

STANDING COMMITTEE MEETINGS

Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, WI 53144

February 9, 2021

5:00 P.M. – Planning/Facilities Committee
6:00 P.M. – Curriculum/Program Committee
7:00 P.M. – Personnel Committee
8:00 P.M. – Audit/Budget/Finance Committee

Kenosha Unified School District Planning/Facilities Committee Meeting

February 9, 2021 / 5:00 P.M. | ESC Boardroom & Virtual

		Members: Dan Wade, Chair/School Board Member Mary Modder, School Board Member Rebecca Stevens, School Board Member Cathryn Bothe, Community Member Johnathon George Student Member Kameron Jester, Student Member Matt St. Martin, Staff Member Duane Sturino, Staff Member Please read: Agenda Packet Please bring: N/A
Meeting called by	Dan Wade	
Type of meeting	Planning/Facilities	
Facilitator	Dan Wade	
Note taker	Stacy Busby	
Timekeeper	Stacy Busby	

Agenda Items

Topic and Presenter		Outcome	Time allotted
1.	Welcome/Review of Operating Principles – Wade (see pages 1-2)	Sharing	5 Minutes
2.	2021-2022 Capital Project Plan – Finnemore (see pages 3-5)	Sharing	10 Minutes
3.	HVAC Update - Finnemore (see pages 6-19)	Sharing	25 Minutes
4.	Evaluation of Operating Principles <ul style="list-style-type: none">Fist to FiveWere we successful in achieving the stated outcomes for the meeting?	Sharing	5 Minutes

Other Information

Observers:

Resources:

Special notes:

Next Meeting: April 13, 2021

**Our Mission:**

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

Our Vision:

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

Operating Principles**Straight Talk**

We believe that we will not get as much out of our joint experience if we don't use straight talk. We also believe that trust is a key element in straight talk.

Therefore, we will be open and honest with each other and use straight talk to increase clarity and focus.

Use of Our Time

The time of each member is a valued resource. We are committed to being efficient and productive in our use of time.

We believe that time is a critical component of our success, good use of time keeps us focused with no needless digression and that time is a non-renewable resource so we must use it wisely.

Therefore, we commit to:

- 1. Start on time and end on time.**
- 2. Assure that purposes for our meetings and interactions are clear with a timeframe in mind**
- 3. Structure our meetings effectively to ensure that we stay on track**

Listening

Each participant brings a unique background, set of experiences, expertise and perspective. Our effectiveness as team members depends on our ability to access and leverage our diversity.

Therefore, we will actively solicit others' ideas/perspectives and listen to each other with the intent of understanding and learning.

Accomplishment and Optimism

It is easy to get caught in the trap of problems, breakdowns and what is not working. This trap has the power to make us feel overburdened and discouraged.

Therefore, agree to interrupt the negativity by periodically:

- **Acknowledging and identifying barriers without fixating on them.**
- **Noting what is working**
- **Speaking what we have accomplished**
- **Acknowledging the contributions and accomplishments of others.**

Responsibility for Self

It is easy to allow past stories, interpretations and relationships to interfere with our present effectiveness.

Therefore, we agree to:

- **Check our alliances, disagreements, unhelpful stories at the door**
- **Assume a positive predisposition towards one another**
- **Be open to discussing how things are going with each other within the meeting**
- **Commit to our own participation**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 9, 2021

Planning and Facilities Committee

2021-2022 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed and approved by the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2021-22.

Historically during times of rapid enrollment growth this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

Available Budget:

The overall major maintenance budget is \$2,000,000. In addition, we have a budget of \$500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past several years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2021-22 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 20 years ago, and the energy savings project program started 18 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 20 years.

As part of the report associated with the 2017-18 capital plan, we noted that for a 6 year period we will be using almost all of the major maintenance funds at Bullen, Lance, Tremper and Bradford. This will be the fifth year of that 6-year plan, and the funds will be for the last remaining project which is the Bradford renovation. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting. Performing the major maintenance work at these schools at the

same time that the majority of the building is being retrofitted with new mechanical systems, lighting and ceilings is proving to be a very efficient and economical way to accomplish a number of pressing maintenance and renovation needs.

Administration will be recommending Board approval of the 2021-22 Capital Projects Plan as described in this report at the February 23, 2021, School Board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2021-22 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bradford High School Improvements Project:

The bulk of the work performed at Bradford is energy related and is being funded by the revenue limit exemption previously approved by the Board. There are, however, a number of scope items that we identified that are best performed at the same time the energy related work is being performed and those items are being funded by the major maintenance budget. The major maintenance scope is widespread and will improve the condition, functionality, and aesthetics in almost every area of the building. The majority of these scope items are directly tied to energy saving scope items that will be performed concurrently by the same contractors thus resulting in a significant savings versus performing these scope items as stand-alone projects. The major maintenance scope at Bradford includes the following major elements:

- The commons at Bradford is original and has several shortcomings with the two most notable being safety and space problems related to the space having more than one level, and the lack of connection to the cafeteria for supervision purposes. This project will make major renovations to the commons area. COMPLETE
- The public restrooms at the school will be gutted and reconstructed for efficiency and accessibility as well as to modernize those spaces. SPREAD OVER ENTIRE PROJECT
- Asbestos abatement and new flooring in large portions of the school. This includes portions of the 1960's building with orange quarry tile flooring. The goal is to make the public areas of the school less disjointed than they currently are as you move between the 1960's and 1980's portions of the school. SPREAD OVER ENTIRE PROJECT
- The major maintenance budget will fund a portion of the new main and teacher entrances to the school, namely the aspects of the design that improve school safety and accessibility. COMPLETE
- Another large change at Bradford will be adding a fire sprinkler system to the entire building as currently less than 25% of the school is sprinklered. SPREAD OVER ENTIRE PROJECT

A blurred background image of a classroom with desks, chairs, and educational materials.

KENOSHA UNIFIED SCHOOL DISTRICT

HVAC Update

February 9, 2021



AGENDA

1. Equipment/ System Summaries
2. Impact on Energy Usage
3. Air Filtration & COVID-19
4. Staffing



Heating Systems

HIGH SCHOOLS	System Type	Model	HW / STM	Manufacturer	Qty	Size	Install Date
Bradford	MB	SC-3000	HW	PK	4	3,000,000	2018
Indian Trail	WT	GP 700	HW	Cleaver Brooks	2		1998
	MB	EVA 1500	HW	TherSolu	2	1,500,000	2009
	MB	EVA 2000	HW	TherSolu	5	2,000,000	2009
LakeView Tech	RTU				15		1997
Reuther/Harborside	ST	CB-266X-300	Steam	Cleaver Brooks	2	12,554,000	1963
	ST	CB-266X-80	Steam	Cleaver Brooks	1	3,347,000	1963
Tremper	MB	SC-3000	HW	PK	5	3,000,000	2018

MIDDLE SCHOOLS	System Type	Model	HW / STM	Manufacturer	Qty	Size	Install Date
Bullen	MB	PK-SC-2000	HW	PK	3	2,000,000	2017
Lance	MB	PK-SC-2000	HW	PK	3	2,000,000	2017
Lincoln	ST	CB-200-200	Steam	Cleaver Brooks	2	8,369,000	1979
Mahone	MB	SN-2000	HW	PK	6	2,000,000	2002
Washington	ST	CB-266-125	Steam	Cleaver Brooks	2	5,230,000	1965

OTHER	System Type	Model	HW / STM	Manufacturer	Qty	Size	Install Date
ESC	MB	C-750	HW	PK	2	750,000	2017

CIS - Cast Iron Sectional
 MB - Modular Boiler
 ST - Shell & Tube
 WT - Water-Tube
 Fire-Tube
 Furnace
 RTU

Strange is served by a large central furnace (retrofitted in 2004).

ELEMENTARY	System Type	Model	HW / STM	Manufacturer	Qty	Size	Install Date
Bose	MB	C-1500H	HW	PK	2	1,500,000	2014
Brass	MB	EVAM-2000	HW	Ther Solu1	3	1,760,000	2007
Chavez	RTU						
Dimensions of Learning	Fire-Tube	4791	Steam	Pacific 2	1		1950
	CIS	1188		Weil McLain	1	2,724,000	2005
EBSOLA	MB	N-2000-2	HW	PK	4	2,000,000	2003
eSchool	MB	SNM-750	HW	PK	2	750,000	2006
Forest Park	MB	C-1500	HW	PK	2	1,500,000	2014
Frank	CIS	688	HW	Weil-McLain	4	1,703,000	1997
Grant	MB	C-2000	HW	PK	2	2,000,000	2014
Grewenow	WT	H9-1802	HW	Raypak	4	1,800,000	2002
Harvey	MB	C-2000	HW	PK	2	2,000,000	2014
Hillcrest	CIS	V912A	Steam	Burnham	1	1,900,000	2002
Jefferson	MB	C-1500H	HW	PK	2	1,500,000	2015
Jeffery	MB	C-1500H	HW	PK	2	1,500,000	2015
KTEC-East	ST	CB-523-100	Steam	Cleaver Brooks	2		1957
KTEC-West	ST	CB-200-150	Steam	Cleaver Brooks	2	6,277,000	1973
McKinley El	CIS	28A-8-SW-08	Steam	Smith	2	2,499,999	2008
Nash	MB	MB-2000	HW	RBI	3		2007
Pleasant Prairie	ST	CBH-700-40	HW	Cleaver Brooks	2	1,675,000	1994
Prairie Lane	MB	SNM-1500	HW	PK	3	1,275,000	2005
Roosevelt	MB	C-1500H	HW	PK	2	1,500,000	2015
Somers	ST	CBH-700-60	HW-Glycol	Cleaver Brooks	1	2,511,000	1992
	ST	CB-760-100A	HW-Glycol	Cleaver Brooks	1	4,185,000	1962
Southport	ST	CB 700 50	Steam	Cleaver Brooks	1	2,095,000	1995
	ST	CB 700 80	Steam	Cleaver Brooks	1	3,500,000	1995
Stocker	ST	CBH-700-40	HW	Cleaver Brooks	2	1,675,000	1992
Strange	Furnace				2	1,700,000	1963
Vernon/Brompton	MB	C-2500	HW	PK	2	2,500,000	2015
Whittier	WT	WG-900	HW-Glycol	AJAX	1	900,000	1990
	WT	WG-850	HW-Glycol	AJAX	1	850,000	1990
	CIS	V912A	Steam	Burnham	1	1,900,000	2002
Wilson	ST		Steam	NES	2		2020

Cooling Systems

HIGH SCHOOLS	System Type	Manufacturer	Qty	% of School	Install Date
Bradford	CW	Daikin	2	100	2019
Indian Trail	CW	Trane	2	100	1998
	CW	York	2	100	2009
LakeView Tech	RTU		15	100	1997
Reuther/Harborside	CW	York	1	100	2018
	DX	Trane 60	1	Auditorium	1993
Tremper	CW	Daikin	2	100	2018

MIDDLE SCHOOLS	System Type	Manufacturer	Qty	% of School	Install Date
Bullen	CW	Daikin	1	100	2017
Lance	CW	Daikin	1	100	2017
Lincoln	Ice Storage	York	2	100	2020
Mahone	CW	Trane	1	100	2002
Washington				10	

OTHER	System Type	Manufacturer	Qty	% of School	Install Date
ESC	Ice Storage	Trane	1	100	2017


CW – Cold Water-Glycol

DX

Ice Storage

RTU

Split – Split System

 Chavez has 5 RTUs replaced since 2004; 2 are older than that.

