



Racine Unified School District
Operational Expectations Monitoring Report
DATE: January 26, 2015

OE-7 (ASSET PROTECTION)

The superintendent will assure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

Interpretation: The Board of Education expects the superintendent to ensure that all of the District's assets are fully insured, are used for their intended purpose, and are kept in working order.

- District assets: All tangible property and equipment with a cost of more than \$5,000 and intangible property such as data and operational systems that are vital to the operation of the District.
- Adequately protected: Fully insured for replacement of the asset with appropriate limits and deductibles.
- Appropriately used: Assets utilized by District staff as intended according to training, operational guidelines, legal requirements, and the operational or academic purpose for which the asset was acquired.
- Not placed at undue risk: Appropriate limits and coverage for replacement cost for property and liability coverage that is comparable to other District's with similar risks.

<p>7.1 The superintendent will: Maintain property and casualty insurance coverage on District property with limits equal to 100% of replacement value.</p>	<p><i>Compliant</i></p>
--	-------------------------

Interpretation: The Board of Education expects the superintendent to insure all property against loss at 100% replacement value and that the District is insured against liability claims.

- Property Insurance: Protection from financial losses due to damage to facilities, vehicles, equipment and materials.
- Casualty Insurance: Liability coverage of staff and individuals for which the District may be liable and incur costs.
- 100% of replacement value: Ability to replace or restore to comparable conditions subject to any deductible, or subrogation with third-party insurance coverage, with remaining costs paid through the operating budget of the District.

<p>Indicator 1: Property and contents insurance is at 100% replacement value.</p>	<p>Compliant</p>
<p>Evidence: Property and contents insurance is with State of WI Local Government Property Insurance Fund. Coverage is for replacement cost with \$50,000 deductible. <i>(See Appendix A, Pages 1-3)</i></p>	
<p>Indicator 2: District vehicles are insured for comprehensive and collision with claims settlement at actual cash value.</p>	<p>Compliant</p>
<p>Evidence: The District’s fleet of 67 vehicles is covered by Wausau Underwriters Insurance Company (a part of Liberty Mutual Insurance) for comprehensive and collision with claims settlement at actual cash value (like kind and quality) with a \$1,000 deductible. <i>(See Appendix A, Pages 4-9)</i></p>	

<p>7.2 The superintendent will: Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting Board members, staff and the District itself in an amount that is reasonable for school districts of comparable size and character.</p>	Compliant
--	------------------

Interpretation: The Board of Education expects the superintendent to ensure that the Board, all staff and the District are protected from liability claims. This protection is in the form of insurance that has limits comparable to other school districts with similar exposure. Legal reference: State Statute provides:

Wis. Stats. 893,80 (Claims Against Governmental Bodies, Officers and Employees) and Wis. Stats 345.05 (Municipal Liability for Motor Vehicle Accidents):

“If a civil action is filed in Wisconsin courts, the most a person can recover is \$50,000 except auto accident. For automobile liability claims the limitation per claim is \$250,000.”

Wis. Stats. 895.52 (Recreational Activities; Limitation of Property Owners Liability):

The statute provides property owners, public school district being one kind, immunity from claims arising out of the recreational use of property (i.e. if our playgrounds are being used after hours and someone is injured, they will have no course of action against the district). All liability claims require that negligence be proved in order for a payment to be made.

- **Errors and Omissions Insurance:** Protection from harm to the District for Board members and staff who make a mistake as part of the good faith performance of their duties.
- **Comprehensive and General Liability Insurance:** Protection from loss due to claims made against the District due to bodily injury or property damage.

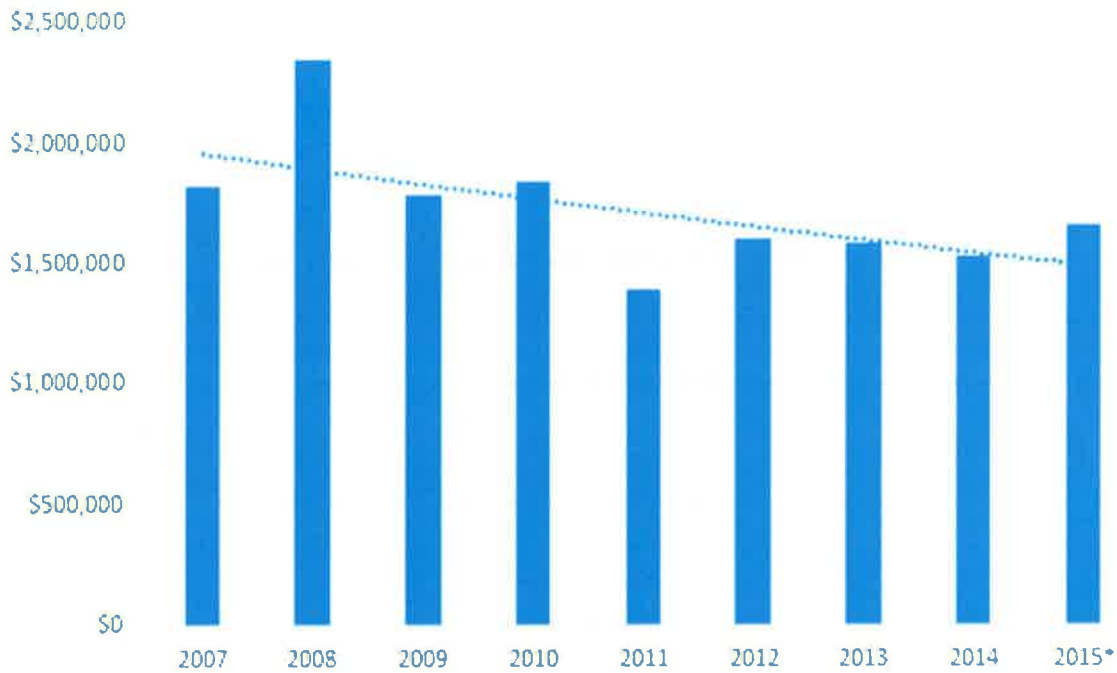
<p>Indicator 1: The District has general liability insurance coverage in force with limits comparable to other school district.</p>	Compliant
<p>Evidence 1: The District’s General liability coverage policy is through Wausau Underwriters Insurance (a part of Liberty Mutual Insurance), along with an umbrella policy through Employers Insurance Company of Wausau. The District carries a \$3,000,000 general liability policy and a \$7,000,000 umbrella policy. <i>(See Appendix A, Pages 13-15)</i></p>	
<p>Evidence 2: The District’s umbrella coverage is comparable to other districts:</p> <ul style="list-style-type: none"> ● Madison: \$8,000,000 ● Middleton: \$15,000,000 <i>(Middleton owns their buses, exposing them to a higher liability if negligent)</i> ● Janesville: \$8,000,000 ● Waukesha: \$5,000,000 	
<p>Indicator 2: The District maintains general liability coverage for employee benefits.</p>	Compliant
<p>Evidence: Under the Liberty Mutual general liability policy, the District has coverage for employee benefits liability should there be any errors or omissions made on employee benefits. The District’s coverage is at \$1,000,000. This is Liberty Mutual’s only limit and they write one-third of all Wisconsin School District policies. <i>(See Appendix A, Pages 16-17)</i></p>	
<p>Indicator 3: The District maintains Education Legal Liability coverage.</p>	Compliant
<p>Evidence: The District maintains Education Legal Liability coverage with RSUI. There is a \$25,000 deductible per claim and employment practices liability with a \$75,000 deductible. Each has a \$2,000,000 limit of coverage. This coverage continues to have a sub-limit on IEP claims. <i>(See Appendix A, Page 18-19)</i></p>	

Indicator 4: The District maintains Workers' compensation coverage as casualty insurance for workplace injuries, accidents, or illness.

Compliant

Evidence: Workers' Compensation coverage is through Church Mutual Insurance Company, a February 1, 2014 – January 31, 2015 policy, which removed the District from the State Pool at a significantly reduced cost. (See Appendix A, Pages 10-12)

RUSD Workers Compensation Insurance Costs
2007-2015



<p>7.3 The superintendent will: Assure that all personnel who have access to material amounts of District funds are bonded and/or covered by employee loss insurance.</p>	<p><i>Compliant</i></p>
--	-------------------------

Interpretation: The Board of Education expects the superintendent to ensure that the District is insured for loss due to employee theft and that employee theft coverage covers loss of all sizes subject to deductible and limits.

- All personnel: Any District employee.
- Employee loss insurance: A coverage for loss due to employee theft.

<p>Indicator: The District carries employee loss insurance.</p>	<p>Compliant</p>
<p>Evidence: The District carries a Government Crime Policy with Hanover Insurance which covers theft of monies and securities of up to \$500,000 with a \$5,000 deductible. There is no requirement that an employee must be bonded. The District also has Faithful Performance coverage for loss or damage to money, securities, and other property resulting directly from the failure of an employee to perform duties as prescribed by law. <i>(See Appendix A, Page 20)</i></p>	

<p>7.4 The superintendent will: Protect intellectual property, information, files, records and fixed assets from loss or significant damage.</p>	<p><i>Compliant with Exception</i></p>
---	--

Interpretation: The Board of Education expects the superintendent to ensure that assets, including files, records and intellectual property, are protected from loss and damage.

