4b: Student completion of assignments, student progress in learning, noninstructional records</p> <p>4c: Information about instructional program, information about individual students, engagement of families in the instructional program</p>
<p>6. Professionalism</p> <ul style="list-style-type: none"> To what extent does the teacher engage with the professional community (within the school and beyond) and demonstrate a commitment to ongoing professional learning? Does the teacher collaborate productively with colleagues and contribute to the life of the school? Does the teacher engage in professional learning and take a leadership role in the school to promote the welfare of students? 	<p>1d: Resources to extend professional knowledge</p> <p>4d: Relationships with colleagues, involvement in a culture of professional inquiry, service to the school, participation in school and district projects</p> <p>4e: Enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, service to profession</p> <p>4f: Integrity and ethical conduct, service to students, advocacy, decision making, compliance with school/district regulations</p>

Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2019

**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 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 and July 24, 2018. Team facilitators led implementation design teams on the development of action plans to complete initiatives as outlined on the goal score cards.

Strategic Goal 2 - *Implement transparent fiscal management practices that prioritize and align resources with strategic goals.* This group has two leaders, Tarik Hamdan, Chief Financial Officer, and Kris Keckler, Chief Information Officer. An updated copy of the scorecard for strategic goal 2 is attached (Appendix A).

2018-2019 IMPLEMENTATION TEAM UPDATES

Objective 1 – *Ensure the KUSD budget process is clearly communicated to stakeholder groups.*

Objective 1 was established as a foundation for sharing the basic components of the overall Kenosha Unified budget process. Some prominent examples of this would entail understanding funding resources, processing purchase orders, annual budget impact tasks, regulatory practices, budget assumptions and all other budget related components.

A single page, graphical representation of the annual budget process was created and shared. This artifact is posted on the KUSD, provided to new budget managers when assigned, and available in different KUSD financial publications. In addition to this simple product, the KUSD Finance

Department provides periodic and as-needed trainings for new budget managers and those who have assigned responsibilities with processing funds in any manner. Taking advantage of current local policies and a dedicated sub-committee, the Chief Financial Officer and his team provide and present very frequent budget updates in a public setting and available in various formats for greater sharing.

Objective 2 – *Budget decisions will align with strategic goals.* This objective had a focus of creating a usable and interactive budget rubric that would provide a comparable score to assist with fiscal decision-making and prioritization when funds are available.

The budget rubric was created and is ready for trial use. Since it was first approved, there has not been a budget assumption submitted by any department as funds have been very limited and dedicated for primary governance directives, such as compensation schedules and conversion to a new health care plan. The rubric does allow for scoring differences for educational and organizational values.

Objective 3 – *Budget priorities and decisions are clearly communicated to stakeholder groups.* Repeatedly during the fiscal year, the KUSD School Board and administration meet and review various budget impact items. Relevant data related to student enrollment, program usage and various district initiatives are evaluated to identify budget priorities. These decisions are used to develop forecasting models and monitored and adjusted when necessary.

Next steps for 2019-2020 school year

As noted, there are regular meetings and frequent material shared regarding many different aspects of the annual KUSD budget. Trainings and resources are provided and published to different outlets to allow for a very broad and transparent use of public monies. The budget rubric will be utilized once there are identified funds. The main focus of strategic goal #2 is to provide transparent fiscal practices, with quality use of funds and resources. Work will continue to align to the currently approved strategic goals and to continue to provide fiscal services to the staff, students, parents and greater Kenosha community.

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 23, 2019, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Kris 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

Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2019

**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-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 and July 24, 2018. Team facilitators led implementation design teams on the development of action plans to complete initiatives as outlined on the goal score cards.

Strategic Goal 3 - *Retain and recruit highly qualified staff who work to ensure the success of every student.*

2018-2019 IMPLEMENTATION TEAM UPDATES

During the 2018-19 school year, Strategic Goal 3 has been on hold due to the vacancy of the Chief Human Resource Officer position. Once that position is filled, work on Strategic Goal 3 will resume. The 2017-18 implementation team updates presented at the July 24, 2018, regular school board meeting are shown below.