ELEMENTARY	System Type	Manufacturer	Qty	% of School	Install Date
Bose	RTU			10	2014
Brass	CW	McQuay	1	100	2008
Chavez	RTU		7	100	
Dimensions of Learning	Split	Mitsubishi	8	75	2017
EBSOLA	CW	Trane	1	100	2004
eSchool	Split	Mitsubishi		50	2014
Forest Park				10	
Frank	CW (Water)	Trane	1	100	1997
Grant				10	
Grewenow				10	
Harvey				10	
Hillcrest	Split	Mitsubishi	4	15	2020
Jefferson				10	
Jeffery	RTU			10	2015
KTEC-East	Split			30	2012
KTEC-West				10	
McKinley El				10	
Nash	CW	McQuay	1	100	2007
Pleasant Prairie	CW	Daikin	1	100	2020
Prairie Lane	Ice Storage	Trane	1	100	2006
Roosevelt				10	
Somers	Ice CW	Trane	1	100	1992
Southport	Split/RTU			65	2000
Stocker	CW	Daikin	1	100	2020
Strange				10	
Vernon/Brompton				10	
Whittier	CW	Daikin	1	100	2020
Wilson				10	9

Ventilation Systems

HIGH SCHOOLS	System Type	Manufacturer	Qty	Install Date
Bradford	AHU			2019-21
Indian Trail	BUILT UP			1998
	AHU			2009
LakeView Tech	RTU			1997
Reuther/Harborside	RTU			
	AHU			1926
Tremper	PD			2018-20

MIDDLE SCHOOLS	System Type	Manufacturer	Qty	Install Date
Bullen	UV			2017
Lance	UV			2017
Lincoln	AHU			2020*
Mahone	AHU			2002
Washington	UV			1966
	AHU			1966

* Lincoln AHU was *refurbished* in 2020.

OTHER	System Type	Manufacturer	Qty	Install Date
ESC	AHU			1985

AHU - Air Handling Unit
Built Up Unit
Forced Air
PD - Positive Displacement
RTU – Roof Top Unit
UV - Unit Ventilator

ELEMENTARY	System Type	Manufacturer	Qty	Install Date
Bose	AHU			2014
Brass	AHU			2008
Chavez	RTU			VAR
Dimensions of Learning	AHU			1924
EBSOLA	AHU			2004
eSchool	UV			2006
Forest Park	AHU			2014
Frank	AHU			1997
Grant	UV			2014
Grewenow	UV			2014
Harvey	AHU			2014
Hillcrest	UV			1954
Jefferson	UV			2015
Jeffery	AHU			2015
KTEC-East	UV			1957
KTEC-West	AHU			1924
McKinley El	UV			1951
Nash	AHU			2007
Pleasant Prairie				1994
Prairie Lane	AHU			1994
Roosevelt	AHU			2015
Somers	AHU			1992
	UV			1992
Southport	AHU			2000
	UV			1954
Stocker	AHU			1993
Strange	Forced Air			N/A
Vernon/Brompton	AHU			2015
Whittier	AHU			1990
	UV			
Wilson	UV			1954

HVAC Controls

HIGH SCHOOLS	System Type	Manufacturer	Install Date
Bradford	DOC	Tridium	2019
Indian Trail	DDC	JCI	1998
	DDC	TAC	2009
LakeView Tech	DDC	Trane Tracer	1997
Reuther/Harborside	MET / PN	JCI	1990
Tremper	DOC	Tridium	2018

MIDDLE SCHOOLS	System Type	Manufacturer	Install Date
Bullen	DDC	TAC	2017
Lance	DDC	Tridium	2017
Lincoln	MET / PN	JCI	1993
Mahone	DDC	Siemens	2002
Washington	MET / PN	JCI	1990

OTHER	System Type	Manufacturer	Install Date
ESC	MET/Pneumatic	JCI/Tridium	

DDC – Direct Digital Control
Electronic T-Stat
MET/PN - Metasys/Pneumatic
Pneumatic

ELEMENTARY	System Type	Manufacturer	Install Date
Bose	DDC	Tridium	2014
Brass	DDC	TAC	2008
Chavez	Electronic T Stat		
Dimensions of Learning	Pneumatic		
EBSOLA	DDC	JCI	2004
eSchool	DDC	Siemens	2006
Forest Park	DDC	Tridium	2014
Frank	DDC	JCI	1997
Grant	DDC	Tridium	2014
Grewenow	DDC	Tridium	2014
Harvey	DDC	Tridium	2014
Hillcrest	MET / PN	JCI	1990
Jefferson	DDC	Tridium	2015
Jeffery	DDC	Tridium	2015
KTEC-East	Pneumatic		
KTEC-West	MET / PN	JCI	1990
McKinley El	MET / PN	JCI	1990
Nash	DDC	TAC	2007
Pleasant Prairie	MET/PN	JCI	1994
Prairie Lane	DDC	Tridium/Allerton	2007
Roosevelt	DDC	Tridium	2015
Somers	MET / PN	JCI	1992
Southport	Pneu / DDC	JCI	2000
Stocker	Pneumatic	JCI	1993
Strange	Pneumatic		
Vernon/Brompton	DDC	Tridium	2015
Whittier	DDC	TAC	2009
Wilson	DDC/Pneumatic		

HVAC Impact on Energy Usage

Boiler Plant Size Reduction

- Original Bradford Boiler Plant

23,000,000 MAX BTU/hour INPUT *at 70% efficiency*

x 0.70

16,100,000 BTU/hour OUTPUT

or

6,900,000 BTU/hour **LOST DUE TO BOILER EFFICIENCY**

- New Bradford Boiler Plant

12,000,000 MAX BTU/hour INPUT *at 97% efficiency*

x 0.97

11,640,000 BTU/hour OUTPUT

or

360,000 BTU/hour **LOST**

HVAC Impact on Energy Usage

Boiler Plant Size Reduction

- $$\begin{array}{r} 5,750,000 \\ - 360,000 \\ \hline 5,390,000 \end{array}$$
 BTU/hour - *Reduction in heat lost*
- $$\begin{array}{r} 16,100,000 \\ - 11,640,000 \\ \hline 4,460,000 \end{array}$$
 BTU/hour - *Reduction in amount
Boiler plant oversized*
- **Total Reduction:**
$$\begin{array}{r} 5,390,000 \\ + 4,460,000 \\ \hline 9,850,000 \end{array}$$
 BTU/hour

HVAC Impact on Energy Usage

Boiler Plant Size Reduction

9,850,000 BTU/hour reduction
is equivalent to over 3 boilers

Bradford's plant has 4 boilers

VS.

7 of the same size boilers
had we not done this project

Air Filtration & COVID-19

Minimum Efficiency Reporting Values - MERV ratings				
MERV Value	The filter will trap Average Particle Size Efficiency 0.3 - 1.0 Microns	The filter will trap Average Particle Size Efficiency 1.0 - 3.0 Microns	The filter will trap Average Particle Size Efficiency 3 - 10 Microns	Types of things these filters will trap
MERV 1	-	-	Less than 20%	Pollen, Dust mites, Standing Dust, Spray Paint Dust, Carpet Fibers
MERV 2	-	-	Less than 20%	
MERV 3	-	-	Less than 20%	
MERV 4	-	-	Less than 20%	
MERV 5	-	-	20% - 34%	Mold Spores, Hair Spray, Fabric Protector, Cement dust
MERV 6	-	-	35% - 49%	
MERV 7	-	-	50% - 69%	
MERV 8	-	-	70% - 85%	
MERV 9	-	Less than 50%	85% or better	Humidifier Dust, Lead Dust, Auto Emissions, Milled Flour
MERV 10	-	50% - 64%	85% or better	
MERV 11	-	65% - 79%	85% or better	
MERV 12	-	80% - 89%	90% or better	
MERV 13	Less than 75%	90% or better	90% or better	Bacteria, Most Tobacco Smoke, Propriet Nuceli (sneeze)
MERV 14	75% - 84%	90% or better	90% or better	
MERV 15	85% - 94%	90% or better	90% or better	
MERV 16	95% or better	90% or better	90% or better	

Air Filtration & COVID-19

- ⇒ Up through 1999 – MERV 5
- ⇒ Starting in late 2000/ early 2001 – MERV 8
- ⇒ 2020 – MERV 11
 - ~ Availability
 - ~ Air flow concerns
- ⇒ MERV 13 independent study performed in October 2020
 - ~ Different types of systems
 - ~ Different types of equipment
- ⇒ We are installing MERV 13 filters in the current filter change (approx. 50% complete)

Staffing

HVAC Crew

- Crew Leader: Tom Werwie
- HVAC Mechanics:
 - Dave Sorenson
 - Ron Dunst
 - Todd Puckett
 - Vacancy
- This HVAC Mechanic vacancy has existed since July 2019 (18 months) because we have a non-competitive wage rate. Note that we have also had an Electrician vacancy since March 2019 (22 months) for the same reason.

Staffing

- Average age of crew is ~60 years old
- Amount of work being outsourced continues to grow and is becoming a financial burden and/ or having an impact on timeliness of resolution of maintenance needs
- Hoping to have wage rates revisited in 2021 so that we can fill the current and future vacancies

THANK YOU

Any questions?



Patrick Finnemore, P.E.