- Intellectual property: Creations, inventions, artistic works, images, names, and designs used in the operation of the District. This includes original curriculum, teaching materials, and other items created by District employees as part of their job for use by the District or its employees.
- Information, files and records: All data and documents, electronic and non-electronic.
- Fixed assets: Property or equipment with an original cost of \$5,000 or more.

<p>Indicator 1: The District carries property and equipment insurance to protect fixed assets from loss or significant damage.</p>	<p>Compliant</p>
<p>Evidence 1: Local Government Property Insurance Fund property policy covers equipment and data on an all risk basis, but does exclude breakdown. Coverage limits \$515,881,798, with a \$50,000 deductible. (See Appendix A, Pages 1-3)</p>	
<p>Evidence 2: Equipment Breakdown Protection coverage is with Federal Insurance Company (Chubb Group of Insurance Companies) and includes breakdown. Breakdown is defined as “direct physical loss that causes damage to covered equipment and necessitates its repair or replacement ... by electrical failure”. Data and media are covered with a limit of \$150,000,000 with a \$1,000 deductible. (See Appendix A, Pages 21-26)</p>	
<p>Indicator 2: The District protects all physical records from damage or loss.</p>	<p>Non-Compliant</p>
<p>Evidence: The District has no reported loss of physical records due to damage or loss. However, we are unsure adequate protections are in place to assure physical records will not be damaged or lost. Each Department, school, or entity of the District maintains physical records used as part of their operations. Physical records are archived in ASC facilities based on records retention policies. (See Appendix E & L and refer to Action Plans and Capacity Building)</p>	
<p>Indicator 3: The District protects all intellectual property from damage or loss and no legal complaints are received due to an employee violating intellectual property rights.</p>	<p>Non-Compliant</p>
<p>Evidence: The District received no legal complaints related to an employee violating intellectual property rights. The District has not identified intellectual property in need of protection. (Refer to Action Plans and Capacity Building)</p>	
<p>Indicator 4: The District’s data systems are backed up regularly to preserve data, property, documents, and information that are in a digital form.</p>	<p>Compliant</p>
<p>Evidence: The District experienced no loss or damage of digital data, documents, property, or information.</p> <ul style="list-style-type: none"> ● The District’s ERP system (Lawson) is hosted off site and is backed up nightly (156 page Lawson Velocity backup audit available upon request). ● The District’s Student Information System (Skyward) is hosted off site and backed up nightly (see Appendix C). ● The District’s email system (Google) is hosted in the Cloud. Email are archived with a 10 year retention. (see Appendix D) ● The District’s Transportation system (Edulog) is hosted locally and backed up nightly. ● The District’s staff storage array is hosted locally and is backed up nightly. ● The District’s IEP system (Filemaker Pro) is hosted locally and backed up nightly. <p>(See sample vendor backup logs Velocity(Lawson) backup audit (150 pages) available upon request; Appendix C Skyward and backup log sample; Appendix D Network backup log sample).</p>	

Indicator 5: The District fully protects digitized files from unauthorized access.	Compliant
Evidence: There were no breaches of electronic files that resulted in damage or loss to the District. <i>(See Appendix B)</i>	

7.5 The superintendent will: Properly preserve and dispose of all records related to affairs or business of the District.	<i>Compliant</i>
---	------------------

Interpretation: The Board of Education expects the superintendent to maintain records per DPI and legal requirements, and to follow a protocol that maintains security and privacy when disposing of any records.

- Properly: Legal guidelines are met following a security and privacy protocol that meets legal guidelines.
- Preserve: The maintenance of documents, files, and records in a usable and available form.
- Dispose: The permanent destruction or elimination of documents, files, and records.
- Records: All required physical and digital historical documents (e.g financial audits, employee and student files) and documents that are used in day to day operations (e.g. student cumulative files, bank statements, employee information).

Indicator 1: Records are retained and disposed of per legal guidelines.	Compliant
Evidence 1: Using the District’s electronic records retention system called OnBase, all records have been appropriately retained as per legal guidelines. A record retention audit completed in December 2014 shows that required records are available and accessible (<i>see Appendix E</i>).	
Evidence 2: Routine records disposal occurs in June and December. The December disposal shredded approximately 800 boxes of material. (<i>See Appendix N</i>)	
Indicator 2: Required records are retained, available, and accessible.	Compliant
Evidence: All public records requests were fulfilled. There are no known requests for records or documents that were not met. All required records are archived. All records for day to day operations are available in District systems and/or file storage. There are no known cases where needed files were unavailable. (<i>See Appendix E & L</i>)	
Indicator 3: Disposal of records follows a protocol that maintains security and privacy.	Compliant
Evidence 1: Records were disposed of as required in June and December according to requirements outlined by state and federal regulations. The latest disposal shredded approximately 800 boxes of material and the Certificate of Destruction that assures confidential disposal was provided. (<i>See Appendix N</i>)	
Evidence 2: A self-audit of DPI record retention requirements was performed in December and indicates compliance. (<i>See Appendix E</i>)	

7.6 The superintendent may not: Allow facilities and equipment to be subject to improper use or insufficient maintenance.	<i>Compliant with Exception</i>
---	---------------------------------

Interpretation: The Board of Education expects the superintendent to ensure that all District property are used for supporting the education of the District’s students, that the facilities and equipment are maintained and improved to provide a quality learning environment, and that general maintenance is performed on schedule and project maintenance performed as required.

- Facilities and equipment: Fixed assets (buildings) and personal property (e.g. computers & vehicles) both instructional and non-instructional.
- Improper Use: Inappropriate operation, treatment, or utilization in a manner that is contrary to intended purpose or violates District policies and procedures.
- Insufficient maintenance: Inadequate repair, cleaning, inspection, or upkeep as outlined by specifications or operational policies and procedures.

Indicator 1: Facility use is in compliance with the District’s established guidelines.	Compliant
Evidence: <ul style="list-style-type: none"> ● No major issues were reported for damage or inappropriate use of District facilities requiring canceling of a permit or denial of a request for permit. ● 1,982 permit requests were processed and issued within an average of 24.6 days. There were a total of 15,908 events for the 2013-2014 school year. ● All facility use permits complied with established guidelines as to appropriate facility use. <i>(See OE-12 Report)</i> 	
Indicator 2: 95% of maintenance requests are completed within the school year requested and the average completion time is under 60 days.	Compliant
Evidence: Of the 12,570 work orders, 57% were completed within 7 days. The overall average completion work order time was 83 days. 96% of all work orders are completed within 6 months or less. <i>(See OE-12 Report)</i>	
Indicator 3: Technology equipment is maintained in a manner that supports the District’s mission and vision.	Compliant
Evidence: The Information Systems Department supports and maintains technology equipment. During the past year, 14,976 technology support tickets were opened and resolved.	
Indicator 4: All instructional equipment is used for its intended purpose.	Compliant
Evidence: Destiny media manager is used to record all technology related instructional assets along with their intended purpose. This system assures compliance with state and federal grant record keeping and helps ensure the use of the equipment as intended. <i>(See Appendix F - Title I and financial audit).</i>	
Indicator 5: Non-instructional equipment is used by employees for its intended purpose.	Non-Compliant
Evidence: District employees using computer equipment affirmed Network Use Agreements as to proper use of those assets. Every case of an employee violation of a Network Use Agreement was investigated and addressed. Systems to track employee use of other equipment have not been fully developed. <i>(Refer to Action Plans and Capacity Building)</i>	
Indicator 6: There is no backlog of deferred maintenance items.	Non-Compliant
Evidence: There is a backlog of deferred maintenance items due to lack of funding. <i>(Refer to Action Plans and Capacity Building)</i>	

7.7 The superintendent may not: Unnecessarily expose the District, the Board or staff to legal liability.	<i>Compliant</i>
---	------------------

Interpretation: The Board of Education expects the superintendent to ensure that District actions will follow Coherent Governance Policy and Administrative Regulations that have been through legal review. The Board of Education also expects that liability insurance will be in place to cover the cost of legal defense and claims should they arise.

- Unnecessarily expose: Negligent actions that put the District in a legally untenable position.
- Legal liability: Litigation with another party where attorney fees are incurred.

Indicator 1: The District uses legal services to guard against losses to the District.	Compliant
---	------------------

Evidence: Major contracts entered into by the District are reviewed by legal counsel. The District uses legal counsel in the specialty areas of Real Estate, contract negotiations, revisions to administrative regulations, RFP preparation, construction contract negotiation, special education, general school law, technology leasing, employment law, environmental law, and debt issuance.

- Approximately 1,003 hours of legal services was utilized from the District’s primary law firm. In addition, time was used for specialist related financing issuance and to employment issues. *(See Appendix G – Refer to Action Plans for legal review tracking)*

Indicator 2: The District carries educator legal liability insurance.	Compliant
--	------------------

Evidence: The District has Errors and Omissions coverage as part of the overall insurance coverage. This insurance helps to cover costs should legal issues occur that are caused by errors and/or omissions by District staff and/or Board members. There were no losses due to legal actions for the 2013-2014 school year. *(See Appendix A, pg. 30)*

7.8 The superintendent may not: Invest funds in investments that are not secured or that are not authorized by law.	Compliant
---	------------------

Interpretation: The Board of Education expects the superintendent to ensure that all investments are in statutorily allowable instruments separated in distinct accounts.