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 2019-2020 school year

Upon the hiring of a Chief Human Resource Officer, work on Strategic Goal 3 will resume.

Recommendation


It is the recommendation of Administration that the Board of Education approve the continued endorsement of KUSD Strategic Goal 3 at the July 23, 2019, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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

Initiative 3.1 Identify a measurement tool, to collect baseline data pertaining to “highly qualified” candidates, for analyzing improved efficient hiring.																				
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.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
Measure: Percent of employees with less than five years of service within the District who are actively engaged in a targeted employee support program.	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.	2017-2018				2018-2019				2019-2020				2020-2021				2021-2022			
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.	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 5.1 Create a competitive compensation plan that reflects the values of the District.				○																
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 23, 2019

**Pathway to Success/Strategic Goals: 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 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 and July 24, 2018. Team facilitators led implementation design teams on the development of action plans to complete initiatives as outlined on the goal score cards.

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 Folkers, Coordinator of Professional Learning. An updated copy of the scorecard for strategic goal 4 is attached (Appendix A).

2017-2018 IMPLEMENTATION UPDATES:

In June 2019, the strategic goal #4 timeline was reviewed and the following changes are being made pending board approval:

- Move initiative 2.2 from Q1 of 2019-20 to Q1 of 2020-21.
- Move initiative 2.3 from Q3 of 2018-19 to Q3 of 2020-21.

- Move initiative 2.4 from Q1 of 2019-20 to Q4 of 2020-21.
- Move initiative 2.5 from Q4 of 2019-20 to Q4 of 2021-22.

Objective 1 – *Provide relevant professional learning opportunities for all staff that align with individual and district goals.* Initiative 1.2, 1.3, 1.4 and 1.5 were the focus of the work for the 2018-2019 school year.

Initiative 1.2: *Provide professional learning opportunities that align to Educator Effectiveness.*

Five half-day professional learning sessions were provided by Pam Rosa from the Danielson Group. The focus of this learning was on the framework clusters to maximize the principals' use of the model to support teacher growth in the use of high quality instructional practices.

Initiative 1.3: *Develop a skills gap analysis to identify relevant training opportunities for staff not subject to Educator Effectiveness.*

The skills gap analysis was completed in the 2018-2019 school year.

Initiative 1.4: *Conduct a skills gap analysis to identify relevant training opportunities for staff not subject to Educator Effectiveness.*

ESPs completed a survey in the spring of 2018 to identify areas of need and this process also took place in the spring of 2019.

Initiative 1.5: *Provide professional learning opportunities that align to the learning needs of staff not subject to Educator Effectiveness.*

A comprehensive training plan for Educational Support Personnel (ESP) was developed and implemented in the 2018-2019 school year (Appendix B). The training plan addressed the knowledge and skills needs based on specific ESP positions and provided ESPs with the flexibility of choice to meet their professional growth needs.

Objective 2 – *Cultivate and establish productive and collaborative employee relationships through opportunities for advancement, leadership and/or professional discourse.* Initiative 2.1 was the focus of work for the 2018-2019 school year.

Initiative 2.1: *Select and define desirable leadership skills.*

The KUSD Leadership Crosswalk (Appendix C) aligns the 2018-2019 leadership focus areas, the WI principal educator effectiveness components and the Professional Standards for Educational Leaders. Work is in process to identify the areas of focus for professional learning for instructional leaders for the 2019-2020 school year.

Next steps for 2019-2020 school year

Objective 1 work will focus on developing and conducting a skills gap analysis for non-instructional staff.

Objective 2 work will continue to focus on the alignment of leadership professional learning with identified areas of need in the school achievement plans.