Director of Facilities

Facilities Department

262.359.7757 • pfinnemo@kUSD.edu

Kenosha Unified School District Curriculum/Program Committee Meeting

February 9, 2021 / 6:00 P.M. | ESC Boardroom & Virtual

		Members: Mary Modder, Chair/School Board Member Tony Garcia, School Board Member Dan Wade, School Board Member Bridget Heimstead, Community Member Andrew Levin, Community Member Todd Price, Community Member Avery Everman, Student Member Juan Gomez-Solis, Student Member Elizabeth Beere, Staff Member Annie Masters, Staff Member Please read: Agenda Packet Please bring: N/A
Meeting called by	Mary Modder	
Type of meeting	Curriculum/Program	
Facilitator	Mary Modder	
Note taker	Stacy Busby	
Timekeeper	Stacy Busby	

Agenda Items

Topic and Presenter		Outcome	Time allotted
1.	Welcome/Review of Operating Principles - Modder (see pages 1-2)	Sharing	5 Minutes
2.	Overview of Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials – Housaman (see pages 3-9)	Learning/ Discussion	35 Minutes
3.	Evaluation of Operating Principles - Modder <ul style="list-style-type: none">Fist to FiveWere we successful in achieving the stated outcomes for the meeting?	Evaluating	5 Minutes

Other Information

Observers:

Resources:

Special notes:

Next Meeting: April 13, 2021

**Our Mission:**

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

Our Vision:

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

Operating Principles

Straight Talk

We believe that we will not get as much out of our joint experience if we don't use straight talk. We also believe that trust is a key element in straight talk.

Therefore, we will be open and honest with each other and use straight talk to increase clarity and focus.

Use of Our Time

The time of each member is a valued resource. We are committed to being efficient and productive in our use of time.

We believe that time is a critical component of our success, good use of time keeps us focused with no needless digression and that time is a non-renewable resource so we must use it wisely.

Therefore, we commit to:

- 1. Start on time and end on time.**
- 2. Assure that purposes for our meetings and interactions are clear with a timeframe in mind**
- 3. Structure our meetings effectively to ensure that we stay on track**

Listening

Each participant brings a unique background, set of experiences, expertise and perspective. Our effectiveness as team members depends on our ability to access and leverage our diversity.

Therefore, we will actively solicit others' ideas/perspectives and listen to each other with the intent of understanding and learning.

Accomplishment and Optimism

It is easy to get caught in the trap of problems, breakdowns and what is not working. This trap has the power to make us feel overburdened and discouraged.

Therefore, agree to interrupt the negativity by periodically:

- **Acknowledging and identifying barriers without fixating on them.**
- **Noting what is working**
- **Speaking what we have accomplished**
- **Acknowledging the contributions and accomplishments of others.**

Responsibility for Self

It is easy to allow past stories, interpretations and relationships to interfere with our present effectiveness.

Therefore, we agree to:

- **Check our alliances, disagreements, unhelpful stories at the door**
- **Assume a positive predisposition towards one another**
- **Be open to discussing how things are going with each other within the meeting**
- **Commit to our own participation**

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 (Educational goals and expectations)

118.30 (Pupil assessment)

120.13 (School board powers)

121.02(1)(k) & (L) (Sequential curriculum plan and instruction)

Wisconsin Administrative Code

PI 8.01(2)(k) & (l) Rules implementing school district standards

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

6310, Elementary School Curriculum

6610, Selection of Instructional Materials

6620, Library Resources

Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994

October 13, 1998

January 29, 2002

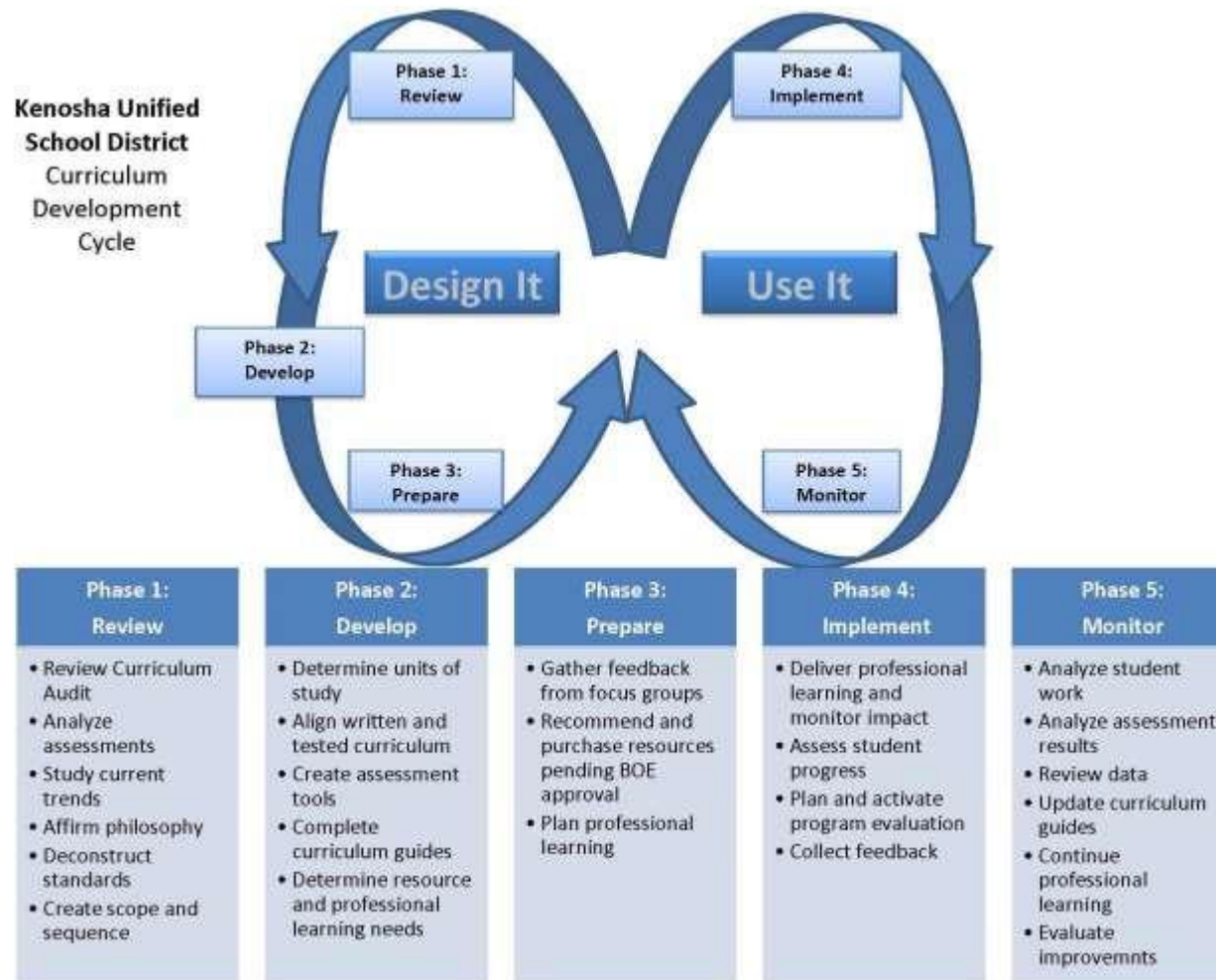
December 20, 2011

June 25, 2013

December 15, 2015

August 27, 2019

RULE 6300
 CURRICULUM DEVELOPMENT AND IMPROVEMENT



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?
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 • 6-8 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-5 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 • 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) • 6-8 art • 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 • 6-11 science 	<ul style="list-style-type: none"> • K-5 science • 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-5 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 • 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-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 world languages

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

Kenosha Unified School District Personnel Committee Meeting

February 9, 2021 | 7:00 P.M. | ESC Boardroom & Virtual

		Members: Tom Duncan, Chair/School Board Member Yolanda Adams, School Board Member Rebecca Stevens, School Board Member Dale Nixon, Community Member Michelle Tucker, Community Member Lucas Steplyk, Student Member Summer Zilisch, Student Member Kristine Coshun, Staff Member Martica Davis, Staff Member Please read: Agenda Packet Please bring: N/A
Meeting called by	Tom Duncan	
Type of meeting	Personnel	
Facilitator	Tom Duncan	
Note taker	Stacy Busby	
Timekeeper	Stacy Busby	

Agenda Items

Topic and Presenter		Outcome	Time allotted
1.	Welcome/Review of Operating Principles – Duncan (see pages 1-2)	Sharing	5 Minutes
2.	Commitment to Equity Community Update – Savaglio-Jarvis/Equity Team (see pages 3-22)	Sharing	35 Minutes
3.	Evaluation of Operating Principles - Duncan <ul style="list-style-type: none">Fist to FiveWere we successful in achieving the stated outcomes for the meeting?	Evaluating	5 Minutes

Other Information

Observers:

Resources:

Special notes:

Next Meeting: April 13, 2021

**Our Mission:**

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

Our Vision:

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

Operating Principles

Straight Talk

We believe that we will not get as much out of our joint experience if we don't use straight talk. We also believe that trust is a key element in straight talk.

Therefore, we will be open and honest with each other and use straight talk to increase clarity and focus.

Use of Our Time

The time of each member is a valued resource. We are committed to being efficient and productive in our use of time.

We believe that time is a critical component of our success, good use of time keeps us focused with no needless digression and that time is a non-renewable resource so we must use it wisely.

Therefore, we commit to:

- 1. Start on time and end on time.**
- 2. Assure that purposes for our meetings and interactions are clear with a timeframe in mind**
- 3. Structure our meetings effectively to ensure that we stay on track**

Listening

Each participant brings a unique background, set of experiences, expertise and perspective. Our effectiveness as team members depends on our ability to access and leverage our diversity.

Therefore, we will actively solicit others' ideas/perspectives and listen to each other with the intent of understanding and learning.

Accomplishment and Optimism

It is easy to get caught in the trap of problems, breakdowns and what is not working. This trap has the power to make us feel overburdened and discouraged.

Therefore, agree to interrupt the negativity by periodically:

- **Acknowledging and identifying barriers without fixating on them.**
- **Noting what is working**
- **Speaking what we have accomplished**
- **Acknowledging the contributions and accomplishments of others.**

Responsibility for Self

It is easy to allow past stories, interpretations and relationships to interfere with our present effectiveness.

Therefore, we agree to:

- **Check our alliances, disagreements, unhelpful stories at the door**
- **Assume a positive predisposition towards one another**
- **Be open to discussing how things are going with each other within the meeting**
- **Commit to our own participation**



KENOSHA UNIFIED SCHOOL DISTRICT

Commitment to Equity Community Update

February 2021

Our Work

Our Mission

We empower the KUSD Community to recognize the unique gifts and talents of every student and ensure that, regardless of identity, they receive the support they need, when they need it, so they may thrive in school, career and our community.