- Funds: Money or capital.
- Investments: The commitment of District funds or other assets with the purpose of gaining profitable returns in the form of interest, income, dividend, and appreciation of value.
- Secured: Providing certainty or a guarantee in conformance with law to minimize the risk of loss.

Indicator 1: All funds are invested in secure and lawful instruments.	Compliant
Evidence: Invested cash is restricted by Wisconsin statutes and may only consist of the following: time deposits; repurchase agreements; securities issued by federal, state, and local government entities, statutorily authorized commercial paper and corporate securities and the Wisconsin local government pool. Investments in OPEB and private purpose trust funds may be invested in other types of investments and are governed by Wisconsin statute 881.01 "Uniform Prudent Investor Act. (See the 2013-14 Audit Report, Pages 29-31 - Appendix K)	
Indicator 2: No losses are incurred by the District on deposits and investments.	Compliant
Evidence: Deposits and investments by the District are subject to various risks. Wisconsin statutes require repurchase agreements to be fully collateralized by bonds or securities issued or guaranteed by the federal government or its instrumentalities. The agreement with the District's bank, Johnson Bank, include collateralization of deposits. No losses were experienced in 2014. (See the 2012-13 Audit Report, Pages 29- 31 - Appendix K and Appendix M)	

7.9 The superintendent may not: Purchase or sell real estate, including land and buildings.	<i>Compliant</i>
---	------------------

Interpretation: The Board of Education expects the superintendent to ensure that no real estate transactions will occur without Board approval, and that only the Board may acquire, encumber or dispose of real estate.

- Real estate: Property consisting of land and buildings.
- Purchase: To obtain ownership or control through lease in exchange for money or value.

Indicator 1: No real estate was purchased, encumbered or disposed of without Board approval.	Compliant
Evidence: The Board approved an easement at Gilmore Middle School. No real estate was sold or purchased during 2014.	
Indicator 2: The Board approves all lease agreements for land or buildings.	Compliant
Evidence: The Board approved 2 leases for alternative education programs. The facilities are located at St. Patrick’s Church and the other on Northwestern Avenue. <i>(See Appendix O)</i>	

7.10 The superintendent may not: Take any action that damages the District's public image or credibility.	<i>Compliant</i>
---	------------------

Interpretation: The Board of Education expects the superintendent to ensure that decisions, processes and practices align with the District's vision of achieving the North Star, and that the superintendent supports and promotes credibility and a positive public image of the District through well-reasoned policy and regulations that have public input and ensure that the policy and regulations are applied fairly, equitably and consistently.

Indicator 1: News coverage of District events and operations provide a positive public image of the District.	Compliant
Evidence: There were 128 positive articles and 15 negative articles in the Racine Journal Times since July 2014.	
Indicator 2: Public opinion of District services are positive.	Compliant
Evidence: The RUSD Parent/Community 2014 survey indicates that a majority believe RUSD is heading in the right direction. Regarding customer service, 84% at high schools believed they received good customer service, middle schools 86.9%, and elementary schools 90.2%. Also, an indicator of a positive public opinion of the District is the approved referendum for facilities and technology. <i>(See the 2014 Parent/Community Survey).</i>	
Indicator 3: Opportunities for public input are provided on District policies and regulations.	Compliant
Evidence: All business meetings of the Board of Education provided an opportunity for the public to provide input on District policies and matters. <i>(See District website for Board meeting minutes).</i>	

Note: The Superintendent requests that the Governance Committee consider moving Policy 7.10 regarding the public image of the District to OE 9 which relates to communicating with the public. Further guidance is desired from the Board on this operational expectation. As a result, a re-monitor of this expectation can be done at a later time once guidance is provided.

7.11 The superintendent may not: Dispose of personal property except as associated with the normal course of business.	<i>Compliant</i>
--	------------------

Interpretation: The Board of Education expects the superintendent to ensure that processes are maintained and followed that govern the appropriate disposal of District personal property.

- Dispose: To discard or sell so that it is no longer under District control or ownership.
- Personal Property: Non-real estate assets and materials.

Indicator 1: District personal property was disposed of fairly and appropriately according to administrative regulation 3230.	Compliant
--	------------------

Evidence: All District personal property was disposed of according to administrative regulation 3230.

- The District uses approved vendors to resell or recycle textbooks that are no longer needed. No textbooks were resold or recycled this year.
- Schools are in the process of recycling weeded library books which is tracked through the Destiny software system.
- The Department of Buildings and Grounds used scrap metal vendors (Miller Compressing) to dispose of or recycle District personal property. As of December 2014, \$2,324.12 was received from the sale of scrap metal.

Indicator 2: The sale of surplus property uses a fair and public process.	Compliant
--	------------------

Evidence: No sales were conducted this year.

<p>7.12 The superintendent may not: Sign or allow a subordinate to sign any contract for which the terms of said contract have not been reviewed and approved by legal counsel.</p>	<p><i>Non-Compliant</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to ensure that all major contracts which the District enters into is reviewed by legal counsel prior to any District employee entering into the contract for the District.

- Major Contract: Initial agreements that are enforceable by law with a large dollar cost (\$100,000) and/or create a large financial exposure if contract terms are not met.
- Sign or allow: To legally bind the District.

<p>Indicator 1: The Board approves all contracts for major purchases and services.</p>	<p>Non-Compliant</p>
<p>Evidence 1: All new contracts with a value of \$100,000 were brought to the Board for approval, with the exception of the emergency asbestos abatement incident highlighted below. However, tracking of legal review of contracts needs improvement. <i>(See Appendix H, I and J – list of purchase orders, wire and payments over \$100,000 - Refer to Action Plans)</i></p>	
<p>Evidence 2: A PO was issued for \$90,000 for emergency asbestos abatement at O Brown to Balestrieri Environmental; the actual cost was \$422,959.90 due to the need for scaffolding to reach the problem area and additional environmental concerns discovered and addressed. This work was not brought forward for BOE action due to the emergency nature and timing of the work See attached list of PO’s over \$100,000, wires over \$100,000 and payments over \$100,000. <i>(Refer to Action Plans for emergency services)</i></p>	
<p>Indicator 2: Major Contracts are reviewed by the District legal counsel with expertise in specific contract subjects.</p>	<p>Compliant</p>
<p>Evidence: The District used 1,003 hours of legal service in the areas of real estate law, contract law, employee relations law, school law, and general council. Bond attorney services were used for debt issuance. <i>(See Appendix G – Refer to Action Plans for legal services tracking)</i></p>	

7.13 The superintendent may not: Execute or allow a subordinate to execute a contract encumbering Racine Unified School District for \$100,000 or more.	<i>Non-Compliant</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to ensure that any contract with a value of \$100,000 or more is approved by the Board prior to execution and that such approval is an Action Item on the Board business agenda or as part of the budget approval process.

- Contract: Initial agreements that are enforceable by law with a large dollar cost (\$100,000) and/or create a large financial exposure if contract terms are not met.
- Subordinate: Employees of the District that report to the superintendent.

Indicator 1: The Board approves all major purchases and contract authorizations.	Non-Compliant
<p>Evidence 1: The Board of Education approved all new contracts with a value of \$100,000 or more, with the exception of the emergency asbestos abatement incident highlighted below. Those approvals include contracts with Apple Computer, Schmitt Music, Compass Learning, WestEd, Black Diamond Group, Wilson Learning, Scholastic, Learning A-Z, Paul Davis National, Premier Power, and Infor. <i>(See Appendix H, I and J).</i></p>	
<p>Evidence 2: A PO was issued for \$90,000 for emergency asbestos abatement at O Brown to Balestrieri Environmental; the actual cost was \$422,959.90 due to the need for scaffolding to reach the problem area and additional environmental concerns discovered and addressed. This work was not brought forward for BOE action due to the emergency nature and timing of the work See attached list of PO's over \$100,000, wires over \$100,000 and payments over \$100,000. <i>(Refer to Action Plans for emergency services)</i></p>	

Action Plan to Improve/Enhance OE-7:

Through the Chief of Finance Office, Chief of Operations Office, and Chief of Information Office, the superintendent will continue to address areas of non-compliance in OE-7. The 2014-15 action plan includes:

7.12.1 & 7.13.1: Generate an Environmental Service RFP for emergency environmental services for quality and price which would be submitted for BOE approval. In addition, a tracking system for legal review of contracts will be developed and contract approvals brought before the Board will include an indication of legal review.

7.4.2: Develop a plan to digitize physical records which would be electronically stored, preserved, and protected. Improve systems to track and protect physical files, records, and information.

7.4.3: Review the need to copy write or trademark District intellectual property.

7.6.5: Improve measures for monitoring proper use of equipment and District assets. This includes developing a plan to install GPS tracking systems on District owned vehicles.