Recommendation





It is the recommendation of Administration that the Board of Education approve the continued endorsement of KUSD Strategic Goal 4 and its related artifacts at the July 23, 2019, 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.					2017-2018				2018-2019				2019-2020				2020-2021			
Measure: Number of professional learning opportunities that are aligned to employee needs					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 1.1 Identify professional learning opportunities that align to Educator Effectiveness.							✓	○												
Initiative 1.2 Provide professional learning opportunities that align to Educator Effectiveness.									✓	○										
Initiative 1.3 Develop a skills gap analysis to identify relevant training opportunities for staff not subject to Educator Effectiveness.											✓	○								
Initiative 1.4 Conduct a skills gap analysis to identify relevant training opportunities for staff not subject to Educator Effectiveness.												✓	○							
Initiative 1.5 Provide professional learning opportunities that align to the learning needs of staff not subject to Educator Effectiveness.													✓							
Initiative 1.6 Develop a skills gap analysis to identify relevant training opportunities for non-instructional staff.														🔄						
Initiative 1.7 Conduct a skills gap analysis to identify relevant training opportunities for non-instructional staff.															🔄					
Initiative 1.8 Provide professional learning opportunities that align to the learning needs of non-instructional staff.																🔄				
Objective 2					Implementation Timeline															
Cultivate and establish productive and collaborative employee relationships through opportunities for advancement, leadership and/or professional discourse.					2017-2018				2018-2019				2019-2020				2020-2021			
Measure: Number of opportunities for leadership training and the number of opportunities for collaboration.					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Initiative 2.1 Select and define desirable leadership skills.											✓	○								

Initiative 2.2 Provide formal training, varied experiential learning opportunities, and mentoring for staff that results in leadership competency.																			
Initiative 2.3 Identify collaboration opportunities based on common focus.																			
Initiative 2.4 Establish expectations for collaboration around desired outcomes.																			
Initiative 2.5 Collect feedback to assess the effectiveness of the collaboration opportunities.																			

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

Date	Session	Intended Audience	Time	Session Description
Friday, Oct. 12, 2018 Elective Training	First Aid/CPR	All	8-3:30pm	First Aid CPR course appropriate for all staff members and First Responders.
	Assistive Technology- Alternative Augmentative Communication	Special Education	10:30-12pm	Participants will have opportunity to learn about and use the LAMP Words for Life application. Strategies to support students as they learn to communicate using their devices will be shared.
	Assistive Technology- Literacy Tools	Special Education	1-2:30pm	This workshop will focus on free and low cost technology tools used to support students who struggle with reading and writing. Participants will learn about district library resources, apps, Chrome extensions and other tools to help address the struggles students face when expected to read and write
	How Difficult Can this Be? The F.A.T City Workshop - FILM	Special Education	1-2:30pm	This film allows viewers to experience the same frustration, anxiety and tension that children with learning disabilities face in their daily lives. Teachers, social workers, psychologists, parents and friends who have participated in Richard Lavoie's workshop reflect upon their experience and the way it changed their approach to teaching and supporting children with learning disabilities.
	Art in the Early Education Classroom (AM)	Early Education & Infant Lab	10:30-12pm	Discussions will focus on the importance of intentionally planning creative art experiences that focus on the process rather than the product. Materials needed and strategies/questions to use to support the students in their process of creating will be shared.
	Google Basics- AM or PM offerings	All	10:30-12pm 1-2:30pm	Improve your understanding of Google tools. This session will cover the basics of organizing Google Drive, creating and sharing documents, and navigating Google Classroom.
	Non-Violent Crisis Intervention- Key Point Refresher	All (prerequisite required)	8-3:30pm	Develop a greater understanding of the foundation course concepts. In this course you will problem solve and strengthen crisis intervention skills, demonstrate ability and confidence in applying course content and skills to real-life work experiences.
	Effective Strategies for Dealing with Upset People	All	1-2:30pm	The session will give useful strategies for dealing with upset people (students, parents and/or co-workers).