Our Vision

We envision a system where every school & department ensures that every student and employee, regardless of family background, race, nationality, ability, religion, language spoken at home, sexual orientation, or gender identification have access to opportunities that recognize and develop their unique gifts and talents and provide them with the support they need, at the time they need it.





Partnerships



Midwest & Plains Equity Assistance Center

- ❖ **Goal 1:** pre-planning and logistic discussions of partnership activities by developing a Technical Assistance Scope and Sequence (TASS).
- ❖ **Goal 2:** advance the capacity of staff(s) designated to coordinate or oversee district-wide equity-focused initiatives, to develop district and building level leaders' ability to center, lead, and facilitate equity-focused initiatives.
- ❖ **Goal 3:** provide assistance in advancing selected staff's depth in their understanding of essential equity constructs to increase their capacity to dislodge oppressive deficit ideologies, policies, and practices, and promote asset-based and emancipatory educational practices.
- ❖ **Goal 4:** provide assistance in increasing the capacity of select staff in the analysis and strategic planning of the agency's equity efforts, and leveraging assets to facilitate and sustain equity efforts via the provision of virtual consulting



Partnerships

4 AM Consulting LLC - Dr. Moutry

- ❖ Technical assistance support consist of (but not limited to) coaching sessions, facilitation services, planning sessions...in order to implement and sustain equitable practices for KUSD 2020-2021 school year.





Leadership Development

District Administrators Participation in the Wisconsin Urban Leadership Institute

- ❖ Each Cohort participates in equity work, (ie. self identity, implicit bias, micro-aggression, etc.)
- ❖ Members of each Cohort creates a capstone project and action plan for their building

Cohort 1	Cohort 2	Cohort 3
Yolanda Jackson-Lewis Maria Kotz Michelle Santelli	Trent Barnhart Kim Fischer Jennifer Knight Michael Makowka Barb Villont	Jaki Grajera Bill Haithcock Joel Kaufmann Camille Schroeder Duane Sturino





Leadership Development

Monthly Administrator Meetings

- ❖ Increased opportunities for personal reflection around race, build knowledge of historical and institutional racism, and enhance leadership skills around equity at the building/ district level.
 - Overview of 7 Commitments
 - Ensuring Equity through Educator Effectiveness
 - Unpacking “Culture of Excellence”
 - Engaging in Equity Focused Discussions using Equity Decision and Policy Tool





Professional Learning

Racial Equity Institute

- ❖ Over 100 leaders completed Phase 1 training in August 2020
- ❖ Eight additional Phase 1 sessions are scheduled for summer 2021 for teacher leaders and new administrators
 - 30 people per session
 - July & August

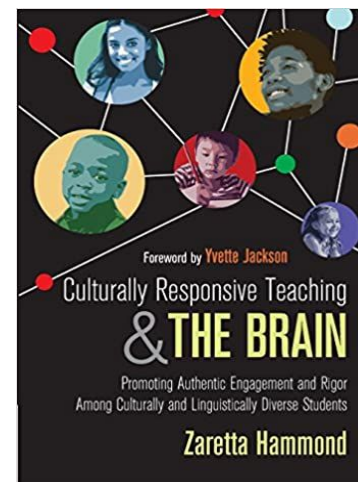
REI
racialequityinstitute, llc



Equity Work in the Building

Culturally Responsive Teaching and the Brain Book Learning Experiences

- ❖ A virtual learning experience around the text *Culturally Responsive Teaching & the Brain* by Zaretta Hammond offered by Teaching and Learning Department. During this district-wide learning experience, educators examine learning through an equity lens. The goal is to create an equity focused community that deepens educators understanding of equity and its impact on the learning environments in KUSD.



“Having the historical background was really key. Having the science behind the brain, the history, the introspection, conversations with colleagues, and the challenge as well as the tools to help students enter the productive struggle of learning -- AND in doing so, gaining efficacy -- it was really a great book study!” - Summer 2020 Participant



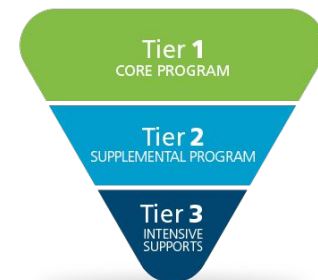
Equity Work in the Building

Multi-Levelled Systems of Support (MLSS) - Focus on Equity

is a systematic process that helps ensure all students receive the time and support needed to learn at high levels

Two Fundamental Assumptions of Collective Responsibility

1. All students can learn at high levels
2. As educators, we accept responsibility to ensure high levels of learning for every child





Equity Work in the Building

Empowering building leaders to uphold the 7 Commitment within their work.

Equity is not the work of just one team at each school, however it is the lens that should be used in each team's work. Team leaders will ensure that their work upholds the 7 KUSD Equity Commitments.





Diversity Recruitment & Retention Committee

The Diversity Recruitment Committee is comprised of over 75 KUSD and community members working together toward the common goal of increasing diversity recruitment and retention within the district. Recently the committee has branched into 7 subcommittees. These subcommittees are planning action steps to move the work forward.

- ❖ **Recruitment Branding**
- ❖ **Community Outreach**
- ❖ **University Outreach**
- ❖ **Targeted Recruitment Efforts**
- ❖ **Future Educators**
- ❖ **Ambassador/Resource Groups**
- ❖ **Professional Development**





Effective, Engaged, & Diverse Workforce

Recruit, retain, and develop a highly effective and diverse staff that ensures the success of every student

- ❖ Establish baseline and increase % of qualified Black/ Latinx applicants for open teaching and administrative positions
- ❖ Increase % of qualified Black/ Latinx individuals hired for teaching and administrative positions
- ❖ Improve employees' perception of workplace from 3.50 out of 5 to __ on Employee Engagement Survey
- ❖ Establish baseline and reduce annual resignations when occurring for similar job elsewhere
- ❖ Achieve progress on our student achievement goal





Diversity Recruitment & Retention Committee

- ❖ Participation in Diversity in Education Job fair
- ❖ Participation in Virtual Fairs at HBCUs
- ❖ Advertising job openings on multiple websites including Handshake (university recruitment site) that has reach beyond Kenosha; National Alliance of Black School Educators site; Indeed.com
- ❖ Providing career pathways - targeted efforts to hire Substitute teachers who are obtaining highly qualified status (certification)
- ❖ Add additional information on Employment page regarding district focus of Diversity, Equity and Inclusion



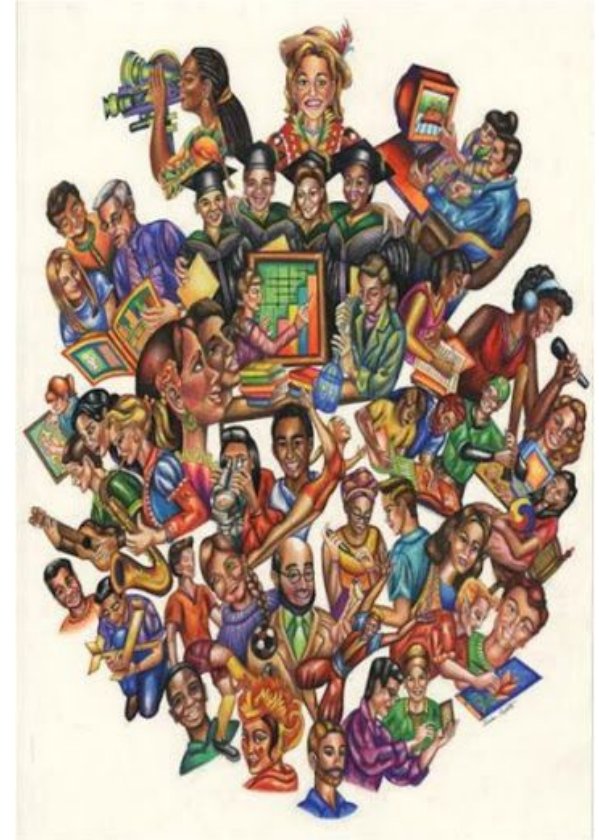
Ethnic Studies is

- ❖ An interdisciplinary study of race and ethnicity as seen through the perspectives of major underrepresented racial groups in the United States.
- ❖ A means to address the racial and ethnic concerns of our society through critical thinking and analysis while providing representation to students who do not feel seen in other parts of our curriculum.
- ❖ A mechanism for producing culturally competent, global citizens where we can help students see things through multiple perspectives while developing empathy and compassion for others.



KUSD Benefits of Ethnic Studies

- ❖ According to a study by Stanford Graduate School of Education, ninth grade students who enrolled in Ethnic Studies experienced a boost in attendance, academic performance, and number of credits earned.
- ❖ As a recognized urban district, we should be providing opportunities for all our students to be seen and represented in our curriculum.
- ❖ If we agree that academic gaps are created by opportunity gaps, then this definitely addresses the latter and has proven elsewhere to address the former.
- ❖ Attract a more diverse teaching staff which will have a profound impact on the system as a whole.





Ethnic Studies Update

Ethnic Studies was...	Ethnic Studies is now...
Optional elective course for 11th and 12th grade students	Optional elective, includes an honors option, with a focus on 9th grade students. Also an elective option for 10th-12th grade students.
Course syllabus was universal	Course syllabus differentiated for 9th grade sections and upperclassmen sections
*Professional learning will be provided for all Ethnic Studies teachers beginning in the 4th quarter and continuing through the summer. This will include two book studies: <i>Culturally Responsive Teaching & the Brain</i> by Zaretta Hammond and <i>The African American and LatinX History of the United States</i> by Paul Ortiz.	



District Policy Work

The following policies were approved on 11/17/20:

- ❖ [Policy 4111 - Employee Anti-Harassment](#)
- ❖ [Policy 5111- Bullying](#)
- ❖ [Policy 5110.1 - Student Equal Opportunity, Non-Discrimination and Anti-Harassment](#)
- ❖ [Policy 5110.2 - Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes](#)



KUSD Grow Your Own Program

Through a partnership with Carthage College and UW-Parkside, "Educators Rising" courses will now be offered to 11th and 12th grade students via our very own Grow Your Own program. This program allows students interested in becoming an educator to start earning credits towards a teaching degree while simultaneously earning high school credit.