7.6.6: Develop funding plans to reduce deferred maintenance backlogs.

7.7: Create a system for tracking the legal review of matters that reduce liability to the District. Include in subsequent reports staff training or other programs that will prevent the exposure of the District to legal liability.

Capacity Building - Funding/Staffing:

1. As proposed in OE 12, a \$200,000 increase in the FY16 facilities maintenance budget will be proposed.
2. Funds will need to be dedicated in proposed budgets to accomplish plans to digitize physical records and for equipment and materials to track and protect files, records, and information.
3. Plans to improve systems to monitor the proper use of equipment and District assets will need to include necessary funding requests to implement measures. Consider expanding or enhancing current systems of asset tracking, including the Destiny system.



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-5 (FINANCIAL PLANNING)
SUMMARY OF COMPLIANCE STATUS**

Date: February 16, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5 (Financial Planning), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:


	In Compliance
X	In Compliance with Exception (as noted in the evidence)
	Not in Compliance

Executive Summary:

This report monitors OE-5 policy for November 1, 2013-October 31, 2014. This monitoring report is in compliance with exceptions.

All Operational Expectations were met with the exception of OE 5.1.2. The District is preparing for the Board clear and comprehensive budget documents. The District is also using sound and accurate financial planning practices and fiscal procedures to maintain reliable budget forecasts and takes care to preserve the financial stability of the organization into the future. The District financial planning and expenditure of the budget assures sufficient reserves and funds and accounts for anticipated increases in employee costs, enrollment adjustments and other forecasting considerations. The District has demonstrated sound fiscal monitoring and management of the public's money toward providing a quality education for the children of the District.

OE 5.1.2: The Board expects that budget expenditures are specifically linked to the Board's Operational Expectations and Results Priorities. Beginning with the 2015-16 budget, all expenditures will include a notation to identify the specific *Results* and *Operational Expectations* budget expenditures support.

Signed: 
Superintendent

Date: February 3, 2015

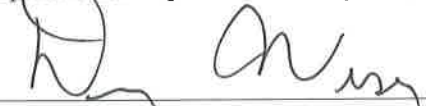
BOARD OF EDUCATION ACTION

With respect to Operational Expectations 5 (Financial Planning), the Board:

	Accepts the report as fully compliant
XX	Accepts the report as compliant with noted exceptions
	Finds the report to be noncompliant

Summary statement/motion of the Board Ms. Handrow moved, Pastor Hargrove seconded, to approve the Operational Expectations-5 (Financial Planning) Monitoring Report as being in compliance with exception in OE-5.1.2 as noted in evidence. All were in favor.

OE-5.1.2: The Board expects that budget expenditures are specifically linked to the Board's Operational Expectations and Results policies. Beginning with the 2015-16 budget, all expenditures will include a notation to identify the specific Results and Operational Expectations budget expenditures support.

Signed: 
Board President

Date: 2-2-15



Racine Unified School District
Operational Expectations Monitoring Report
DATE: February 16, 2015

OE-5 (FINANCIAL PLANNING)

The Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's *Results* priorities and *Operational Expectations* goals, and that avoids long-term fiscal jeopardy to the District.

Interpretation: The Board of Education expects the Superintendent to manage the current year budget and develop a budget plan for the subsequent year that manages revenues, expenditures, and maintains necessary cash balances in order to obtain a high credit worthiness and meet the financial obligations of the District. Financial planning for the District must be prepared for up to five years in the future. Plans need to identify the means by which the budget supports for the Board's *Results* and *Operational Expectations* policies.

- Multi-year financial plan: To anticipate events or conditions for five years into the future that impact District operations as reflected in the budget, the five year financial forecast, District financial procedures, and the implementation of the District's educational programs and operations.
- Long-term fiscal jeopardy: The inability of the District to meet planned or anticipated expenditures for at least three years as reflected by negative fund balances, a credit worthiness that is determined to be less than very strong as shown by debt costs/bond ratings, or the inability of the District to meet financial obligations through adequate cash balances.
- Related directly: Financial plan to identify the funds of the District to support specific Results Priorities and Operational Expectation goals.

<p>5.1 The Superintendent will develop a budget that: Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the <i>Results</i> priorities and any <i>Operational Expectations</i> goals for the year.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to assure that the budget will be presented to the Board in clearly defined sections and reported in a condensed format for clarity. The budget will include clear explanations for important aspects of the budget in its entirety and for the provided sections. The budget presentation will outline key initiatives and expenditures related to certain Operational Expectations and Results priorities, including how budget allocations achieve the Board’s educational and operational mission of the District.

- Summary format understandable to the Board: Budget documents and information will be presented to the Board in clearly defined sections and in a condensed format. Defined sections include budget assumptions and operational funds. Executive summaries and notes of explanation will be included to clarify and highlight important aspects of the budget and outline links to Results priorities and Operational Expectations.

<p>Indicator 1: The budget documents are summarized by fund and contain notes of explanation.</p>	<p>In Compliance</p>
<p>Evidence 1: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014, and the 2014-15 Original Budget documents provided to the Board on October 28, 2014 were summarized by fund.</p>	
<p>Evidence 2: Explanations of assumptions used to develop the budget and notes outlining important aspects of the budgets were included in provided sections of the budget.</p>	
<p>Indicator 2: The budget document outlines initiatives and expenditures related to certain Operational Expectations and the Board’s Results Priorities.</p>	<p>Not In Compliance</p>
<p>Evidence 1: The 2014-15 budget document and presentation outlined key initiatives and how the budget allocations addressed educational and operational needs of the District. The FY15 Interim Budget presentation on June 16, 2014 highlighted initiatives categorized by whether they focused on the three <i>Raising Racine</i> priorities: (1) raising student achievement particularly in reading and math, (2) closing the achievement gaps for students of color and special education, and (3) creating a positive learning environment in all schools.</p>	
<p>Evidence 2: The 2014-15 budget documents and presentations did <u>not</u> reference how key budget allocations related to Operational Expectations or Results priorities.</p>	

5.2 The Superintendent will develop a budget that: Credibly describes revenues and expenditures.	<i>In Compliance</i>
---	-----------------------------

Interpretation: The Board of Education expects the Superintendent to assure that the budget documents report monies received and expended in the District in an accurate and verifiable manner.

- Credibly describes revenues and expenditures: In each section reported in documents to the Board, all budgeted revenues will be reported by local, state, or federal source and all budgeted expenditures will be reported by instructional or non-instructional functional area as outlined by state accounting structures.

Indicator 1: The budget document summarizes revenues by source and expenditures by function for each budget section.	In Compliance
Evidence: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014, and 2014-15 Original Budget documents provided to the Board on October 28, 2014, summarized revenues and expenditures for the total budget and all reported funds.	
Indicator 2: The budget reporting structure conforms to reporting requirements outlined by the Wisconsin Department of Public Instruction.	In Compliance
Evidence: The 2014-15 budget documents included tables utilizing the budget reporting structure outlined by the Wisconsin Department of Public Instruction and used for the required newspaper publication for the annual budget hearing (<i>FY15 Original Budget, Page 48</i>). Required 2014-15 budget reports were also filed with the state.	

<p>5.3 The Superintendent will develop a budget that: Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for each category for the current fiscal year and the amount budgeted for the next fiscal year.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the Superintendent to assure that planned expenditures for each fund are reported by functional area and object as outlined by the Wisconsin Uniform Financial Accounting Requirements by major funds (General Fund 10 and Special Education Fund 27).

- Budget category: By operating fund, functional area, and object as outlined by the Wisconsin Uniform Financial Accounting Requirements (WUFAR).
- Most recently completed fiscal year: The period of time from July 1, 2012, until June 30, 2013.
- Current fiscal year: The period of time from July 1, 2013, until June 30, 2014.
- Next fiscal year: The period of time from July 1, 2014, until June 30, 2015.

<p>Indicator 1: The budget document summarizes expenditures by function for each fund and by object for major funds and reports on prior year, current year, and proposed budget year.</p>	<p>In Compliance</p>
<p>Evidence 1: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014 and the 2014-15 Original Budget documents provided to the Board on October 28, 2014, summarized expenditures for the total budget and all reported funds by functional area.</p>	
<p>Evidence 2: More detailed amounts for revenues and expenditures are reported for the general fund (<i>FY15 Original Budget, Pages 19-24</i>) and special education fund (<i>FY15 Original Budget, Pages 28-30</i>).</p>	
<p>Indicator 2: The budget document reports prior year, current year, and proposed budget year amounts by category.</p>	<p>In Compliance</p>
<p>Evidence 1: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014 and the 2014-15 Original Budget documents provided to the Board on October 28, 2014, included financial information for 2011-12; the most recently completed fiscal year of 2012-13; current year 2013-14; and the proposed budget for the next year of 2014-15. (<i>See 2014-15 Interim Budget and 2014-15 Original Budget</i>)</p>	
<p>Indicator 3: The budget reporting structure conforms to the Wisconsin Uniform Financial Accounting Requirements (WUFAR).</p>	<p>In Compliance</p>
<p>Evidence: The 2014-15 budget documents (<i>FY15 Original Budget, Pages 19-24, 28-30, & 48</i>) included tables utilizing the budget reporting structure outlined by the Wisconsin Department of Public Instruction. Required 2014-15 budget reports were also filed with the state utilizing WUFAR.</p>	

5.4 The Superintendent will develop a budget that: Discloses budget-planning assumptions.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the Superintendent to assure that all factors are considered and assumed when developing and compiling the budget.