** Mandated sessions

Date	Session	Intended Audience	Time	Session Description
Friday, November 9, 2018 Mandated Attendance – Attendee’s Choice	First Aid/CPR	All	8-3:30pm	<i>First Aid CPR course appropriate for all staff members and First Responders.</i>
	Autism- Sensory Tools	Special Education	10:30-12pm	<i>This workshop will provide participants hands on practical strategies for working with students who have autism spectrum disorders to address sensory needs.</i>
	Autism - Effective Behavior Reinforcement	Special Education	1-2:30pm	<i>Participants will walk away with hands-on practical ideas for working with students who have autism spectrum disorders that can be used with your team.</i>
	Self-Care for ESPs <i>(Please note - this is also offered on April 5th during the AM & PM)</i>	All	1-2:30pm	<i>Compassion fatigue and burnout are common issues faced by teachers and support staff. This training provides staff with the information and strategies needed, in order to develop an individualized self-care plan.</i>
	Non-Violent Crisis Intervention- Key Point Refresher	All (prerequisite required)	8-3:30pm	<i>Develop a greater understanding of the foundation course concepts. In this course you will problem solve and strengthen crisis intervention skills, demonstrate ability and confidence in applying course content and skills to real-life work experiences.</i>
	Best instructional strategies for working with EL students	All	10:30-12pm	<i>This workshop will go over the best instructional strategies to use when working with English Language Learners.</i>
	Building Positive Relationships	All	10:30-12pm	<i>This workshop will go over ways in which we can form positive relationships with both students, staff and parents.</i>
	Intentional Interactions in the Writing Area	Early Education & Infant Lab	1-2:30pm	<i>Writing in the classroom needs to be happening in the classroom all day every day. We will discuss where and how we can be intentional about modeling writing and "making thinking visible" as well as how to support students to write for a purpose in all center areas as well as making books in the writing area.</i>
	Medicaid Billing and Infinite Campus	Health Info/ Clerical	10:30-12pm	<i>Attendant Care Services and creating billing records in Infinite Campus.</i>
	Technology- Promethean Panels <i>AM or PM offerings</i>	All	10:30-12pm 1-2:30pm	<i>Experience ClassFlow activities and polling utilizing a Promethean Panel. See how the basic tools and resources work to enhance the learning of our students through interactive lessons.</i>
	Effective Strategies to Use with Struggling Readers	All	1-2:30pm	<i>This session will cover effective strategies one can use with struggling readers.</i>

** Mandated sessions

Date	Session	Intended Audience	Time	Session Description
Friday, February 22, 2019 Mandated Attendance Sessions Selected for Attendees	Student Health Plans & Confidentiality <i>*Secondary - AM</i> <i>*Elementary - PM</i>	Special Education, Interpreters & Information/Health Services	10:30-12pm <hr/> 1-2:30pm	<i>Participants will learn the components of a student health plan and requirements regarding Special Education records and confidentiality.</i>
	Intentional Interactions While Reading to Children	Early Education & Infant Lab	1-2:30pm	<i>How to find the time to interact with students in the Library Center and sit down and read a book with 1 student or a small group of students intentionally modeling print and word awareness and asking questions using the CROWD strategy. We will discuss developmentally appropriate books and plan a reading using the CROWD technique.</i>
	Trauma Responsive Practices	Security & ISS	10:30-12pm	<i>This training will provide participants with specific trauma responsive practices, with an emphasis on helping to build resilience in all students</i>
	Technical support for Translations and Interpretation	Student Support Secretary, Clerical, Bilingual, ESL	1-2:30pm	<i>This training will review protocol for requesting a translator or interpreter, using both the telephonic system and the district support system. Participants will also be introduced to language learning software.</i>
	Effective Communication with Students	Online Support, Classroom	1-2:30pm	<i>This interactive session will focus on key concepts to enhance communication skills and relationships.</i>