KUSD Grow Your Own Program – Next Steps

- ❖ AAYI Building Leads and community partners will be educated on the courses and asked to encourage enrollment
- ❖ Carthage tuition paid by grant
- ❖ UW-Parkside tuition waived by Parkside
- ❖ Approximately 27% of students of color enrolled
 - Goal - Grow Your Own classes reflect KUSD demographics

.הדות
 Mh'gōi
 arigatō
 danke
 nandri
 takk
 grazie
 hvala
 gracias
 dziękuję
 děkuji
 kiitos
 Xièxiè
 спасибо
 a dank
 ευχαριστώ
 mahalo
 tānan
 dank u
 gràcies
 tack
 Thank you
 Հնորիակալություն
 tak
 obriigado
 ačiū
 shukran
 teşekkür ederim
 dhanyavād
 faleminderit
 dankie
 grazzi
 multumesc
 terima kasih
 благодаря
 köszönöm
 paldies
 ngiyabonga
 choukrane
 Dakujem
 Баярлалаа
 diolch
 blagodaram
 merci
 Дякую

Kenosha Unified School District

Audit/Budget/Finance Committee Meeting

February 9, 2021 / 8:00 P.M. | ESC Boardroom & Virtual

		Members: Yolanda Adams, Chair/School Bd. Member Todd Battle, School Board Member Tony Garcia, School Board Member Elizabeth Baker, Community Member Stanley Washington, Community Member Rachel Wickersheim, Community Member Peter Wilson, Community Member Dayanara Espinoza Student Member Quentin Smith, Student Member Anthony Jordan, Staff Member Eric Santos, Staff Member Please read: Agenda Packet Please bring: N/A
Meeting called by	Yolanda Adams	
Type of meeting	Audit/Budget/Finance	
Facilitator	Yolanda Adams	
Note taker	Stacy Busby	
Timekeeper	Stacy Busby	

Agenda Items

Topic and Presenter		Outcome	Time allotted
1.	Welcome/Review of Operating Principles – Adams (see pages 1-2)	Sharing	5 Minutes
2.	Fund 80 Programming Follow Up - Hamdan (see pages 3-34)	Sharing/Discussion	35 Minutes
3.	Evaluation of Operating Principles - Adams <ul style="list-style-type: none">Fist to FiveWere we successful in achieving the stated outcomes for the meeting?	Evaluating	5 Minutes

Other Information

Observers:

Resources:

Special notes:

Next Meeting: April 13, 2021

**Our Mission:**

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

Our Vision:

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

Operating Principles

Straight Talk

We believe that we will not get as much out of our joint experience if we don't use straight talk. We also believe that trust is a key element in straight talk.

Therefore, we will be open and honest with each other and use straight talk to increase clarity and focus.

Use of Our Time

The time of each member is a valued resource. We are committed to being efficient and productive in our use of time.

We believe that time is a critical component of our success, good use of time keeps us focused with no needless digression and that time is a non-renewable resource so we must use it wisely.

Therefore, we commit to:

- 1. Start on time and end on time.**
- 2. Assure that purposes for our meetings and interactions are clear with a timeframe in mind**
- 3. Structure our meetings effectively to ensure that we stay on track**

Listening

Each participant brings a unique background, set of experiences, expertise and perspective. Our effectiveness as team members depends on our ability to access and leverage our diversity.

Therefore, we will actively solicit others' ideas/perspectives and listen to each other with the intent of understanding and learning.

Accomplishment and Optimism

It is easy to get caught in the trap of problems, breakdowns and what is not working. This trap has the power to make us feel overburdened and discouraged.

Therefore, agree to interrupt the negativity by periodically:

- **Acknowledging and identifying barriers without fixating on them.**
- **Noting what is working**
- **Speaking what we have accomplished**
- **Acknowledging the contributions and accomplishments of others.**

Responsibility for Self

It is easy to allow past stories, interpretations and relationships to interfere with our present effectiveness.

Therefore, we agree to:

- **Check our alliances, disagreements, unhelpful stories at the door**
- **Assume a positive predisposition towards one another**
- **Be open to discussing how things are going with each other within the meeting**
- **Commit to our own participation**

Kenosha Unified School District
Kenosha, Wisconsin

February 9, 2021
Audit/Budget/Finance Committee

Fund 80 Programming Follow Up

At the October 13, 2020 Audit/Budget/Finance Committee meeting, the administration presented an overview and historical analysis of the Community Services Fund programs offered by the Kenosha Unified School District.

In response to a request by the committee chair, the administration has reached out to the internal and external managers of each respective area and is now presenting the specifically requested financial and program reports for fiscal year activities thru December 31, 2020 for the following:

- Kenosha Senior Center
 - Budget Report (Attachment A)
 - Program Report (Attachment B)
 - Membership Report (Attachment C)
- Boys & Girls Club Gang Prevention
 - Budget Report (Attachment D)
 - Mid-Year Program Report (Attachment E)
 - Mid-Year Services Report (Attachment F)
- Building Our Future
 - Budget Report (Attachment G)
 - Executive Committee Update Presentation (Attachment H)
- Community and School Relations Programs
 - Budget and Participation Report (Attachment I)

This report is being provided to the Audit/Budget/Finance committee at the request of the committee chair as a follow up informational item.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Current Date: 01/29/2021

Current Time: 15:26:02

Ledger: GL

Level: OB

Kenosha Unified School District No. 1

Budget Worksheet - Expenses

As of: 12/31/2020

Page: 1

Report: BUDWORK_TH

Fiscal Year: 2021

Fiscal Period: 06

Key	Object	Key Desc	Object Desc	Budget	Encumbered	Year to Date	Expended Balance	Proposed Budget
	Mgmt. Location:	880	Recreation Department					
	Fund:	81	Recreation Services Program					
	Project:	000	Local Funding					
880-3400-017 / 2117	Senior Citizens	/ Perm FT secretary/clerical		104,712.00	0.00	29,235.20	75,476.80	
880-3400-017 / 2129	Senior Citizens	/ Perm PT ed assistants		20,000.00	0.00	8,171.08	11,828.92	
880-3400-017 / 2149	Senior Citizens	/ Temp PT ed assistants		2,000.00	0.00	0.00	2,000.00	
880-3400-017 / 2190	Senior Citizens	/ Longevity pay		100.00	0.00	0.00	100.00	
***** TOTAL Salaries				126,812.00	0.00	37,406.28	89,405.72	
880-3400-017 / 2214	Senior Citizens	/ WRS Contribution-NonCert ER		7,068.06	0.00	2,442.88	4,625.18	
880-3400-017 / 2218	Senior Citizens	/ Contr to OPEB Trust		4,712.04	0.00	1,315.58	3,396.46	
880-3400-017 / 2222	Senior Citizens	/ Fica/medicare		8,010.47	0.00	2,626.76	5,383.71	
880-3400-017 / 2230	Senior Citizens	/ Life insurance		456.72	0.00	159.84	296.88	
880-3400-017 / 2241	Senior Citizens	/ Health insurance		28,422.57	0.00	3,505.20	24,917.37	
880-3400-017 / 2243	Senior Citizens	/ Dental insurance		1,905.66	0.00	212.56	1,693.10	
880-3400-017 / 2249	Senior Citizens	/ HSA District Contribution		2,250.00	0.00	375.00	1,875.00	
880-3400-017 / 2251	Senior Citizens	/ Long term disab insurance		194.76	0.00	54.28	140.48	
880-3400-017 / 2253	Senior Citizens	/ Worker's compensation		1,047.12	0.00	373.90	673.22	
***** TOTAL Benefits				54,067.40	0.00	11,066.00	43,001.40	
880-3400-017 / 2329	Senior Citizens	/ Cleaning services		572.87	0.00	0.00	572.87	
880-3400-017 / 2331	Senior Citizens	/ Gas for heat		6,000.00	0.00	426.52	5,573.48	
880-3400-017 / 2336	Senior Citizens	/ Electricity		8,400.00	0.00	0.00	8,400.00	
880-3400-017 / 2337	Senior Citizens	/ Water services		600.00	0.00	0.00	600.00	
880-3400-017 / 2342	Senior Citizens	/ Employee Travel Exp		0.00	0.00	0.00	0.00	
880-3400-017 / 2354	Senior Citizens	/ Printing & Copying Costs		200.00	0.00	0.00	200.00	
880-3400-017 / 2355	Senior Citizens	/ Telephone		500.00	0.00	0.00	500.00	
880-3400-017 / 2356	Senior Citizens	/ Educational Television		0.00	0.00	100.80	-100.80	
***** TOTAL Purchased Services				16,272.87	0.00	527.32	15,745.55	
880-3400-017 / 2411	Senior Citizens	/ General supplies		7,627.38	0.00	184.61	7,442.77	
880-3400-017 / 2415	Senior Citizens	/ Food supplies		0.00	0.00	0.00	0.00	
***** TOTAL Supplies				7,627.38	0.00	184.61	7,442.77	
***** TOTAL Local Funding				204,779.65	0.00	49,184.21	155,595.44	
***** TOTAL Recreation Services Program				204,779.65	0.00	49,184.21	155,595.44	
**** TOTAL Recreation Department				204,779.65	0.00	49,184.21	155,595.44	

Kenosha Senior Center Program Report (July 1, 2020 - December 31, 2020)							
Activity	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Total Participants
Board Meeting	14	13	14	12	0	12	65
Drop In	0	3	26	30	4	28	91
Monthly Event (Drive Thru, Gift Bag Pick Up, etc)	65	72	76	79	88	72	452
Walkers	96	96	96	18	0	0	306
Woodcarving	0	22	19	24	24	15	104
Woodturning	0	5	15	18	33	22	93
Zoom BINGO	29	27	24	31	32	45	188
Zoom Exercise (M,W,F at 9am)	0	91	108	96	108	72	475
Zoom Strength Training(T, Th at 9am)	0	0	0	0	0		0
Zoom Yoga (Mon at 1pm and Wed at 9am)	0	135	111	124	243	162	775
							0
							0
TOTALS	204	464	489	432	532	428	2,549

Memberships 7/1/2020 - 12/31/2020

Row Labels	Count of Ethnicity
African American	17
Asian	4
Caucasian	832
Hispanic	15
Other	9
(blank)	
Grand Total	877

01/29/2021 16:41

Kenosha Unified School District No. 1
Purchase Order Summary with Payment History
 Entered between 03/01/2020 and 08/12/2021

Report:

Page: 1

 po_status04_rpt
 bplus

PO #	PR #	Requested by	PO Date	Status	Check Date	Check #	PO Amt	Invoiced	Balance
BOYS AND GIRLS CLUB OF KENOSHA INCORPORATED (V00192)									
B010855	R202586	Kathy Nelson	10/27/2020	Ship to: V00192	<i>Partially Paid</i>				
						803-2329-083-2311	60,000.00		
						803-2329-083	60,000.00		
						B010855	60,000.00		
			11/05/2020	00597578	092620	GANG		2,492.88	
			11/23/2020	00597958	102420	GANG		6,158.61	
			01/07/2021	00598772	120520	GANG		8,613.96	
			01/14/2021	00598956	120620	GANG		6,178.73	
							60,000.00	23,444.18	36,555.82
							60,000.00	23,444.18	36,555.82

BOYS & GIRLS CLUB / K.U.S.D.

