



STANDING COMMITTEE MEETINGS

Bradford High School
Library
3700 Washington Road
Kenosha, WI 53144

March 8, 2023

5:30 PM – Planning/Facilities Committee

7 PM – Personnel Committee

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Kenosha Unified School District Planning/Facilities Committee Meeting

March 8, 2023 / 5:30 P.M. | Bradford High School Library

		Members: Kristine Schmaling, Chair/School Bd Member Yolanda Adams, School Board President Todd Battle, School Board Member Rebecca Stevens, School Board Treasurer Mike Barry, Community Member Cortney Minalga, Community Member John Pokorny, Community Member Lou Rugani, Community Member Dawn Santoro, Community Member Brian Thomas, Community Member Morgan Kelsey, Student Member Brian Yao, Student Member Ally Ciesielski, Staff Member
Meeting called by	Kristine Schmaling	
Type of meeting	Planning/Facilities	
Facilitator	Kristine Schmaling	
Note taker	Stacy Schroeder	
Timekeeper	Stacy Schroeder	

Agenda Items

Topic and Presenter		Outcome	Time allotted
1.	Review of October 11, 2022 Minutes – Schmaling	Review	2 Minutes
2.	Capital Project Update Planning Process – Finnemore	Sharing/Feedback	73 minutes

Other Information

Next Meeting: April 18, 2023

Please Note:

Four or more School Board members may attend this standing committee meeting. Section 19.82(2), Wisconsin Statutes, states in part as follows:

If one-half or more of the members of a governmental body are present, the meeting is rebuttably presumed to be for the purposes of exercising the responsibilities, authority, power or duties delegated to or vested in the body.

To the extent that four or more members of the School Board attend, this standing committee meeting may be rebuttably presumed to be a meeting within the meaning of Wisconsin's open meeting law. Notice is, therefore, given. The Board of Education will take no votes.

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KENOSHA UNIFIED SCHOOL BOARD
STANDING COMMITTEE MEETING
Meeting of the Whole
Educational Support Center – Room 110
October 11, 2022
MINUTES

A standing committee meeting of the whole which included the Kenosha Unified Audit/Budget/Finance, Curriculum/Program, Personnel, and Planning/Facilities Committees chaired by Ms. Adams was called to order at 5:00 P.M. with the following committee members present: Mrs. Modder, Mr. Meadows, Ms. Cullen, Ms. Elrod, Mr. Frese, Ms. Gravitter, Mr. Wilson, Mr. Pereira, Mr. Puhr, Ms. Arcos, Ms. Garin, Mr. Price, Mr. Flood, Ms. Geissman, Mrs. Infusino, Ms. Kretchmer, Mr. Levin, Dr. Moon, Ms. Gyger, Mr. Kauffman, Ms. Koschkee, Ms. McRoberts, Ms. Stevens, Mrs. Schmaling, Mr. Bryan, Mr. Garcia, Mr. Huff, Dr. Kavenik, Ms. Krajacic, Ms. Rightler, Ms. Sanchez-Nava, Mr. Westhoff, Mr. Barry, Mr. Pokorny, Ms. Santoro, Mr. Thomas, Ms. Kelsey, Mr. Yao, Mrs. Ciesielski, and Ms. Adams. Dr. Weiss, Mr. Haithcock, Mrs. Housaman, Mr. Hamdan, Mr. Neir, Mr. Keckler, Mrs. Ruder, and Mr. Finnemore were also present. Ms. Gonzalez and Mr. Rugani were absent. Mr. Battle was excused.

2023-24 Budget Workshop

Mr. Tarik Hamdan, Chief Financial Officer, gave a PowerPoint presentation which covered the following topics: tonight's goal, make-believe school district, budget simulation directions, make believe budget, processing questions, wrap up, and exit slip feedback.

Mr. Hamdan explained that members at each table would be working together and participating in a budget exercise where groups would be presented with three hypothetical situations (a \$6 million dollar budget deficit, a \$9 million dollar budget deficit, and then \$12 million dollar deficit) for a factitious school district. The attendees would then be tasked with determining what budget items they would cut in order to balance the budget.

Dr. Weiss, Mr. Haithcock, Mrs. Housaman, Mr. Hamdan, Mr. Neir, Mr. Keckler, Mrs. Ruder, and Mr. Finnemore answered questions of committee members during each scenario.

After each scenario, groups were given the opportunity to report their decisions and share their thoughts.