- Budget-planning assumptions: Factors used and assumed in order to create the budget, including changes to law, student enrollment, localized issues, and planned expenditure changes.

Indicator: The budget documents include a list of budget assumptions and major budget variances over the prior year. The assumptions include impacts from student enrollment, state and federal law and policies including the state revenue limit, changes to state and federal funding, District property valuations, and other legislative actions.	In Compliance
<p>Evidence: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014 and the 2014-15 Original Budget documents provided to the Board on October 28, 2014, contain the following:</p> <ul style="list-style-type: none"> • a list of budget assumptions used to prepare the budget (<i>FY15 Original Budget, Page 2</i>); • budget assumptions for: <ul style="list-style-type: none"> - state revenue limit (<i>FY15 Original Budget, Page 50</i>), - state general aid (<i>FY15 Original Budget, Page 51</i>), - changes to state and federal funding (<i>FY15 Original Budget, Page 2</i>); • student enrollment estimates (<i>FY15 Original Budget document, Page 4</i>); • projected District equalized property valuation changes and the resulting tax levy impact (<i>FY15 Original Budget, Pages 2, 5</i>); • budget impacts from state or federal policies (<i>FY15 Original Budget, Page 2, and by reported fund</i>); • CPI figures and other estimates used to determine employee compensation costs (<i>FY15 Original Budget, Page 2</i>). 	

5.5 The Superintendent will develop a budget that: Assures fiscal soundness in future years.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to assure the ability of the District to meet planned or anticipated expenditures as reflected by positive fund balances, high credit worthiness as shown by very strong bond ratings, and the ability of the District to meet financial obligations through adequate cash balances.

- Fiscal soundness: The ability of the District to maintain high credit worthiness, a cash flow to meet financial obligations, and sufficient fund balances.
- Future years: A three to five-year period.

Indicator 1: A five-year financial forecast is presented to the Board to assess fiscal soundness in future years.	In Compliance
Evidence: A five-year financial forecast using the Baird Budget Forecast Model was completed and presented to the Board on April 7, 2014.	
Indicator 2: A budget is submitted to the Board that maintains sufficient fund balances to meet financial obligations.	In Compliance
Evidence: The 2014-15 budget documents include tables summarizing balances in each fund (<i>FY15 Original Budget document, Page 11</i>).	
Indicator 3: The District’s long-term bond rating is Aa3 or higher and the District’s short term bond rating is MIG 1.	In Compliance
Evidence: A July 16, 2014, bond rating by Moody’s Investors Service maintained the District’s bond rating as Aa3 which is considered very strong credit worthiness. The same analysis by Moody’s gave RUSD a MIG 1 rating for short term debt.	
Indicator 4: The District’s cash flow for meeting financial obligations was maintained with minimized use of short-term borrowing.	In Compliance
Evidence: The District maintained cash flow throughout the fiscal year without any short-term cash flow borrowing.	

<p>5.6 The Superintendent will develop a budget that: Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.</p>	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to assure the personnel budget includes specific changes in employee compensation and benefit costs for all employees.

- Employee compensation: All pay and benefits provided to employees.
- Step and performance increases: Pay provided to employees as supplemental compensation.
- Benefits: Eligible employee costs that include WRS State retirement contributions, FICA, health and dental coverage, life insurance, long-term disability coverage, and workers compensation insurance costs.

<p>Indicator: The budget reflects anticipated personnel costs for pay and benefits that are consistent with labor agreements, employee handbook provisions, and pay rates set by the Office of Human Capital.</p>	In Compliance
<p>Evidence: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014 and the 2014-15 Original Budget documents provided to the Board on October 28, 2014, summarized assumptions related to budgeting for employee compensation costs and included benefit cost changes. The Board approved inflationary and salary schedule adjustments and health cost estimates (<i>FY15 Original Budget, Page 2</i>). Health, OPEB, and dental benefit costs are based on figures provided by District insurance consultants.</p>	

5.7 The Superintendent will develop a budget that:

Maintains the General Fund (Fund 10) balance in a range of 15% to 20% of the annual General Fund (Fund 10) and Special Education Fund (Fund 27) budgeted expenditures.

In Compliance

Interpretation: The Board of Education expects the Superintendent to assure that the general fund balance is 15-20% of the budgeted expenditures and that variances are approved by the Board.

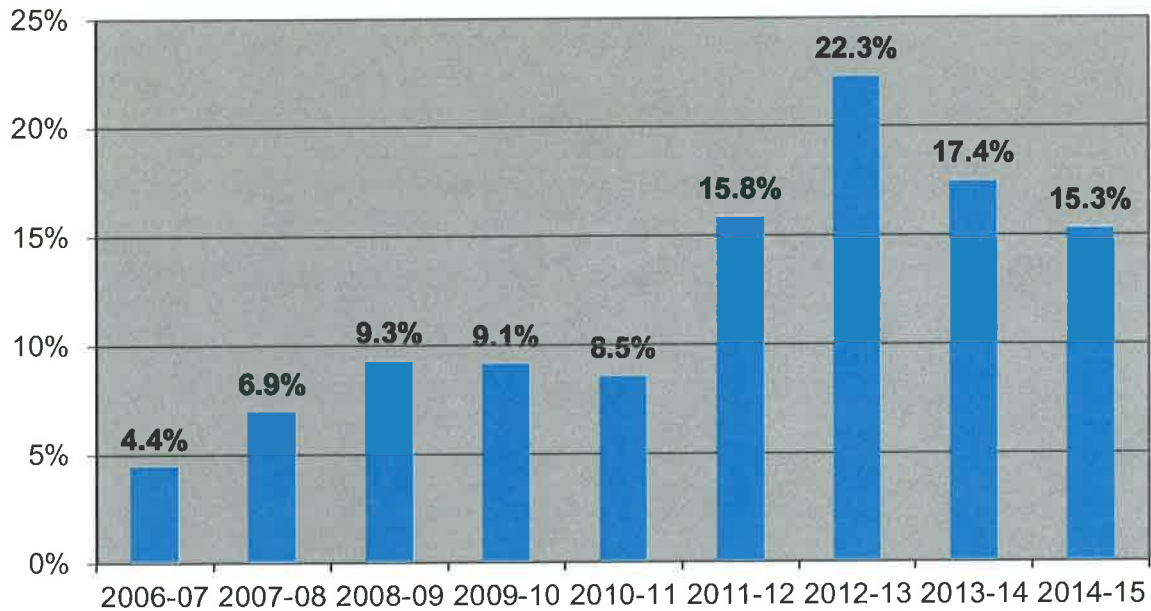
- Fund balance: The amount of money remaining in the general fund at the end of the fiscal year.

Indicator: Year-end financial statements reflect calculations of ending fund balances and maintaining an amount in a range of 15% to 20% of annual General Fund expenditures and the General Fund transfer to the Special Education Fund. Any variance from the expectation requires approval from the Board of Education.

In Compliance

Evidence: Year-end 2013-14 financial statements reflect calculated ending fund balances to be an estimated 17.4% of annual General Fund expenditures and the General Fund transfer to the Special Education Fund. The FY15 Original budget also estimates an ending fund balance of 15.3%.

**RUSD General Fund Balance
FY07 through FY15**



Note: The percentage for 2014-15 is the estimated ending fund balance as part of the approved fiscal year budget.

5.8 The Superintendent will develop a budget that: Reports the planned impact on staffing patterns due to budgetary decisions.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to assure that staffing patterns are considered and assumed when developing and compiling the personnel budget.

- Staffing patterns: The differences in Full-Time-Equivalency (FTE) positions held by employees by employee group compared to prior years.

Indicator 1: The budget document summarizes staffing patterns by employee groups for the current and prior fiscal years.	In Compliance
Evidence: The 2014-15 Interim Budget documents provided to the Board on June 16, 2014 and the 2014-15 Original Budget documents provided to the Board on October 28, 2014, included a table outlining the differences in FTE by employee group for the current fiscal year and prior fiscal year. <i>(See FY15 Original Budget document pages 8 & 9)</i>	
Indicator 2: Explanations are included in the budget to report on the factors that may have caused changes to staffing patterns.	In Compliance
Evidence: Notations are provided in the FY15 Original Budget that explain FTE changes <i>(Page 10)</i> .	

Action Plan to Improve/Enhance OE-5:

Through the office of the Chief Financial Officer, the Superintendent will continue to address areas of non-compliance in OE-5. The 2014-15 action plan includes:

5.1.2: Beginning with the 2015-16 Budget, expenditure categories will include a notation to identify the specific *Results* and *Operational Expectations* to which the expenditure supports. Due to the magnitude of this changeover, we anticipate a 2-3 year phase-in of this expectation. The Superintendent will seek Board input on these changes and level of detail needed.