GANG PREVENTION INITIATIVE

Mid-Year Report 2020-2021

I. BGC has monitored, supervised and mentored on a case managed load, 33 youth in gang prevention programs in the first half of the school year; which means we are on track to meet our goal of 50 total youth throughout the school year.

Currently due to Covid-19, the Boys and Girls Club of Kenosha (BGCK) gang prevention staff are facilitating groups via zoom and at BGC targeting all grades at Bullen Middle School for at-risk young men (3) & young ladies (7), Indian Trails (3), Bradford High (12) and a mentor/mentee program for the young ladies (7). There is also a presence at Hillcrest School (2), Harborside (1), Reuther High School (4), Tremper High School (1) and Indian Trails (2) mentoring. These groups focus on anger management, team building, job skill development, gang resistance and social/delinquency issues. All of the students in the groups were referred by a counselor, principal or family because of behavior, lack of involvement, delinquency or attendance issues. BGCK staff conducts weekly gang prevention programming to Boys and Girls Club members, all of which are KUSD students. During weekly programming at the Boys and Girls Club of Kenosha, staff utilizes the Street SMART and SMART Girls curriculum. This curriculum is not only evidence based, but shown to be effective by Boys and Girls Club of America for delinquency prevention.

In the second half of the school year, groups will be established at Washington and Lincoln Middle School.

II. In the past, BGCK has organized and supervised incentive based activities such as week-long field trip to Washington DC, Spring Break College Tours, various field trips, high school sporting events, we hope to continue to be able to offer these incentives per COVID-19 guidelines. BGCK hosted a holiday party at Christmas for members. Some changes were implemented due to Covid-19.

- a. BGCK Teen Center also partnered with local coaches aimed at middle/high school aged youth that may not be able to play for a school team for various youth. Fundamental skills were demonstrated with the students until the program had to cease.
- b. There will be youth in the gang prevention programs participating in the summer youth employment program in 2021. The structure has been restructured to meet guidelines.
- c. BGCK will be offering full scholarships to some youth who participate in football, soccer and basketball. These programs build teamwork, promote confidence and provide mentoring to youth participating. Students have been offered to complete individual sports such as walking, golf, and track until contact sports resume.

III. BGC staff has maintained frequent contact with the families of program participants through home visits, weekly phone calls and activities. Parents have met individually with BGC staff at their homes and the Boys and Girls Club to get information about upcoming events that are happening in the community. The parents are also given skills and resources to handle the challenges they may face with their teens. We have provided referrals for additional resources within the community to families. With the current tensions in the communities, parents and students have been given information concerning counseling referrals as an addition to help assist the family.

IV. BGC staff works with the staff at individual schools daily. Gang prevention staff visit schools as requested to assist with gang involvement and delinquency issues. They help identify graffiti, identify issues happening outside the school by working closely with SRO police officers at the schools to further prevent gang activity in KUSD schools. BGC staff also participate in the Kenosha County Gang Task Force where many different agencies come together to discuss any gang activities in the schools and community.

Current Progress

2020-2021 Goal 85 percent of youth will not have a new offense while in the program

- BGCK will be able to report findings by collecting and checking data from the Juvenile Justice Office
 - 2020-2021 Mid-Year results - 95 percent of case managed youth did not have a new offense

2020-2021 Goal 85 percent of youth will participate in at least four non-gang related activities per month

- BGCK will monitor activities by taking attendance at each activity. Key activities included Street Smarts, Smart Moves, Passport to Manhood and Career Launch
 - 2020-2021 Mid-Year results - 90 percent participated in at least four (4) non-gang related program activities per month based on the attendance taken at activities

2020-2021 Goal 70 percent of parents/families will increase involvement in youth care

- BGCK will monitor activities by taking attendance at each activity. Examples of activities include family resource fairs, zoom meeting and parenting groups.
 - 2020-2021 Mid-Year results – 70 percent of participant’s families have participated in home visits, meetings via zoom or meetings at BGCK.
- This is a goal we struggle with but is an area BGCK is committed to trying to improve. BGCK is working to increase participation from families by increasing home visits and overall contact with parents. In addition, staff has scheduled visits with parents when they are participating in community or school activities; which has slightly increased parental involvement. This year BGC has also had a staff change and working diligently to build the parent relationships.
- Due to Covid-19, parent meetings have been via Zoom or meeting at BGC.

2020-2021 Goal 80 percent of youth will maintain or reduce their gang risk assessment score from program intake to program completion

- Participants are assessed prior to intake using gang risk assessment. Assessment ranges from 1-20 with participants scoring eight (8) or above admitted into the program
- Progress is measured by reassessment upon program completion. Maintaining the score is considered little progress, reducing the score by 1-2 points is considered progress, reducing the score by 3 or more is considered advanced progress.
 - 2020-2021 Mid-Year Result – There is nothing to report on this goal until youth have completed the program. We will provide these results in our end of the year report.

2020-2021 Goal - 75 percent of youth who participate in the program for at least three months will improve school attendance

- BGCK measures progress by working with KUSD
 - 2020-2021 Mid-Year Result – There is nothing to report on this goal until the year-end report cards are released.
We will provide these results in our end of the year report.
- BGCK staff will work on strengthening the attendance percentage as academic performance increases by getting youth to school

2020-2021 Goal – 75 percent of youth will improve their academic performance overall

- BGCK measures Progress by working with KUSD to collect grades, progress reports and report cards. BGCK would like to continue to improve this metric by utilizing a more detailed progress scale. Maintaining GPA will be considered little progress, improving GPA by .2 will be considered improving. Improving grades by .3 or more will be considered advanced progress
 - 2020-2021 Mid-Year result – There is nothing to report on this goal until the year-end report cards are released.
We will provide these results in our end of the year report.

In the 2020-2021 school year we are running school-based groups weekly, in addition to the groups held at the Teen Center. The groups facilitated in KUSD are typically held during lunch or CORE class period to decrease the amount of time taken away from academics. These groups are held via zoom due to Covid-19. Youth are hand selected by staff that exhibit certain risk factors that put them at increased risk for gang involvement; such as, but not limited to: disruptive classroom behavior, family member known gang member, lack of extracurricular activities, fighting with classmates and etc. Students have also been selected due to lack of attendance via virtual learning. Each group contains no more than 10 students and are typically separated by gender; which allows for freer conversation between the students and staff member.

Based on feedback given, from KUSD staff and members in the group, appropriate Street SMART lessons are presented. The purpose of the lesson is to provide youth with soft skills and coping mechanisms for handling conflict, resist gang involvement and better cope with stressful situations. The Street SMART programs are also facilitated at the Boys & Girls Club weekly throughout the school year in our Teen Center in addition to the school zoom groups. The youth remain in their groups approximately 3-6 months working on anger management, team building, job skill development, gang resistance and social and delinquency issues.

Program Start Date	Gender	Race/ Ethnicity	DOB	Age at Start	Age Range	Age	Legal Status at Start	Pre-Gang Risk Score	School	Referral Source	Program Status	Curriculum
6/1/2019	Male	Black/ African American	9/9/2004	14.7	14-18 years	14	No Past Legal Contact	11	Washington Middle	Parent/Family	Prevention	Street SMART
12/02/2019	Male	Black/ African American	01/03/2005	14.9	14-18 years	14	Past Legal Contact	19	Bradford High	School	Prevention	Street SMART
11/22/2019	Male	Black/ African American	05/08/2003	16.6	14-18 years	16	Past Legal Contact	16	Bradford High	School	Prevention	Street SMART
6/1/2020	Female	Black/ African American	5/12/2006	14.1	14-18 years	14	No Past Legal Contact	13	Bradford High	School	Prevention	Street SMART
6/1/2019	Female	Black/ African American	1/3/2005	14.4	14-18 years	14	No Past Legal Contact	12	Bradford High	School	Prevention	Street SMART
12/2/2019	Female	Black/ African American	12/7/2007	12.0	11-13 years	11	No Past Legal Contact	15	Bullen Middle	School	Prevention	Street SMART
09/04/2019	Male	Black/ African American	09/19/2003	16.0	14-18 years	15	No Past Legal Contact	12	Bradford High	School	Prevention	Street SMART
09/04/2019	Male	Black/ African American	02/09/2004	15.6	14-18 years	15	No Past Legal Contact	11	Bradford High	School	Prevention	Street SMART
01/02/2020	Female	Black/ African American	12/02/2003	16.1	14-18 years	16	No Past Legal Contact	14	Hillcrest	Parent/Family	Prevention	Street SMART
01/02/2020	Female	Black/ African American	04/30/2004	15.7	14-18 years	15	Past Legal Contact	14	Reuther High	Parent/Family	Prevention	Street SMART
01/06/2020	Female	Black/ African American	12/14/2004	15.1	14-18 years	15	No Past Legal Contact	16	Indian Trail Academy	School	Prevention	Street SMART
01/02/2020	Female	Black/ African American	08/06/2007	12.4	11-13 years	12	No Past Legal Contact	16	Lincoln Middle	School	Prevention	Street SMART
01/02/2020	Female	Black/ African American	07/18/2004	15.5	14-18 years	15	Past Legal Contact	15	Tremper High	School	Prevention	Street SMART
12/02/2019	Female	Hispanic/ Latino	03/18/2008	11.7	11-13 years	11	No Past Legal Contact	8	Bullen Middle	School	Prevention	Street SMART
7/1/2019	Male	Hispanic/ Latino	7/19/2004	15.0	14-18 years	14	No Past Legal Contact	9	Bradford High	School	Prevention	Street SMART
7/1/2019	Male	Hispanic/ Latino	5/30/2004	15.1	14-18 years	15	No Past Legal Contact	11	Bradford High	School	Prevention	Street SMART
7/1/2019	Male	Hispanic/ Latino	6/8/2004	15.1	14-18 years	15	No Past Legal Contact	11	Bradford High	School	Prevention	Street SMART
01/02/2020	Male	Hispanic/ Latino	04/24/2004	15.7	14-18 years	15	No Past Legal Contact	15	Lincoln Middle	School	Prevention	Street SMART
01/02/2020	Male	Hispanic/ Latino	06/23/2006	13.5	11-13 years	13	No Past Legal Contact	15	Lincoln Middle	School	Prevention	Street SMART
01/02/2020	Male	Hispanic/ Latino	01/08/2004	16.0	14-18 years	15	No Past Legal Contact	13	Lincoln Middle	School	Prevention	Street SMART
6/1/2019	Female	Multiracial	6/25/2004	14.9	14-18 years	14	No Past Legal Contact	10	Bullen Middle	Parent/Family	Prevention	Street SMART
7/1/2020	Female	Multiracial	3/21/2006	14.3	14-18 years	14	No Past Legal Contact	12	Reuther High	School	Prevention	Street SMART
12/2/2019	Male	Black/ African American	2/14/2006	13.8	11-13 years	14.0	No Past Legal Contact	13	Bradford High	School	Prevention	Street SMART
7/1/2020	Female	Black/ African American	9/23/2005	14.8	14-18 years	15.0	No Past Legal Contact	15	Bradford High	School	Prevention	Street SMART
6/1/2020	Male	Black/ African American	7/19/2006	13.9	11-13 years	13	No Past Legal Contact	13	Bradford High	School	Prevention	Street SMART
11/01/2020	Male	Black/ African American	04/23/2008	12.5	11-13 years	12	No Past Legal Contact	18	Bullen Middle	School	Prevention	Street SMART
11/01/2020	Male	Black/ African American	04/23/2008	12.5	11-13 years	12	No Past Legal Contact	20	Bullen Middle	School	Prevention	Street SMART
11/1/2020	Male	Black/ African American	10/9/2007	13.1	11-13 years	13	No Past Legal Contact	16	Bullen Middle	School	Prevention	Street SMART
11/01/2020	Female	Black/ African American	04/08/2008	12.6	11-13 years	12	No Past Legal Contact	14	Bullen Middle	School	Prevention	Street SMART
11/01/2020	Female	Black/ African American	02/14/2008	12.7	11-13 years	12	No Past Legal Contact	11	Bullen Middle	School	Prevention	Street SMART
11/1/2020	Female	Black/ African American	4/7/2007	13.6	11-13 years	13	No Past Legal Contact	12	Bullen Middle	School	Prevention	Street SMART
11/1/2020	Female	Black/ African American	2/10/2008	12.7	11-13 years	12	No Past Legal Contact	8	Bullen Middle	School	Prevention	Street SMART
11/1/2020	Female	Black/ African American	4/16/2008	12.6	11-13 years	12	No Past Legal Contact	16	Bullen Middle	School	Prevention	Street SMART