Dr. Weiss thanked the committee members for participating in the exercise and asked them to fill out an exit slip with their feedback before departing the meeting.

Meeting adjourned at 6:23 p.m.

Stacy Stephens
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 8, 2023

Planning/Facilities Committee

CAPITAL PROJECT UPDATES AND PLANNING PROCESS

Background:

This report focuses on capital planning at the Kenosha Unified School District (KUSD) and will include a brief summary of the ESSER funded projects, background on the capital planning process on how projects are identified and prioritized, and a preliminary look at the capital plan for the 2023-24 fiscal year including the possible replacement of the Bradford fieldhouse floor. The PowerPoint presentation that will be presented at the Planning/Facilities Committee meeting is provided in the following link:

Link: [Capital Project Updates & Planning Process Presentation](#)

ESSER Project Update:

At its June 22, 2021 meeting, the School Board approved spending \$15MM of the Federal stimulus ESSER II funding for eligible facilities projects. At the October 26, 2021 Board meeting, Administration presented the plan being implemented to use that \$15MM of ESSER II funding. A total of 19 different schools had or will have significant projects being funded with the ESSER II funds in the areas of window replacements, HVAC controls projects, boiler plant projects, and air conditioning projects. In the summer of 2022, \$10MM of the ESSER III funds were also allocated for eligible facilities projects with the focus of those funds being directed towards adding air conditioning at schools that are currently not mechanically cooled. A summary and update of the projects funded by the ESSER funds is provided in the first section of the PowerPoint.

Capital Planning Process:

During the 2000-01 school year, a comprehensive capital planning process was established in order to objectively determine District needs. That process has been refined and improved over the past two decades, and has served as a model for numerous other school districts across the State. This process ensures that major infrastructure systems and components such as roofing, HVAC, plumbing, electrical, etc. are properly maintained and replaced on schedules based on ensuring properly functioning buildings and taking into account industry standards for useful life of those systems and components.

The Facilities Director and the Project Architect are responsible for implementing the capital planning process for the district. Input is gathered from a number of sources including our KUSD maintenance team, principals, key department heads that are subject matter experts such as athletics and fine arts, and a variety of consultants and contractors that provide expertise in specific areas such as roofs, environmental, and asphalt/concrete.

The second section of the PowerPoint provides examples of some of the various pieces that fit into our overall capital planning process. We chose four examples that range from complex to simple:

- Roofs – a very complex database
- Asphalt/concrete – A database that is a little less complex
- HVAC – A series of spreadsheets
- Lighting – A simple spreadsheet

For each major building component area, we have some level of system that we maintain that helps in the planning process. Other systems or components that we have a tracking/evaluation system (through our work order system or via a separate system) include: exterior doors, flooring, security technology, environmental, ADA, masonry, plumbing, low voltage systems like fire alarms, and major equipment. There are also a lot of special type projects that we consider in our plan development. There are far too many of those to mention, but some examples would be systems and components related to athletics and fine arts, science, and the non-technology side of security.

One of the most important aspects of capital planning is developing a plan that is financially realistic. There are many districts that have brought in outside teams such as an architectural firm or a construction management firm to help them develop plans that if they don't lead to a maintenance referendum end up collecting dust on a shelf. We have been very lucky at KUSD to have an Administration and School Board that has placed a great deal of value on providing excellent facilities for our students and staff and maintaining the original investment of the buildings by our taxpayers. We have had a major maintenance budget of \$2,000,000 annually for most of the past 22 years and have been able to supplement that with money saved through our energy efficiency program. In addition, we have had a handful of successful referenda, revenue limit energy efficiency project funding, State and Federal grants, and now most recently the ESSER funding. The reduction of the major maintenance budget by \$1MM is, no doubt, concerning to all of us, and will have an impact especially on some of the specialty type projects, but having the ESSER funds and whatever other sources we may identify over the next few years does soften the impact of that budget reduction. It is recommended that the major maintenance budget be revisited when the district is in a better financial position.

2023-24 Capital Plan:

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. Historically during times of rapid enrollment growth this report also includes the capacity projects as required by Board Policy 7200; however there are no capacity projects proposed for the coming year.

The final plan will be brought to the School Board for review and approval later this month; however, the third section in the PowerPoint contains the plan in its current form.