** Mandated sessions

Date	Session	Intended Audience	Time	Session Description
Friday, April 5, 2019 Elective Training This session was cancelled due to inclement weather make-up days.	First Aid/CPR	All	8-3:30pm	<i>First Aid CPR course appropriate for all staff members and First Responders.</i>
	Assistive Technology Literacy Tools	Special Education	1-2:30pm	<i>This workshop will focus on free and low cost technology tools used to support students who struggle with reading and writing. Participants will learn about district library resources, apps, Chrome extensions and other tools to help address the struggles students face when expected to read and write</i>
	Assistive Technology Using Clicker Software	Special Education	10:30-12pm	<i>Participants will learn how to use Clicker software to support the literacy needs of their students. Developing individual word processing documents or Clicker books will be reviewed in this session. Specific attention will be given to the accessibility features of this software for students' that are AAC users.</i>
	Assistive Technology Alternative Augmentative Communication	All	10:30-12pm	<i>Participants will have opportunity to learn about and use the LAMP Words for Life application. Strategies to support students as they learn to communicate using their devices will be shared.</i>
	How Difficult Can this Be? The F.A.T City Workshop - FILM	All	1-2:30pm	<i>This film allows viewers to experience the same frustration, anxiety and tension that children with learning disabilities face in their daily lives. Teachers, social workers, psychologists, parents and friends who have participated in Richard Lavoie's workshop reflect upon their experience and the way it changed their approach to teaching and supporting children with learning disabilities.</i>
	Self-Care for ESPs (AM & PM offerings)	AI	10:30-12pm 1-2:30pm	<i>Compassion fatigue and burnout are common issues faced by teachers and support staff. This training provides staff with the information and strategies needed, in order to develop an individualized self-care plan.</i>
	Intentional Interactions with Children While Playing Outside	Early Education & Infant Lab	1-2:30pm	<i>Materials from Lisa Murphy (Ooey Gooley Lady) will be used to discover there is more to outdoor play than playing on the equipment. Large motor games will be shared along with discussion on how to engage/facilitate the students in their outdoor play.</i>
	Non-Violent Crisis Intervention-Key Point Refresher	All (prerequisite required)	8-3:30pm	<i>Develop a greater understanding of the foundation course concepts. In this course you will problem solve and strengthen crisis intervention skills, demonstrate ability and confidence in applying course content and skills to real-life work experiences.</i>
	Technology - Library Online Resources <i>AM or PM offerings</i>	All	10:30-12pm 1-2:30pm	<i>Get to know a few of the online library resources students use for reading ebooks, research and information. Library online resources have video, articles, images, activities and much more to enhance instruction and student learning.</i>

** Mandated sessions

KUSD Leadership Crosswalk

KUSD Leadership Focuses 2018-2019	2018-2019 WI Principal EE Rubric	Professional Standards for Educational Leaders
Leaders will manage and engage team members.	1.1.1 Recruiting and selecting 1.1.2 Assignment of Teachers and Instructional Staff 1.1.4 Leading Professional Learning 1.1.5 Distributed Leadership 1.2.3 Staff Collaboration 2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.2.2 Communication 2.3.3 Policy Management	Standard 1. Mission, Vision, and Core Values Standard 2. Ethics and Professional Norm Standard 3. Equity and Cultural Responsiveness Standard 6. Professional Capacity of School Personnel Standard 7. Professional Community for Teachers and Staff Standard 9. Operations and Management Standard 10. School Improvement
Leaders will present ideas effectively.	1.2.1 Vision and Mission 1.2.4 Schoolwide Use of Data 2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.2.2 Communication 2.2.3 Change Management and Shared Commitment 2.3.3 Policy Management	Standard 1. Mission, Vision, and Core Values Standard 2. Ethics and Professional Norm Standard 3. Equity and Cultural Responsiveness Standard 6. Professional Capacity of School Personnel Standard 8. Meaningful Engagement of Families and Community Standard 9. Operations and Management Standard 10. School Improvement
Leaders will handle conflict resolution and provide performance feedback	1.1.3 Performance Evaluation and Feedback 2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.2.2 Communication 2.3.3 Policy Management	Standard 2. Ethics and Professional Norm Standard 3. Equity and Cultural Responsiveness Standard 6. Professional Capacity of School Personnel Standard 7. Professional Community for Teachers and Staff Standard 8. Meaningful Engagement of Families and Community Standard 10. School Improvement