01/29/2021 16:39

Kenosha Unified School District No. 1

Purchase Order Summary with Payment History

Entered between 03/01/2020 and 08/12/2021

Report:

Page: 1

po_status04_rpt
bplus

PO #	PR #	Requested by	PO Date		Status	Check Date	Check #		PO Amt	Invoiced	Balance		
UNITED WAY OF KENOSHA COUNTY (V00317)													
P109197	R201872	Rachel H. Stevenson	09/23/2020	Ship to:L837	Fully Paid								
							837-2322-083-2311	50,000.00					
							837-2322-083	50,000.00					
							P109197	50,000.00					
								09/24/2020	00596483	2020 KUSD	50,000.00		
									50,000.00	50,000.00	0.00		
									50,000.00	50,000.00	0.00		

Leadership Table

January 28, 2021



Community unites. Students succeed.
Everyone prospers.

Building Our Future

Vision:

Everyone achieving personal potential from cradle to career.

Mission:

Together we will engage our community to provide an environment in which all contribute and excel.



Agenda

Welcome, Review Meeting Results & Check In	20 minutes
The Work - Cradle to Career	50 minutes
Announcement, Next Meetings & Check Out	20 minutes

Desired Results

- Hear updates on the work to identify ways leadership can be engaged
- Share announcements related to this work

Meeting Norms



Use video if possible.



Mute unless you're talking.



Stay engaged.



Be patient with each other.



CHECK IN

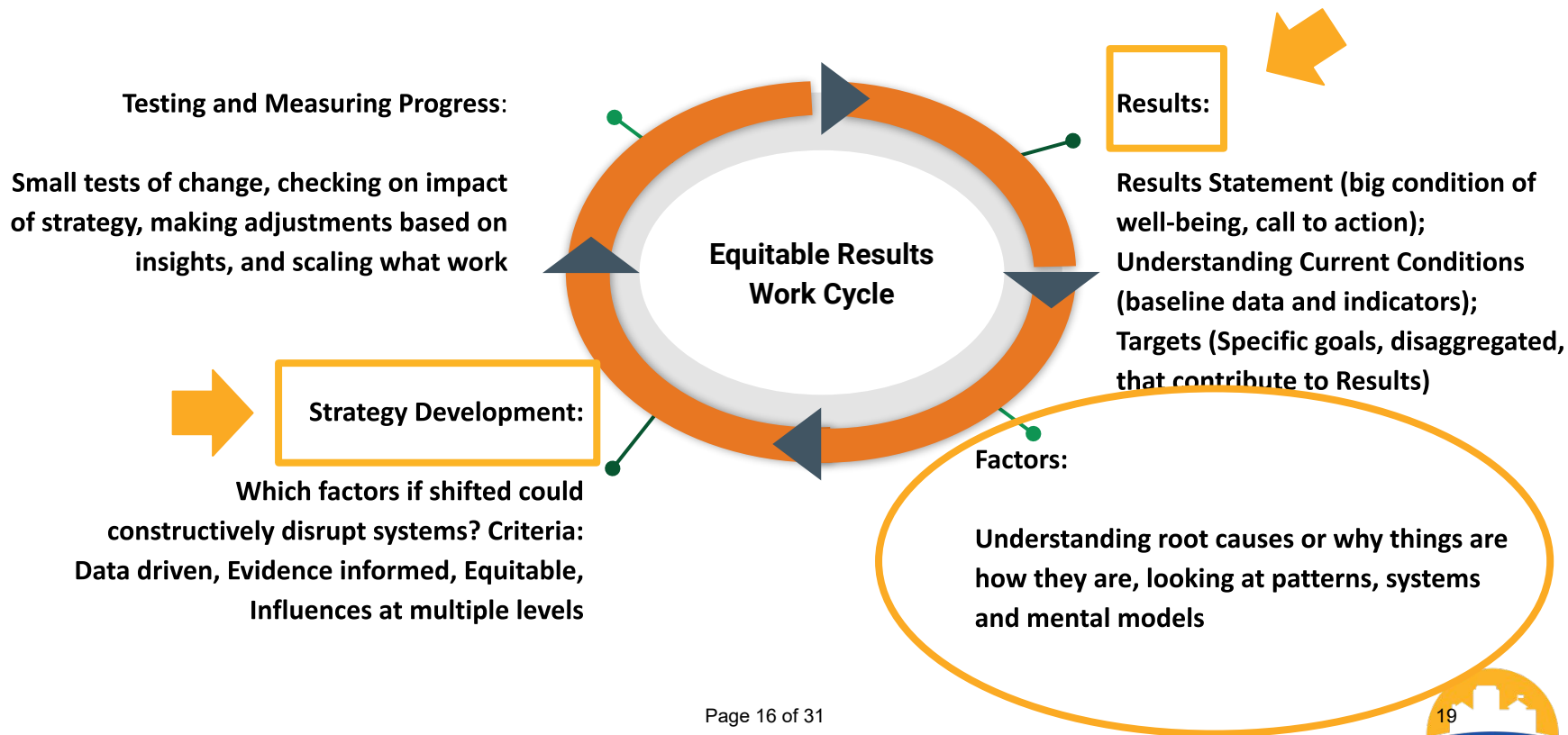
- How are you this morning? What's one thing you want to celebrate about our work together in 2020?

The Work - Cradle to Career

Racial Equity Institute trainings

- Groundwater Approach - half day session
 - To date trained 145 community partners
- Phase 1 Workshop - 2 days
 - To date trained 41 community partners
- Regional approach between Kenosha and Racine
 - To date trained 450 community partners
- BOF will continue to provide trainings on Racial Equity throughout 2021
 - Tentative dates:
 - Monday, July 19, 2021 & Tuesday, July 20, 2021
 - Monday, September 27, 2021 & Tuesday, September 28, 2021

Equitable Results Pathway - Process



The Work - Cradle to Career: Smart Beginnings

BOF Continuous Improvement Learning Cohort

- Launched a 6-session cohort with 2-5 person teams from KAC, Kenosha Public Library, and the United Way of Kenosha County
- Focused on using StriveTogether's Results Pathway to support partners in getting clearer on their results and their contributions to the overall Smart Beginnings result of "All children ready to learn on the first day of school"
- BOF is convening, facilitating, and coaching, with content/coaching support from StriveTogether

This program is creating space for us to really focus in on our data and what we're trying to achieve.

It's uncomfortable sharing data [outside our organization], but this is helping us put it out there and get feedback from others.

The program is helping to identify next action steps needed to attain overall goal. Sharing how all our programs overlap or could overlap was very impactful and helps to identify where collaboration can be done.