Bradford Fieldhouse Floor:

One of the projects being considered for inclusion in the 2023-24 capital plan is the replacement of the fieldhouse floor at Bradford High School. The addition and renovations made to Bradford when the school was relocated from what is now Reuther/Harborside in 1980 had numerous shortcomings. Many of these shortcomings were addressed as part of the recent energy efficiency project at the school, but we were not able to address one major area because it did not have an energy savings component. That area is the floor in the fieldhouse and more specifically the subflooring and infrastructure beneath the floor.

The 1980 project involved multiple different additions to a building originally constructed in 1965 to be the UW-Extension school building that was the precursor to UW-Parkside. The 1980 project scope was heavily pared down over a period of time for financial reasons and the design was modified a number of times prior to the start of construction. It appears that sometime during that process, stormwater management and the overall management of groundwater was not properly addressed as the additions were designed and constructed. Without getting into great detail, the design allowed for storm and ground water to get trapped under the fieldhouse floor. Over the years water pressure from the trapped water has created or found cracks in the concrete subfloor as well as the original fieldhouse floor and then been trapped under the current rubber floor causing bubbles in the floor that have to be pierced (and then later patched) to release the trapped water.

In addition to the water problems, another cost savings measure in 1980 was to install a synthetic poured urethane floor, which was more economical than a wood floor. Poured urethane floors lose elasticity over time, and so as the floor aged the urethane floor cracked in the locations that the concrete was cracking below it. Those cracks were long and deep and had to be patched with additional urethane multiple times over the years. Because the cracks were failures in the concrete, they were not limited to control joints, and therefore many of the cracks were jagged and diagonal and in some cases extended the full width of a basketball court. With the patching material being much newer than the original urethane,

the crack repairs were very noticeable and were also not perfectly smooth (similar to crack filling of asphalt surfaces) creating a poor playing surface. The uneven surface and the loss of elasticity of the surface resulted in a floor that was no longer appropriate for athletic competitions or even safe for students.

Replacement of the fieldhouse floor was contemplated by the District for a number of years, and numerous options were discussed leading to a project in 2005 to install a rubber floor over the poured urethane floor. It was recognized at the time that this was not the ideal solution, but that it was a compromise to greatly improve the playing surface and safety within the funding that was made available for the project. Essentially, it was a solution that bought the district more time to address the over-riding problems related to the original design and construction of the Bradford fieldhouse in 1980. The rubber floor is now 18 years old and besides the all too frequent problems related to water pockets having to be addressed under the floor, the floor is also becoming increasingly more slippery each year. That is due to the oils in the rubber rising towards the surface over time, which is a natural process in rubber flooring. The KUSD Facilities Department has worked with the manufacturer and the installer to identify and use a variety of cleaning and restoration products over the years to continue to keep the floor playable, but the number of complaints we receive about the slipperiness continues to increase each year.

In addition to the water problems and the floor becoming increasingly more slippery, there is evidence that the urethane floor underneath the rubber has started to breakdown. As the urethane floor breaks down it creates spots of instability at the surface which affect the playability at the surface as well as having the potential to lead to injuries from players landing on uneven spots. It is our understanding that the quantity and speed of the breakdown of the urethane floors is exponential, and so what starts out initially as a few spots here and there can rather quickly become more widespread. For schools that had urethane floors that were never covered by rubber, this type of failure necessitated an immediate replacement of the floor because the urethane floors contain some level of mercury which is a harmful chemical. In our case, the rubber surface encapsulates the urethane, but that potential hazard cannot be ignored.

The project consists of several components:

- Removal of both layers of flooring which would be a remediation project because of the mercury abatement
- Demolition and removal of the concrete subfloor
- Trenching and installation of a stormwater management system that would connect to a new stormwater lateral installed as part of the parking lot project a couple of years ago
- Pouring a new concrete subfloor

- Installation of a new wood and rubber gym flooring system (similar to what we have at Indian Trail)
- Installation of new bleachers

The estimated cost for this project is \$2,600,000. A portion of the funding was shown in the preliminary major maintenance plan provided earlier in the presentation, a funding source for the remainder of the project cost will need to be identified and brought forward to the School Board for approval. It is expected that the project will take approximately 5 months to complete.

We will conclude this evenings meeting with a walkthrough of the Bradford fieldhouse to provide Committee members an opportunity to view the floor.