Capacity Building – Funding/Staffing:

No changes are deemed necessary.



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)
SUMMARY OF COMPLIANCE STATUS**

Date: April 27, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations OE-2 (Emergency Superintendent Succession), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

- XXX **In Compliance**
- In Compliance with Exception (as noted in the evidence)**
- Not in Compliance**

Executive Summary:

This report monitors OE-2 policy for April 1, 2014-March 31, 2015. This monitoring report is in compliance. The Superintendent was away from the office and unable to fulfill her leadership responsibilities on 16 occasions. 100% of these were either appropriately covered by District administrators who acted as Superintendent, or the Superintendent was available by telephone.

Signed: 
Superintendent

Date: April 13, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectations OE-2 (Emergency Superintendent Succession), the Board:

- XXX **Accepts the report as fully compliant**
- Accepts the report as compliant with noted exceptions**
- Finds the report to be noncompliant**

Summary statement/motion of the Board Ms. Handrow moved, Dr. Frontier seconded, to approve the Operational Expectations – 2 (Superintendent Succession) Monitoring Report as being in compliance. All were in favor.

Signed: 
Board President

Date: April 27, 2015



Racine Unified School District
Operational Expectations Monitoring Report
DATE: April 27, 2015

OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)

<p>The Superintendent shall designate at least one other executive staff member who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis until the Board appoints a temporary or permanent replacement.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board expects the organization to have clearly identified executive leadership at all times. Whenever the Superintendent is not able to fulfill his/her direct leadership responsibility when away from the District for training, vacation, extended illness or emergency, the Board expects a District leader to be designated to serve in the Superintendent’s absence. The Board expects the Superintendent to identify and communicate to the Board and Central Office leadership the person(s) designated to lead the District during a Superintendent absence to make decisions on behalf of the District. In an emergency, where the Superintendent is incapacitated, the Chief of Schools will contact the President of the Board of Education who will designate an acting Superintendent.

The Board expects Superintendent designee(s) to be appointed first from available chiefs, then executive directors, then directors at the Administrative Service Center. Designees must possess skills, knowledge of District leadership responsibilities, Board policy, organizational structures, and District communication practices. In addition, the designee(s) must have an understanding of the Superintendent’s vision and direction for most District matters so that decisions made by the designee(s) are aligned to decisions and values typically made and expressed by the Superintendent under the direction of the Board.

<p>Indicator 1: The Board is presented evidence of the Chiefs who have been assigned designation as Acting Superintendent in the event the Superintendent is absent.</p>	<p>In Compliance</p>
---	-----------------------------

Evidence:

<u>Date of Absence</u>	<u>Purpose</u>	<u>Acting Superintendent</u>
March 13-14, 2014.....	Vacation	Dave Hazen
April 22, 2014.....	Sick	None – Available via phone
April 30-May 3, 2014.....	Spring LAP	Dan Thielen
May 9, 2014.....	Vacation	Dave Hazen
May 23, 2014.....	Vacation	Eric Gallien
June 17-20, 2014.....	Aspen Conference	Dave Hazen
June 27-July 3, 2014	Vacation	Eric Gallien
July 13-17, 2014.....	AASA National Conference.....	Dan Thielen
July 21-August 1, 2014	Vacation	Dave Hazen
August 6-7, 2014.....	Sick	None – Available via phone
November 7-10	Vacation	Eric Gallien
November 11-12, 2014.....	AASA National Panel on Discipline	Dave Hazen
December 19-23, 2014.....	Vacation	None – Available via phone
January 14-19, 2015.....	Superintendent Summit.....	Dan Thielen
February 23-March 1, 2015	AASA National Superintendent Conference....	Eric Gallien
March 9-11, 2015.....	Nashville	Dave Hazen
March 18, 2015	Day at the Capitol.....	Eric Gallien

<p>Indicator 2: For emergencies, if the Superintendent is incapacitated, the Board President will be contacted to designate an Acting Superintendent.</p>	<p>In Compliance</p>
--	-----------------------------

Evidence: There were no emergencies where the Superintendent was incapacitated.



Racine Unified School District
Operational Expectations Monitoring Report

OE-10.1-10.8 (INSTRUCTIONAL PROGRAM – Part 1)
SUMMARY OF COMPLIANCE STATUS

Date: April 27, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10.1-10.8 (Instructional Program – Part 1), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

In Compliance
In Compliance with Exception (as noted in the evidence)
Not in Compliance
X

Executive Summary:

This report monitors OE-10 (Part 1) policy for May 1, 2014 – April 30, 2015. This monitoring report is non-compliant. However, we have made progress toward compliance. There is an improvement in the number of indicators “in compliance” compared to last year’s report; specifically, a 20% increase. Areas of improvement include:

- 10.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.
10.4 Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.
10.5 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Signed: [Signature] Superintendent Date: April 13, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectations 10.1-10.9 (Instructional Program – Part 1), the Board:

Accepts the report as fully compliant
Accepts the report as compliant with noted exceptions
XXX Finds the report to be noncompliant

Summary statement/motion of the Board Ms. Plache moved, Ms. Parham seconded to accept Operational Expectations, 10.1 to 10.8 (Instructional Program, Part 1) as not being in compliance. Ayes – 8 (Frontier, Goodremote, Handrow, Hargrove, Nielsen, Parham, Plache, Wisser). Noes – 1 (McKenna). Absent – 0.

Signed: [Signature] Board President Date: April 27, 2015



Racine Unified School District
Operational Expectations Monitoring Report
DATE: April 27, 2015

OE-10.1-10.8 (INSTRUCTIONAL PROGRAM – Part 1)

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies

Interpretation: The Board of Education expects the Superintendent to assure that all programs used to teach students are rigorous and designed to ensure high levels of student achievement measured by the Board's Results policies.

The Board expects RUSD's instructional program to be based on the Common Core State Standards and other national and state standards of learning. The Board also expects that the instructional program is differentiated and organized in a way that ensures all students at all levels are challenged and successful in meeting the mission of graduating career and/or college ready.

- **Challenging:** Instruction that is stimulating, interesting and thought provoking.
- **Relevant:** Instruction tied to the standards that also provides meaningful activities connected to the real world.

10.1 The Superintendent will: Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to ensure that all curriculum, programs and instructional strategies, as well as teaching resources and materials, to be of superior quality and selected as a result of:

- 1) Rigorous analysis of the curricular programs
- 2) Comprehensive evaluation, and
- 3) Cyclical review.

Those who engage in the development and selection of curriculum and programs must reflect a range of schools, grades, interests and expertise. The evaluation, selection and development of programs and curriculum must use a process that leads to unbiased, evidence-based decision-making.

The Board expects the District’s programs and curricula to be selected, developed and based on a thorough professional review of the most effective teaching and curriculum/instruction in the field of education. The standard for determining the most effective curriculum and instruction programs, teaching strategies, and teaching resources must be grounded in objective data from research with evidence for improving student achievement. The Board also expects programs and curricula to be reviewed systematically through a process of continuous improvement.

- Best practices: Solid, reputable, research-based teaching.

Indicator 1: 100% of programs and curricula scheduled for the current year complete a comprehensive evaluation process with report to the Guiding Coalition and Board of Education.	In Compliance
Evidence: 100% of programs and curricula on Curriculum Program Review Cycle are currently under review for evaluation. Update provided to Guiding Coalition 3.17.15 (See Appendix A).	
Indicator 2: 100% of the District curricula are reviewed for alignment with best practices.	In Compliance
Evidence: Template evaluation (See Appendix I).	
Indicator 3: The Evaluation Reports Committee member lists includes teachers, community members, parents, administrators to reach achieve an objective, unbiased evaluation process.	In Compliance
Evidence: 100% of Committee members represent teachers, community members, parents or administrators. (See Appendix J).	

10.2 The Superintendent will: Align curriculum and instruction on academic standards that meet or exceed state and/or nationally-recognized model standards.	<i>Not In Compliance</i>
--	--------------------------

Interpretation: The Board of Education expects the Superintendent to identify rigorous academic learning standards in each curricular area and base the District’s curricula on those standards. These standards include:

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- Wisconsin Model Early Learning Standards (WMELS)
- Wisconsin State Standards

Indicator 1: 100% of the Common Core State Standards (CCSS) are reflected in RUSD’s reading, writing and math curriculum.	Not In Compliance
Evidence: The current reading, writing and math standards do not fully reflect the CCSS.	
Indicator 2: 100% of the Next Generation Science Standards (NGSS) are reflected in RUSD’s science curriculum,	Not In Compliance
Evidence: The current science curriculum does not reflect the NGSS.	
Indicator 3: 100% of the Wisconsin Model Early Learning Standards (WMELS) are reflected in RUSD’s Early Childhood Curriculum.	In Compliance
Evidence: 100% of the District’s Early Childhood Curriculum is aligned with the WMELS. <i>(See Appendix B).</i>	
Indicator 4: 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above.	Not In Compliance
Evidence: We cannot verify that the Wisconsin State Standards are reflected in all curriculum areas. The State of Wisconsin Academic Standards are in a state of change.	