Leaders will foster positive, safe learning environment conducive to effective student learning.	1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 1.2.5 Student Learning Objectives (Teacher SLOs) 2.1.1 Professionalism 2.2.1 School Climate 2.2.2 Communication 2.2.3 Change Management and Shared Commitment 2.3.1 Learning Environment Management 2.3.3 Policy Management	Standard 1. Mission, Vision, and Core Values Standard 2. Ethics and Professional Norm Standard 3. Equity and Cultural Responsiveness Standard 5. Community of Care and Support for Students Standard 7. Professional Community for Teachers and Staff Standard 8. Meaningful Engagement of Families and Community Standard 9. Operations and Management Standard 10. School Improvement
Leaders will be proficient in their knowledge and understanding of instructional practices and structures	1.2.5 Student Learning Objectives (Teacher SLOs) 1.2.4 Schoolwide Use of Data 2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.2.2 Communication 2.1.3 Personal Professional Learning 2.3.1 Learning Environment Management 2.3.3 Policy Management	Standard 3. Equity and Cultural Responsiveness Standard 4. Curriculum, Instruction, and Assessment Standard 5. Community of Care and Support for Students Standard 7. Professional Community for Teachers and Staff Standard 10. School Improvement

2018-2019 WI Principal EE Rubric	Professional Standards for Educational Leaders
1.1.1 Recruiting and selecting	Standard 1. Mission, Vision, and Core Values
1.1.2 Assignment of Teachers and Instructional Staff	Standard 2. Ethics and Professional Norm
1.1.3 Performance Evaluation and Feedback	Standard 3. Equity and Cultural Responsiveness
1.1.4 Leading Professional Learning	Standard 4. Curriculum, Instruction, and Assessment
1.1.5 Distributed Leadership	Standard 5. Community of Care and Support for Students
1.2.1 Vision and Mission	Standard 6. Professional Capacity of School Personnel
1.2.2 Student Achievement Focus	Standard 7. Professional Community for Teachers and Staff
1.2.3 Staff Collaboration	Standard 8. Meaningful Engagement of Families and Community .
1.2.4 Schoolwide Use of Data	Standard 9. Operations and Management
1.2.5 Student Learning Objectives (Teacher SLOs)	Standard 10. School Improvement
2.1.1 Professionalism	
2.1.2 Time Management and Priority Setting	
2.1.3 Personal Professional Learning	
2.2.1 School Climate	
2.2.2 Communication	
2.2.3 Change Management and Shared Commitment	
2.3.1 Learning Environment Management	
2.3.2 Financial Management	
2.3.3 Policy Management	

Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2019

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.

2018-19 IMPLEMENTATION UPDATES:

In June 2019, the strategic goal #5 timeline was reviewed and the following changes were made (Appendix A):

- Move initiative 1.3 from Q3 of 2018-19 to Q4 of 2019-20
- Move initiative 1.4 from Q4 of 2018-19 to Q1 of 2020-21
- Move initiative 1.5 from Q2 of 2019-20 to Q2 of 2021-22
- Removed previous initiative 2.1 after discussion with leadership council due to accountability concerns regarding the participation on community boards, something many administrators already do in their roles.
- Move (new) initiative 2.1 from Q4 of 2017-18 to Q4 of 2019-20
- Move (new) initiative 2.2 from Q1 of 2018-19 to Q4 of 2019-20
- Move initiative 3.2 from Q3 of 2018-19 to Q1 of 2020-21

- Move initiative 3.3 from Q2 of 2018-19 to Q1 of 2020-21
- Move initiative 3.4 from Q1 of 2020-21 to Q2 of 2021-22

In June 2018, the implementation team met to begin discussions regarding attributes/characteristics of positive valued partnerships (Appendix B) as outlined in initiative 1.1. By reviewing survey results, researching and deliberating, the team landed on five attributes/characteristics: Accountability, Alignment, Communication, Engagement and Support. These five areas then became the team's focus as we worked on initiative 1.2, developing rubrics to measure the effectiveness of partnerships (Appendix C).

The team met multiple times throughout July, August and September to discuss, research and review rubric options in an effort to create the best tool for Kenosha Unified staff, students and community partners. This rubric is built around the attributes/characteristics, as well as the three following phases: Planning, Developing and Transformative. The rubric outlines what community partnerships will look like at each of the stages. This rubric will be used to continue the work on initiatives 1.3, 1.4 and 1.5.