Dr. Jeffrey Weiss
Superintendent of Schools

Patrick M. Finnemore, PE
Director of Facilities

John E. Setter, AIA
Project Architect

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Kenosha Unified School District Personnel Committee Meeting

March 8, 2023 / 7:00 P.M. | Bradford High School Library

		Members: Rebecca Stevens, Chair/School Board Treasurer Yolanda Adams, School Board President Todd Price, School Board Clerk Kristine Schmaling, School Board Member Carl Bryan, Community Member Tony Garcia, Community Member Jeff Huff, Community Member Frances Kavenik, Community Member Shelly Krajacic, Community Member Witney Rightler, Community Member Suzel Gonzalez, Student Member Alexa Sanchez-Nava Student Member Mark Westhoff, Staff Member
Meeting called by	Rebecca Stevens	
Type of meeting	Personnel	
Facilitator	Rebecca Stevens	
Note taker	Stacy Schroeder	
Timekeeper	Stacy Schroeder	

Agenda Items

Topic and Presenter		Outcome	Time allotted
1.	Review of October 11, 2022 and January 10, 2023 Minutes – Stevens	Review	2 Minutes
2.	Recruitment and Retention – Neir	Sharing/Feedback	43 minutes

Other Information

Next Meeting: April 18, 2023

Please Note:

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KENOSHA UNIFIED SCHOOL BOARD
STANDING COMMITTEE MEETING
Meeting of the Whole
Educational Support Center – Room 110
October 11, 2022
MINUTES

A standing committee meeting of the whole which included the Kenosha Unified Audit/Budget/Finance, Curriculum/Program, Personnel, and Planning/Facilities Committees chaired by Ms. Adams was called to order at 5:00 P.M. with the following committee members present: Mrs. Modder, Mr. Meadows, Ms. Cullen, Ms. Elrod, Mr. Frese, Ms. Gravitter, Mr. Wilson, Mr. Pereira, Mr. Puhr, Ms. Arcos, Ms. Garin, Mr. Price, Mr. Flood, Ms. Geissman, Mrs. Infusino, Ms. Kretchmer, Mr. Levin, Dr. Moon, Ms. Gyger, Mr. Kauffman, Ms. Koschkee, Ms. McRoberts, Ms. Stevens, Mrs. Schmaling, Mr. Bryan, Mr. Garcia, Mr. Huff, Dr. Kavenik, Ms. Krajacic, Ms. Rightler, Ms. Sanchez-Nava, Mr. Westhoff, Mr. Barry, Mr. Pokorny, Ms. Santoro, Mr. Thomas, Ms. Kelsey, Mr. Yao, Mrs. Ciesielski, and Ms. Adams. Dr. Weiss, Mr. Haithcock, Mrs. Housaman, Mr. Hamdan, Mr. Neir, Mr. Keckler, Mrs. Ruder, and Mr. Finnemore were also present. Ms. Gonzalez and Mr. Rugani were absent. Mr. Battle was excused.

2023-24 Budget Workshop

Mr. Tarik Hamdan, Chief Financial Officer, gave a PowerPoint presentation which covered the following topics: tonight's goal, make-believe school district, budget simulation directions, make believe budget, processing questions, wrap up, and exit slip feedback.

Mr. Hamdan explained that members at each table would be working together and participating in a budget exercise where groups would be presented with three hypothetical situations (a \$6 million dollar budget deficit, a \$9 million dollar budget deficit, and then \$12 million dollar deficit) for a factitious school district. The attendees would then be tasked with determining what budget items they would cut in order to balance the budget.

Dr. Weiss, Mr. Haithcock, Mrs. Housaman, Mr. Hamdan, Mr. Neir, Mr. Keckler, Mrs. Ruder, and Mr. Finnemore answered questions of committee members during each scenario.

After each scenario, groups were given the opportunity to report their decisions and share their thoughts.

Dr. Weiss thanked the committee members for participating in the exercise and asked them to fill out an exit slip with their feedback before departing the meeting.

Meeting adjourned at 6:23 p.m.

Stacy Stephens
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL COMMITTEE MEETING
Educational Support Center – Room 110
January 10, 2023
MINUTES

A meeting of the Kenosha Unified Personnel Committee chaired by Ms. Stevens was called to order at 5:30 P.M. with the following committee members present: Ms. Adams, Mr. Price, Mrs. Schmaling, Mr. Bryan, Mr. Garcia, Mrs. Krajacic, Ms. Rightler, Ms. Sanchez-Nava, Mr. Westhoff, and Ms. Stevens. Dr. Weiss, Mrs. Housaman, Mrs. Ruder, and Mr. Haithcock were also present. Mr. Huff arrived later. Ms. Kavenik was excused and Ms. Gonzalez was absent.