The Work - Cradle to Career: Smart Beginnings

Smart Beginnings / Early Learning Nation (ELN)

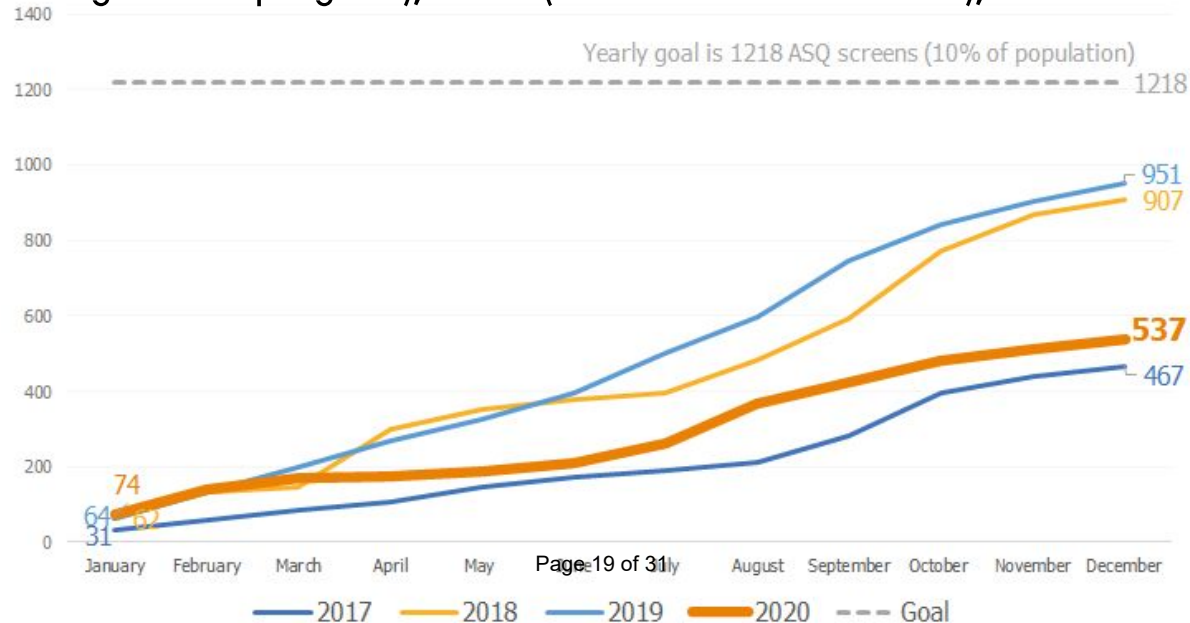
- An ambitious 3-year action plan using the Early Learning Nation framework to address four key building blocks - in its sixth month of implementation!
- ELN Core Team and Smart Beginnings Network members are working to ensure buy-in across stakeholders and identify concrete actions and goals for 2021



The Work - Cradle to Career: Smart Beginnings

ASQ-3 Tracking

- Reported ASQ-3 screens decreased in 2020 compared to previous years, as expected
- Partners contributing include Advocate-Aurora (Dr. Gerlach's office), KAC (Birth to 3), KCDOH (home visiting & lead program), KUSD (Child Find & Head Start), and Westosha Head Start



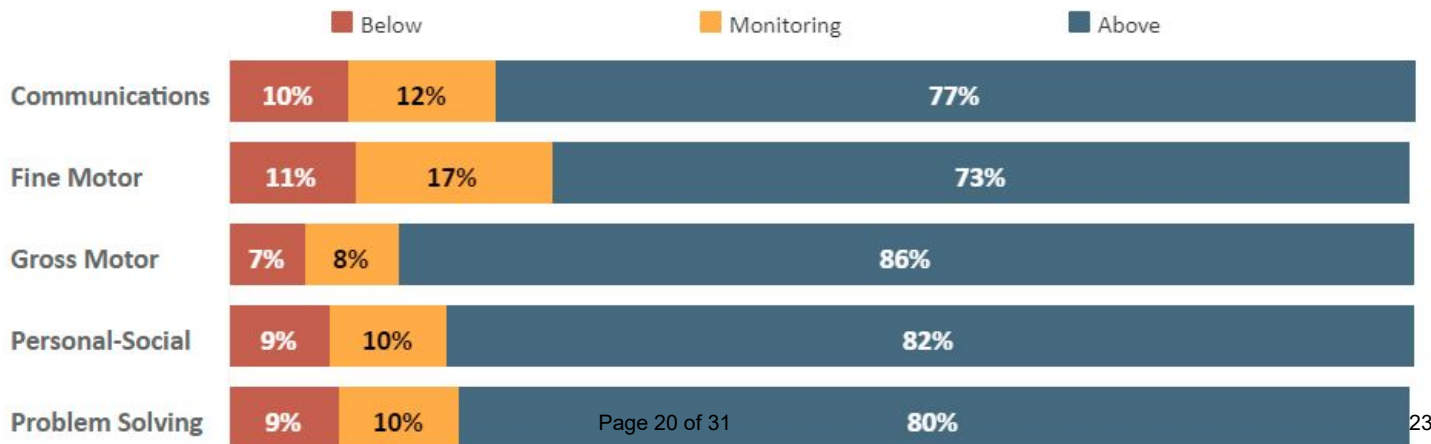
The Work - Cradle to Career: Smart Beginnings

ASQ-3 Tracking

- Reported ASQ-3 screens decreased in 2020 compared to previous years, as expected
- Partners contributing include Advocate-Aurora (Dr. Gerlach's office), KAC (Birth to 3), KCDOH (home visiting & lead program), KUSD (Child Find & Head Start), and Westosha Head Start

ASQ-3 Results by Domain

(Below means the child is referred for further assessment)

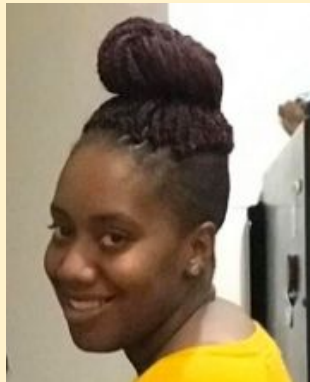


Partnership Offerings: Parents Advocating for Child Care (PACC) Fellowship

An opportunity for parents and caregivers of young children in child care to learn how to champion for change, specifically for early childhood care and education.

- 8 month paid fellowship
- Hired four Kenosha County Parent Advocates to commit to advocating for better childcare systems at the state level
- Results of the program are:
 - Fellows understand the child care landscape in Wisconsin
 - Fellows understand how data can be used to make change, what data and information is available related to child care, and what that data means
 - Fellows learn about policy/how to influence decision makers
 - Fellows learn how to advocate and use these skills for change they want to see in their community

PACC Fellows



Tiffany Gatlin

“Because I want to help make a change and be the change that I want to see for our community.”



Patrick Langston II

“My experience as a young father in WI gives me real life experience, which I am able to draw knowledge from to help those who may be in similar situations.”



**Genevieve
Gagliardi-Gerou**

“I believe in quality childcare & development. It is also the reason I am a stay at home parent.”



Ashley Wells

“I would like to see childcare cost improved as well as requiring teachers to have some college experience if not a degree.”

The Work - Cradle to Career - Early Grade Reading

Literacy Pilot / Early Grade Reading

- Convening and facilitating a 5-school cohort of KUSD Title I schools
 - Brass, Curtis Strange, Frank, Grant, Wilson
- Principals and Instructional Coaches from each school will work together to identify a focus population and measurement to move third grade reading outcomes
- Schools will work individually to identify their key factors and develop strategies
- Cohort format provides a venue to review data, share interventions, and learn what's working
- BOF is providing convening support, learning facilitation, and coaching on the Results Count process
 - Grounded in Targeted Universalism, Theory of Aligned Contributions, & Adaptive Leadership



The Work - Cradle to Career

Education, Career & College Readiness Network

- **Goal:** creating space to dive deep into the work — supporting schools directly
- **Vision:** prepare, motivate and support all middle and high school students to succeed
- **Target:** Increase 4 year High School graduation rate to 93% by closing Black - White and Hispanic - White graduation gaps by 2025

ECCR: Wins & Challenges

- Factor Analysis, Truancy Focus Group, & 5 Whys
- Transportation Pilot - Tremper High School
- The Right people at the table

The Work - Cradle to Career

➤ Progress:

- Two schools were identified: Bradford and Bullen Middle
 - KUSD Admin, Building Administration & Staff
- Gained awareness around programs & initiatives at Bradford and Bullen that support 4-year High School Graduation
- Streamline ideas for 8th to 9th grade transition work to ensure that it aligns with School Achievement Plans and building MLSS Plans

■ Opportunities:

- Booster path to Honors
- transition from 8th-9th
- freshman council
- introducing post-secondary more intentionally, younger.



Chicago Public Schools (CPS)

- 1998: 52% graduation rate
- Complete 5 full-year course credits
- Don't fail more than one "core" course
- Freshman "On track" = 3.5x more likely to graduate
- Freshman Success Teams
- Week-by-week, student-by-student data
- 2018: 78% graduation rate

"It all boils down to something real that people actually care about:
What are we going to do about Michael next week?"

CommUNITY Conversation

- KUSD 2020 Return Plan
- Since the shooting of Jacob Blake and the social unrest that followed:
 - Sept. and Oct. 2020 hosted two in-person conversations
 - Listening to understand
- The community's ripple effect: "What's something simple I can do, that will have a positive impact on my neighborhood?"
 - Continue to build awareness around:
 - Mental Health Resources
 - Local Elected Officials
 - Parent-Student Voice



Next Meetings

Fourth Thursday of the Month



Leadership Table:

- April 22nd, 8:00 to 9:30 am
- July 22nd
- October 28th

Announcements

- [Educators Rising](#) - a new KUSD initiative in partnership with Carthage College and the University of Wisconsin-Parkside!
- Learn about the Wisconsin Infant Toddler Policy Project and opportunities to engage in policy advocacy to increase state investment into early childhood, one of the highest ROIs - **Wednesday, February 3rd, 2-3 PM**
- United Way's 21 Week Equity Challenge
- Data Manager — *We're hiring!*
- Others?



Check-out:

- What's one word that describes how you feel about the work we shared in today's meeting?

just one
word

Our Team



Tatjana Bicanin

Executive Director

tbicanin@buildingourfuturekc.org



Data Manager!



Lynn Debilzen

Director of Impact & Strategy

ldebilzen@buildingourfuturekc.org



Brandon Morris

**Manager, Community
Engagement/College & Career
Readiness**

bmorris@buildingourfuturekc.org

More information about who we are and what we do is
available at buildingourfuturekc.org, or connect
with us on social media.



Community and School Relations Program	Budget	Expenses 7/1/20 to 12/31/20	Participants Served 7/1/20 to 12/31/20
Family Education	\$48,200		
Family education programs and interactive learning sessions		\$8,105	1,671
Safety Trainings	\$2,000		
Personal Safety, Gang Prevention, Bullying Prevention, School safety presentations on current procedures		\$0	2nd semester
Parenting Skills Development	\$16,000		
Researched based series and four week sessions on parenting skills development		\$0	2nd semester
Alcohol and Other Drug Awareness (AODA)	\$11,000		
ATOD Awareness contests and weeklong education schedule		\$1,996	23,000
Red Ribbon campaign		\$4,343	23,516
ATOD education			
Community Outreach			
Building Our Future	\$50,000	\$50,000	
Kenosha County Department of Human Services Service: School-Community Outreach Service Program - School Liaisons	Purchased \$209,800	\$104,900	
Programs at community sites	\$2,500	\$0	not during virtual
Adult Education			
GED Program (Spanish only)	\$12,000	\$202	25
ESL Adult Classes	\$5,000	\$0	50
Even Start/literacy	\$25,000	\$3,785	71
Total	\$381,500	\$173,331	48,333

Expenditures year to date
12/31/2020