10.3 The Superintendent will: Effectively measure each student’s progress toward achieving or exceeding the standards.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to assess student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- Effectively measure: The District uses valid and reliable assessment tools, common across all schools by level, to determine students’ progress in achieving the Board’s Results policies.

Indicator 1: The NWEA – MAP and CPAA (Measure of Academic Progress and Children’s Progress Academic Assessment) assessments are aligned to the Common Core Standards.	In Compliance
Evidence: See the NWEA Common Core Alignment Study. <i>(See Appendix C).</i>	
Indicator 2: The NWEA – MAP and CPAA assessment are reliable measures of student growth.	In Compliance
Evidence: See the NWEA- Individual Growth and School Success. <i>(See Appendix D).</i>	
Indicator 3: Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children in the 4K programs in RUSD.	In Compliance
Evidence: See the Touring Guide for Teaching Strategies Gold <i>(See Appendix E)</i>	
Indicator 4: AimsWeb is a valid and reliable assessment of academic competencies.	In Compliance
Evidence: See the AimsWeb Alignment Study. <i>(See Appendix L).</i>	

The District chosen assessment is the Northwestern Education Association – Measure of Academic Progress for both Reading and Mathematics for grades K through 8. All RUSD 4K programs utilize Teaching Strategies Gold. AimsWeb is the District progress monitoring tool for grades K through 8.

<p>10.4 The Superintendent will: Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the Superintendent to offer, as part of the school day, all students an opportunity to pursue and excel in specialized areas that match their interest or talent.

- Specialized areas: The fine arts, career and technical education, world languages, and specialized curricular offerings such as the dual language, Advanced Placement, and International Baccalaureate programs.

<p>Indicator 1: Multiple programs exist in specialty areas to meet the needs of RUSD students.</p>	<p>In Compliance</p>
<p>Evidence: See the Description of Specialized Programs. <i>(See Appendix F).</i></p>	
<p>Indicator 2: The overall enrollment in these specialized programs increases every year.</p>	<p>In Compliance</p>
<p>Evidence: For the 2014-15 school year, there is an increase in overall enrollment (19%) in specialized programs compared to the 2013-14 school year. <i>(See Appendix F).</i></p>	

<p>10.5 The Superintendent will: Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to offer instructional programs that use teaching resources and strategies to accommodate learning styles and the needs of all students.

- Learning styles: Auditory, visual, and kinesthetic learning preferences; varying physical, psychological, social-emotional, cognitive needs; and implications of individual developmental levels, disabilities, culture and language.

<p>Indicator 1: Teachers plan instruction based on the personalized learning plans for all of their students.</p>	<p>In Compliance</p>
<p>Evidence: 100% of teachers K-8 work with students to set personalized learning goals for all students immediately following MAP assessments for Fall and Winter testing.</p>	
<p>Indicator 2: All students with disabilities are placed in their least restrictive environment as appropriate.</p>	<p>Not In Compliance</p>
<p>Evidence: DPI Indicator 5: School Age Educational Environment for students age 6 through 21</p> <ul style="list-style-type: none"> • (X) Inside the regular classroom with nondisabled peers 80% or more of the time = 60%; DPI target 65% • (X) Inside the regular classroom with nondisabled peers less than 40% of the time = 10.7%; DPI target less than 9.4% • (√) Served in separate schools, residential facilities, or homebound/hospital placements = 0.63%; DPI target less than 0.9% 	
<p>Indicator 3: A tiered level of services exists for all Bilingual and ESL students.</p>	<p>In Compliance</p>
<p>Evidence: 100% of parent requests for student placement in dual language, bilingual or ESL programs were accommodated.</p>	
<p>Indicator 4: Principal observations document culturally relevant teaching practices evident in every classroom.</p>	<p>Not In Compliance</p>
<p>Evidence: Training and implementation of culturally relevant practices is underway for some teachers and will be systematically implemented in the 2015-16 school year.</p>	
<p>Indicator 5: Alternatives to traditional classroom learning environments exist in RUSD.</p>	<p>In Compliance</p>
<p>Evidence: The following school options exist in elementary, middle and high school levels: Magnet, charter, virtual school, Turning Point Academy (behavior), Racine Alternative Education Program (credit recovery), Transition program (18-21 year olds), Transition Education Program (TEP), Partners Educating Students (PEPS @ Gateway Technical College), Community Service Program (CSP), Special Education Options (SEO), Homebound, Creative options for Youth (COFY), FreshStart, Course Options, Youth Options, ACT39 GED/HSED @ Gateway Technical College.</p> <p>A systematic process is available for parents to select and staff to recommend these programs.</p>	

10.6 The Superintendent will: Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	<i>Not In Compliance</i>
--	--------------------------

Interpretation: The Board of Education expects the Superintendent to encourage new and innovative programs that align with the Board’s Results policies and to monitor and evaluate the effectiveness of the programs.

- New and innovative programs: Programs in existing schools that are aligned to the Board’s Results policies and provide alternate pathways to student success.
- Monitor and evaluate effectiveness: The District conducts a systematic review and data analysis to evaluate every new program implementation by the end of the first year.

Indicator 1: New programs are developed and implemented each year.	In Compliance
Evidence: At least two new programs were implemented during the 2014-15 school year: <ul style="list-style-type: none"> • Credit Recovery has been fully implemented in all comprehensive high schools. • Case High School is in the candidacy phase for the International Baccalaureate Career-related Programme (IBCP). 	
Indicator 2: As a result of evaluation after year one implementation, data indicates that 80% of all new programs effectively meet the intended outcomes for the program. (Student achievement or other Board Results Policies).	Not In Compliance
Evidence: 71% of new programs meet intended outcomes (√) Status of programs implemented 2013-2014: <ul style="list-style-type: none"> • <u>West Ridge Elementary School</u> – in candidate phase for IB implementation, expect formal certification site visit by November 1, 2015 (√) • Personalized Learning at <u>Gilmore Middle School</u> – Personalized learning has been implemented in only two grade levels showing minimal improvement in achievement. (X) • STEAM at <u>Mitchell Middle School</u> – Increase in students enrolled in STEAM classes as evidenced by the addition of Graphics Arts, Media, Math in the Modern World technology classes. Addition of PLTW technology education course. Addition of Fine Arts club in Afterzone Program. (√) • STEM at <u>Starbuck Middle School</u> – Addition of STEM interdisciplinary teaching units in grades 6 through 8. STEM workshops in coordination with local universities. Full implementation not evident. Intended outcomes not met. (X) • Business Education at <u>Jerstad-Agerholm Middle School</u> – 100% of students enrolled (annually) in Business-focused class. (√) • <u>Turning Point Academy</u> – 100% of students enrolled at TPA graduated June 2014 (√) • <u>Racine Alternative Education</u> – Increase in graduation rate, increased accumulation of lost credits (√) 	

<p>10.7 The Superintendent will: Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to assure that all District PK-12 programs and endorsed teaching strategies, resources and materials for teaching are reviewed systematically through a process of continuous improvement, and that revisions and enhancements to programs and teaching practices occur routinely as a direct result of systematic processes that evaluate and recommend for revision as needed, every teaching program and all teaching strategies endorsed by the District.

<p>Indicator 1: Every PK-12 program is evaluated through a review and analysis process at least every three years.</p>	<p>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • Year one of the 3 year curriculum program review cycle began in September 2014. • Areas under review include: FACS, Business Education, Technology Education, Mathematics, Library Task Force, Writing, Physical Education, Health, Gifted and Talented Programming, Special Education continuum of services. • Complete compliance expected by Spring 2017. 	
<p>Indicator 2: Every District-endorsed and supported teaching strategy/teaching practice is reviewed and revised on a three-year basis.</p>	<p>Not In Compliance</p>
<p>Evidence: A review of teaching strategies endorsed and supported by the District began September 2014 as part of year one of the 3 year curriculum program review cycle. 100% of the areas under review included this teaching strategy review.</p>	

<p>10.8 The Superintendent will: Protect the instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to ensure maximum time for student instruction by setting expectations for practices that prevent interruption of classroom teaching. The Board also expects all reasonable efforts be made to prevent teachers from being pulled away from their teaching responsibilities. The Board expects all programs and activities to be scheduled to minimize disruptions to instruction.

- Interruptions and unnecessary intrusions: Activities unrelated to the social or academic needs of students, including field trips and assemblies unrelated to curricular content.

<p>Indicator 1: Disruptions to the academic day are addressed through clear, written expectations from the Chief Academic Officer and Chief of Schools.</p>	<p>Not In Compliance</p>
<p>Evidence: Baseline measures to begin in the 2015-16 school year.</p>	
<p>Indicator 2: All curricular writing projects occur outside of the normal school day.</p>	<p>In Compliance</p>
<p>Evidence: 100% of the curricular writing projects completed in the 2014-15 school year occurred outside of the normal school day.</p>	
<p>Indicator 3: Monitoring of the professional development calendar minimizes the number of substitutes for professional development, training, etc. each day.</p>	<p>In Compliance</p>
<p>Evidence: The amount of teaching time missed due to professional development continues to decline annually.</p> <ul style="list-style-type: none"> • 2012-13: Total of 41,305 hours • End of semester 1 2013-14: Total of 15,435 hours • End of semester 1 2014-15: Total of 10,828 hours 	

Capacity Building and Action Plan to Improve/Enhance OE-10 (Part 1):

Through the office of the Chief Academic Officer, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 1). The 2014-15 action plan includes:

10.1: The *3-Year Curriculum and Program Monitoring Cycle* began in September 2014. A District and community stakeholder Curriculum/Program Review Team began the study, review and evaluation of current programs and curriculum in RUSD in the first year of a 3-year cycle.