Welcome & Introductions

Ms. Stevens welcomed everyone and introductions were made.

Dr. Weiss explained that the committee would be reviewing Policy 1510 – Advertising/Promotions as it relates to possible further restriction of classroom displays beyond advertisements to include items such as flags and other political items.

Ground Rules

Dr. Weiss shared the following ground rules with the committee: small group table format, start on time; end on time, equal time to talk in small group, conversation without attribution, facilitator/tablemates avoid interpretation, interruption or giving advice, criticism-free zone, and sharing out.

Small Group Review of Policy 1510

The groups discussed and noted examples and/or non-examples that they felt pertained to products or services that are unlawful or prohibited in school (i.e. alcoholic beverages, tobacco or other harmful substances), that are inappropriate for the intended age group (i.e. related to promotion of sexual activity), that are political in nature, and/or are inconsistent with the District mission or educational objectives. After identifying their examples and/or non-examples, the groups then determined if there was consensus within their group on the noted examples. If there was consensus, they noted their recommended changes to the policy.

Reporting Out

Each group reported out their examples and/or non-examples, whether or not there was consensus within their group, and their recommended changes to the policy.

Dr. Weiss thanked the committee members for participating in the meeting.

Meeting adjourned at 6:54 p.m.

Stacy Schroeder
School Board Secretary

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

KENOSHA UNIFIED SCHOOL DISTRICT

Recruitment & Retention

**Personnel Committee
March 8, 2023**



Agenda

- Current State of Educator Employment
- The Pipeline Challenge
- Focus on Teachers
- Hires Past and Present
- Recruitment Goals and Actions Steps
- Why Are Teachers Leaving?
- What Can We Do?
- Questions



Current State of Educator Recruitment

- **2019-20** colleges and universities conferred **85,057** BA's in education, about 4% of the more than 2 million total degrees .
- **2000-01** colleges and universities issued more than **105,000** BA's in education or 8% of all undergraduate degrees.
- More than 36% of BA's conferred were women in education in 1970-71, by 2019-20 just 6% of undergraduate degrees awarded to women were in education.

Age

- 2017-18 showed 15% of all public and private school K-12 teachers were under 30 yrs. of age, down slightly from 17% in 1999-2000.
- Teachers 60 yrs. of age and older made up about 7% of K-12 instructors in 2017-18, more than double their share in 1999-2000 when they were around 3%.

[2022, Schaeffer, Pew Research: A dwindling number of new U.S. college graduates have a degree in education](#)



Ethnic Diversity

Teachers

- **2017-18** eight-in-ten public school teachers (79%) identified as non-Hispanic White, fewer than one-in-ten were either Black (7%), Hispanic (9%) or Asian American (2%). And even fewer than 2% American Indian or Alaskan Native, Pacific Islander.

Students

- **2018-19** showed that 47% of all public elementary and secondary school students in the U.S. were White. In that same time period, 27% were Hispanic, 15% were Black and 5% were Asian. 1% or fewer were American Indian or Alaskan Native or Pacific Islander.

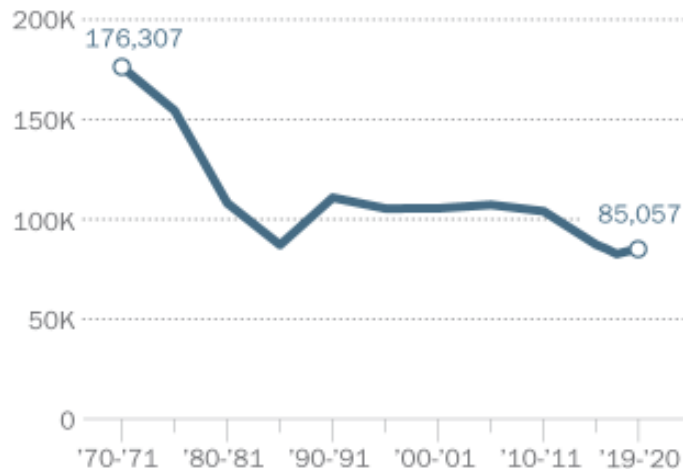
[2021, Schaeffer, Pew Research, America's public school teachers are far less racially and ethnically diverse than their students](#)

The Pipeline Challenge

Where have all the teachers gone?