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
Michael Steinborn	Occucare

2019-20 NEXT STEPS:

The implementation team will be focused on developing and/or completing the following items for the 2019-20 school year:






- Q4:
 - Initiative 1.3 – Create a policy and template agreement outlining the standards and best practices for creating community partnerships.
 - Initiative 2.1 – 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 successes, importance of education supported by facts/data, recent KUSD success, etc.)
 - Initiative 2.2 – Create and maintain a menu of options that will allow businesses to be involved with and support KUSD students and families (e.g. take your child to work day, business open houses, computer skills training, etc.)

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 23, 2019, 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 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 2.2 Create and maintain a menu of options that will allow businesses to be involved with and support KUSD students and families (e.g. take your child to work day, business open houses, computer skills training, etc.).																				

Strategic Goal #5																				
Foster and strengthen community partnerships to increase student learning and family engagement.																				
Objective 3					Implementation Timeline															
Create, strengthen, develop and track working relationships with community agencies (e.g. Kenosha County Division of Health, United Way, Community Impact Programs, etc.) to educate families before children reach school age and continue to support them throughout their educational career.					2017-2018				2018-2019				2019-2020				2020-2021			
					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

APPENDIX B

VALUED COMMUNITY PARTNERSHIPS

The following five 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.



ACCOUNTABILITY

ALIGNMENT

COMMUNICATION

ENGAGEMENT

SUPPORT

Community Partnership Rubric

KUSD's definition of a community partnership: A community partnership is a structured agreement between KUSD and organizations, businesses, groups and/or individuals that is beneficial to students; has clearly defined roles, timelines and intended outcomes; and is relevant to the district's mission, while including a shared, intentional commitment that provides value to all stakeholders.

	Planning phase	Developing phase	Transformative phase
Accountability	<p>Partners are accountable for their own goals, not shared goals</p> <p>Partners do not reflect on their experience or offer perspectives within the partnership</p>	<p>Partners begin to accept new roles and collaborate more on shared vision/goals</p> <p>Reflection is offered, but without clear purpose and there is no structure in place to incorporate reflections</p>	<p>Partners value shared goals and work to implement them together, each owning their accountability for the outcomes and sustaining the partnership/relationship beyond the end of the project scope</p> <p>Partners are involved in continuous reflection to offer perspectives of partnership and needs for growth</p>
Alignment	<p>Partners are together due to the nature of their work, but do not share a common vision and are concerned only with their own individual goals</p>	<p>Partners begin to collaborate more on shared vision/goals, but continue focusing more on individual goals</p>	<p>Partners value shared goals and work to implement them together to have a positive impact on student success and the community</p>
Communication	<p>Limited communication, focus is mainly on individual needs</p> <p>Communication is mostly one-way</p>	<p>Communication promotes progress toward achieving a shared vision and common goals</p> <p>Communication is two-way</p>	<p>Regular communication takes place and is seen as an essential component of the partnership</p> <p>Two-way communication encourages active listening and empowers partners to share ideas and voice concerns</p>
Engagement	<p>Organizations are in the early stages of determining potential relationships that may support visions/goals of both organizations</p>	<p>Relationship is confirmed and a shared agreement is transpiring, but not all pieces are finalized</p>	<p>Relationship has evolved into a partnership defined by a memorandum of understanding that indicates the goals and desirable outcomes</p>
Support	<p>Partners do not share the decision-making responsibility and accountability is rarely owned by either party</p>	<p>Partners begin to see the need to have the right people at the table so work can progress and one another can feel supported in meeting the goals of the project</p>	<p>Partners share decision-making responsibilities and have the right people at the table to make and own decisions that progress the work of meeting goals together</p>

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 23, 2019

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

July

- July 4, 2019 – District closed for Fourth of July holiday
- July 9, 2019 – Standing Committee Meetings Canceled
- July 23, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom

August

- August 1, 2019 – Executive Session & Special School Board Meeting – 5:30 P.M. in ESC Small boardroom and Boardroom
- August 13, 2019 – Standing Committee Meetings Canceled
- August 13, 2019 – Executive Session & Special School Board Meeting – 5:30 P.M. in ESC Small boardroom and Boardroom
- August 21-23 – New Instructional Staff Orientation
- August 26, 2019 – All Instructional Staff Report
- August 27, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom

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