In the U.S., the number of bachelor's degrees in education has declined over the last few decades

Number of bachelor's degrees in education conferred by postsecondary institutions, by school year



Source: U.S. Department of Education, National Center for Education Statistics.

PEW RESEARCH CENTER

[2022, Schaeffer, Pew Research.](#)



The Pipeline Challenge

College graduates by major *(2021 data)*

- 18.3% hold degrees in STEM (science, technology, engineering, mathematics).
- 16.7% of all graduates earn a business degree.
- 15.8% of all graduates earn a degree in healthcare.
- 11.1% of all graduates earn a degree in liberal arts and sciences.
- 4% of graduates earn a degree in education.

[2022, Research.com, Number of College Graduates: 2023 Race, Gender, Age & State Statistics](#)



The Pipeline Challenge

College graduates by race or ethnicity *(2021 data)*

- 59.1% of college graduates are White or Caucasian.
- 13.1% of college graduates are Hispanic or Latino.
- 1% of college graduates are Black or African American.
- 6.6% of college graduates are Asian/Pacific Islander.
- 2.9% of college graduates are two or more races.
- 0.6% of college graduates are American Indian/Alaska Native

[2022, Research.com, Number of College Graduates: 2023 Race, Gender, Age & State Statistics](#)



The Struggle for Representation

Teachers do not reflect the students they serve.

- 3.9% of classroom teachers are African American or Latinx, compared to 21.4% of students.
- African American teachers are much less likely to stay in teaching profession, 58% remained after 2 years, compared to 77% of White teachers.

[2019, Jones, UW Milwaukee, Race, Relational Trust and Teacher Retention in Wisconsin Schools](#)



Intentional Focus on Teachers

- **Why be intentional about building the diversity of our teaching staff?**
 - *Our students should be able to walk into a school and see staff that look like them and reflect their identity.*
- **What does research say?**
 - Representation allows students of color to see themselves reflected in the educators and leaders that surround them at school.
 - Representation helps strengthen communities and improve student outcomes in elementary, middle, and high schools.
 - Nonwhite educators offer valuable perspectives for children of all backgrounds.

[2020, Hobbs, Fall 2020 issue of Edge: Carolina Education Review, Edge: The power of a Black teacher](#)

[2015, Anderson, The Atlantic; Why Schools Need More Teachers of Color—for White Students](#)



Intentional Focus on Teachers

Why be intentional about building the diversity of our teaching staff?

- *Research supports positive outcomes for children when there is representation.*

What does KUSD look like?

2023 Edition KUSD Community Report:

- Over 50% of KUSD **students** identify as an ethnicity other than white

Wisconsin Department of Public Instruction, WISEstaff 2022-23:

- 10% of entire KUSD **staff** identify as non-white
- 6% of our KUSD **teaching staff** identify as non-white

KUSD new hire data:

- 23% of KUSD **new hires** for this school year identify as non-white
- 15% of KUSD **new teachers** identify as non-white

[2023, Kenosha Unified School District, Community Report](#)

[Wisconsin Department of Public Instruction, Wisconsin's Information System for Education Data Dashboard](#)



KUSD New Hires – Past and Present

	<i>2022</i>	<i>2021</i>	<i>2020</i>	<i>2019</i>	<i>2018</i>
<i>People of Color (POC) Hires</i>	109	68	66	73	72
<i>Total New Hires</i>	470	465	365	495	395
<i>POC% of Total Hires</i>	23%	15%	18%	15%	18%
<i>POC% Teacher New Hires</i>	15%	10%	9%	7%	10%
<i>POC% Administrator New Hires</i>	0%	17%	33%	17%	27%



Recruitment Goal & Action Steps

By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026

Action Steps:

- Develop Diversity and Inclusion statement:
 - Affirms our commitment to an inclusive district that welcomes people from different backgrounds and with different perspectives
- Develop recruiting message, branding and website to include staff videos and testimonials
- Improve recruitment website by including career paths and licensing information
- Improve application process and applicant demographics data tracking through implementation of new applicant tracking system



Recruitment Goal & Action Steps

By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026

Action Steps:

- Foster and strengthen relationships with targeted regional universities through connections, fliers and informational emails for students and attending career fairs:

Top Wisconsin educator programs:

- UW Madison, UW Milwaukee, UW Whitewater, UW LaCrosse, UW Stout, UW Parkside, Carthage, Concordia, Cardinal Stritch

Top Historically Black Colleges and Universities in the Midwest with Educator programs:

- Central State University, Lincoln University Jefferson City, Harris Stowe State University, Wilberforce University



Recruitment Goal & Action Steps

Action Steps:

- Attend career fairs for branding/candidate awareness
- Build relationships with Education programs of identified colleges/universities
- Add Career Fair schedule to website
- Provide multiple perspectives to candidates - use videos and testimonials in recruitment materials

<i>Career Fair</i>	<i>College/University</i>	<i>Date</i>
UIL Urbana Champaign Educators Job Fair - Spring	University of Illinois at Urbana Champaign	3/3/2022
Wisconsin Education Recruitment Fair	CESA #1	3/31/2022
Diversity in Ed Virtual Teacher Recruitment Fair	Diversity in Ed	4/6/2022
Annual UIC Diversity Virtual Career Fair 2022	University of Illinois at Chicago	9/29/2022
UW Milwaukee Fall 2022 Virtual Career Fair	UW Milwaukee	10/7/2022
Fall 2022 Internship & Career Fair with Kenosha Area Colleges	UW Parkside	10/20/2022
UW Madison Fall 2022 Career and Internship Fair	UW Madison	10/25/2022
PowerUp / Mahone Foundation	UW Parkside	11/19/2022
UW Parkside - Employer Visit	UW Parkside	12/7/2022
UW-Whitewater Spring 2023 Hawk Career Fair: Day 2	UW Whitewater	2/15/2023
WSPA Employment Fair 2023	Wisconsin School Psychologists Association	2/17/2023
WorkForce 2023: Jobs, Internships, Grad Schools	Alverno/Carthage/Concordia/Cardinal Stritch	2/21/2023
UW Milwaukee Spring 2023 36th Annual Diversity Career Fair	UW Milwaukee	2/23/2023
2023 UW Oshkosh Internship & Career Fair	UW Oshkosh	3/1/2023
2023 UW Oshkosh Eastern WERF Education Fair	UW Oshkosh	3/16/2023
Spring 2023 Internship & Career Fair with Kenosha Area Colleges	Host - Carthage College	4/4/2023



Recruitment Goal & Action Steps

By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026

Action Steps:

- Develop and publicize pathways to becoming a Teacher, especially for Educational Support Professionals and Administrative Support Professionals.
- Out of state programs: how to become a teacher in Wisconsin for use with those targeted programs outside of the state
- Add as resources on KUSD website



Teacher Career Paths

Start teaching while you earn your credentials and begin your career in education!

- ✓Do you have a bachelor's degree?
- ✓Would you like to make a career change?
- ✓Have you always wanted to be a teacher?

[Which pathway is right for you?](#)

Alternative Certification Pathways

- ☐ Bachelor's degree, with a major in the license subject
- ☐ Career changer, entering teaching
- ☐ Educator seeking an additional license in a Wisconsin shortage area: mathematics, science, career and technical education subjects, business education, world languages, special education, bilingual/bicultural and ESL; also regional shortages (*Always verify with WI DPI, as shortage list periodically updated*)
- ☐ For subject-specific licensure, the candidate must have already completed a major in the subject area of the license they are seeking. Wisconsin Alternative Route programs prepare candidates with teaching coursework for Wisconsin licenses in shortage areas. These programs are for licensure only and do not lead to a degree.

Certification Pathway: Degree in Content Area

Individuals with a degree in high-need content areas (math, science, business, world languages, and more) can receive credit for content area coursework. Areas of need in specific geographic areas of the state are updated regularly. Typical commitment is 18 to 36 months.

- ☐ Undergo a transcript evaluation to calculate applicable credits
- ☐ Enroll in an approved Educator Preparation Program
- ☐ Complete coursework required for education (credit requirements vary by institution)



Recruitment Goal & Action Steps

By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026

Action Steps:

- Educators Rising: student pathway to becoming teacher

Last semester enrollment:

Foundations of Education (21 students)

	Male	Female
Asian		2
Black	1	2
Hispanic		3
White	4	8
Multi-racial		1

Child and Adolescent Development (7 students)

	Male	Female
Asian		1
Black		1
Hispanic		2
White	1	2
Multi-racial		

Kenosha Unified
SCHOOL DISTRICT

EDUCATORS RISING

Opportunities
for High School
Students interested
in Education Careers

Student Organizations

Dual Enrollment Courses

- Foundations of Education
- Education Psychology

Scholarship Opportunities

CONTACT
YOUR GUIDANCE
COUNSELOR FOR MORE
INFORMATION



Recruitment Goal & Action Steps

By June 2023, KUSD will identify strategies to increase the diversity of staff by 5% by June 2026

Action Steps:

- Internally and externally advertise open positions
 - Advertising and job posting sites used by KUSD 2022-23
 - WECAN
 - Indeed
 - Job Center of Wisconsin
 - Illinois Education Job Bank
 - Digital Billboard (Hwy 50, Hwy 31)
 - College/university education departments
 - Visuals: Flags, fliers and signs
 - Kenosha News – online and in print
 - Racine Journal Times
 - Chicago Tribune – Lake County
 - Happenings Magazine
 - [Student digital backpack and parent emails, KUSD Community Report](#)
 - Handshake
- Use connections with the Educator Prep Programs to get KUSD in front of students



Recruitment Poster Examples



Hi there.  We're hiring.

Why choose Kenosha Unified?

- Work alongside passionate, highly-qualified individuals
- Educate and/or support amazing students
- Competitive salary
- Excellent benefit packages for full-time employees
- Supportive community
- Location, location, location – nestled between Milwaukee and Chicago

 **SCAN QR CODE**
to view all possible opportunities and
APPLY TODAY!

Your future begins here!
Kenosha Unified
SCHOOL DISTRICT
www.kusd.edu • info@kusd.edu • 262-359-6300



Your search ends today. 

Join the KUSD family.

Teachers and Substitutes needed.

 **SCAN QR CODE**
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Retention Action Steps

Action Steps:

- Foster a diverse and inclusive district
 - Develop Diversity and Inclusion statement - affirms our commitment to an inclusive district that welcomes people from different backgrounds and with different perspectives
- Develop and communicate career pathways to staff (ESP, ASP, etc.) for the purpose of growth and advancement
- In collaboration with Professional Learning,
 - Identify and plan roll out of professional learning focused on topics to include Diversity Awareness, Inclusivity, Implicit Bias and KUSD's Culture Key Elements, such as, Key Element 3, that has the focus of "Developing a School Culture that Represents and Respects All Students and Staff."
- Utilize District Equity team as program champions



Why are teachers leaving?

Each year more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement.

Why are they leaving?

- **Poor mental health.** 21% of teachers reported experiencing poor mental health upwards of 11 days per month.
- **Stress and burnout.** Prior to the pandemic, 23% of teachers reported their work is always stressful. 38% reported work as being often stressful.
- **Better financial and career opportunities.** Average salary for a public school teacher is just over \$63,500, but the average starting salary is just over \$40,000. Note that 55% of teachers have a post-baccalaureate degree.

[2022, Kini, Learning Policy Institute: Blog, Tackling Teacher Shortages: What Can States and Districts Do?](#)



Why are teachers leaving?

- **Inadequate Preparation Time.** Beginning teachers with little or no prep are 2 ½ times more likely to leave the classroom after one year.
- **Lack of Support for New Teachers.** New teachers who do not receive mentoring leave at more than two times the rate of those that do.
- **Challenging Working Conditions.** Teachers cite work conditions like support of their principals and opportunity to collaborate with colleagues.
- **Dissatisfaction with Compensation.** Beginning teachers earn 20% less than people with college degrees in other fields. A wage gap that can widen to as big as 30% by mid-career.
- **Better Career Opportunities.** The private sector is stealing our best talent.
- **Personal Reasons.** 1 in 3 teachers leave for personal reasons, pregnancy, child care challenges are often cited.



Retention - What Can We Do?

- Teachers of color identified increased pay and loan forgiveness as their top approaches to recruit and retain more teachers of color.
- Teachers of color also indicated that working with other staff of color and nurturing positive collegial relationships could boost retention.
- Provide avenues for all teachers to focus on “self-help” either through the use of the district’s Employee Assistance Program, or through programs offered by KUSD health insurance.
- Look at teacher’s work day to see if there are ways to alleviate stress and allow them to feel more prepared for their students.
- Recognize that there is a teacher shortage, and that the district will need to begin thinking in a different way than it has in the past to attract and retain qualified staff of all races and genders.





Sources

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