10.2: (Reworded by approval of Board of Education 3/16/15, combined with 10.3)

- Comprehensive District professional development planning will ensure that all teaching staff plan instruction based on the CCSS and NGSS. *(Began 2014-15, will continue 2015-16)*
- Staff will “unpack” the standards and apply them to their classroom teaching. Professional development for the first phase of schools (elementary) will support application and use of standards based grading. *(unpacking standards, completed, standards based grading will be implemented as part of the 3 year Curriculum Program Review Cycle when new curriculum is written and implemented).*
- With the Educator Effectiveness, Student Learning Objectives and School Learning Objectives (SLO), all staff will receive training in writing as well as monitoring their student/school progress data for successful attainment of these goals. *(Began 2014-15, will continue 2015-16)*

10.3: Although the District comprehensively monitors student progress towards achieving District and state goals, we must continually provide training opportunities for staff. In order to support their use of data; we must support staff to use these processes as part of their regular staff, grade level and subject level meetings. The District will also provide guidance so staff can best use these practices to share student progress with parents.

10.5:

- Differentiated Instruction (DI) and Response to Intervention (RTI) are major professional development goals of the District. Successful implementation will increase our ability to meet the needs of all students. An RTI handbook has been developed collaboratively and serves as a resource for all staff for meeting the needs of students in all 3 tiers of instruction. Resources for both math and reading at Tier 1, 2 and 3 continue to be acquired to address interventions (Indicator 1).
- In addition, 100% of 9th and 10th grade students will participate in data chats (2015-16) using their ASPIRE data to create personalized learning plans. Our hope is we will be able to store all learning plans in a central cloud location.
- The CAO team will work with the CIO team to determine a cloud-based storage area for all plans.
- The Special Education Department continues to work through the 3-year Curriculum Program Review Cycle on the continuum of services for all students (Indicator 2).
- A proposal for District-wide professional development for culturally relevant teaching practices is pending. “Equitable Classroom Practices Guide” has been drafted and awaiting final adoption for 2015-16.

10.6: The Curriculum and Instruction Department will be bringing a proposal to the Board of Education to address Indicator 2. The current middle school specialized programs will undergo a complete review to include improved professional development to maximize the existing programs.

10.7: See 10.1

10.8: A systematic collection of data related to interruptions to the classroom will begin in September 2015. This data will be reviewed monthly during principal meetings with the Chief of Schools Office personnel.

Funding/Staffing:

- 10.6 Education Elements proposal to the Board of Education in May 2015.
- 10.6 Insights professional development plan to the Board of Education in April 2015.
- Curriculum Program Review Cycle – funding for curriculum writing budgeted for summer work.

Appendices:

- A. 3-Year Curriculum and Program Monitoring Cycle
- B. Early childhood curriculum alignment with WMELS
- C. NWEA Common Core Alignment Study
- D. NWEA Individual Growth and School Success Study
- E. Teaching Strategies Gold Touring Guide
- F. Specialized programs with enrollment totals
- G. Program evaluation rubric
- H. Curriculum Program Review committee list
- I. Common Core State Standards Math
- J. Common Core State Standards English/Language Arts
- K. Next Generation Science Standards
- L. AimsWeb Alignment



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-10.9-10.18 (INSTRUCTIONAL PROGRAM – PART 2)
SUMMARY OF COMPLIANCE STATUS**

Date: May 18, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10.9-10.18 (Instructional Program – Part 2), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

<u> </u>	In Compliance
<u> </u>	In Compliance with Exception (as noted in the evidence)
<u>XXX</u>	Not in Compliance

EXECUTIVE SUMMARY:

SEE PAGE 2

Signed: 
Superintendent

Date: May 12, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 10.9-10.18 (Instructional Program – Part 2), the Board:

<u> </u>	Accepts the report as fully compliant
<u> </u>	Accepts the report as compliant with noted exceptions
<u>XXX</u>	Finds the report to be noncompliant

Summary statement/motion of the Board

Ms. Handrow moved, Dr. Frontier seconded, to find the Operational Expectations – 10 (Instructional Program, Part 2) as being not in compliance as presented. All were in favor except for Mrs. McKenna and Mr. Nielsen.

Mrs. McKenna moved, Mr. Nielsen seconded, to include a summary statement commending staff for the improvements in the monitoring report from last year to this year. All were in favor.

Signed: 
Board President

Date: 21-May-2015

EXECUTIVE SUMMARY

This report monitors OE-10 (Part 2) policy for May 1, 2014 – April 30, 2015. On the whole, administrations finds this monitoring report to be **non-compliant**. *The following policies and indicators are not compliant.*

10.10 The Superintendent will select textbooks and instructional materials that advance the achievement of the Board's **Results** policies and that achieve continuity, integration and articulation of the curriculum by course and program.

- **Indicator 1:** 100% of textbooks have been adopted based on the CAO's defined systematic selection and adoption process which includes requirements for alignment to Results Policies, consistency across grades and schools, and direct alignment to District curriculum standards and course content outlines.
- **Indicator 2:** Every District curriculum and course outline includes reference to chapters, pages, units or components of adopted texts and resources that align to standards and content of the curriculum.

10.11 The Superintendent will regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.

- **Indicator 1:** 100% of District-adopted textbooks and recommended teaching materials have been approved for use as a result of an evaluation for re-adoption, replacement, or supplement within the last three years. No textbooks have been in adoption in excess of 10 years.

10.13 The Superintendent will ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.

- **Indicator 1:** 100% of textbook evaluation, enhancement and adoption decisions include evidence of input from stakeholders.

The following areas are now in compliance:

This report shows a 9% increase in the number of indicators In Compliance compared to 2013-2014.

10.15 The Superintendent will provide guidelines and direction to staff regarding the teaching of controversial issues.

- **Indicator 1:** Every teacher receives a written reminder about teaching controversial topics, with the policy attached in the beginning of the school year.

Additionally, three new indicators were added to the report. All three were in compliance.

10.9 The Superintendent will assure that the District calendar and the time made available during the instructional day assign priority to and best serve the learning needs of students.

- **Indicator 6:** Time to address individual student needs exists in the elementary school day.

10.10 The Superintendent will select textbooks and instructional materials that advance the achievement of the Board's **Results** policies and that achieve continuity, integration and articulation of the curriculum by course and program.

- **Indicator 3:** As new instructional programs are adopted, a consistent expectation for use across the District exists.

10.16 The Superintendent will develop and maintain mutually beneficial civic and business partnerships to contribute to achievement of the Board's results policies for student achievement.

- **Indicator 1:** Racine Unified School District has established active partnerships in organizations that contribute to raising student achievement.



Racine Unified School District
Operational Expectations Monitoring Report
DATE: Work Session May 4, 2015
Regular Board Meeting May 18, 2015

OE-10.9-10.18 (INSTRUCTIONAL PROGRAM – PART 2)

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies

Interpretation: The Board of Education expects the Superintendent to assure that all programs used to teach students are rigorous and designed to ensure high levels of student achievement measured by the Board's Results policies.

The Board expects RUSD's instructional program to be based on the Common Core State Standards and other national and state standards of learning. The Board also expects that the instructional program is differentiated and organized in a way that ensures all students at all levels are challenged and successful in meeting the mission of graduating career and/or college ready.

<p>10.9 The Superintendent will: Assure that the District calendar and the time made available during the instructional day assign priority to and best serve the learning needs of students.</p>	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to assure that the District’s academic calendar maximizes opportunities for consistent and sustained instruction each day and across consecutive days and weeks. The Board expects that school days are structured to optimize learning time for students so that every child’s instructional needs are met.

<p>Indicator 1: District calendar meets state requirements for time and instructional minutes.</p>	In Compliance															
<p>Evidence: The District calendar has 180 days at all grade levels. These hours meet (or exceed) Wisconsin state requirements. Hours are as follows:</p> <ul style="list-style-type: none"> • 4K: 442 hours (437 required by DPI) • Elementary schools: 1074 hours (1050 required by DPI) • Elementary (priority schools): 1353 hours (1350 required by DPI) • Middle schools: <ul style="list-style-type: none"> - Grade 6: 1137 hours (1050 required by DPI) - Grades 7-8: 1137 (1137 required by DPI) • High schools: 1137 (1137 required by DPI) in the current school year. 																
<p>Indicator 2: The District calendar has two or less singleton holidays/vacation days.</p>	In Compliance															
<p>Evidence: 0% of scheduled days off fall in the middle of a week.</p>																
<p>Indicator 3: Every elementary school teacher plans for a 120 minute literacy block for English/Language Arts instruction every day.</p>	In Compliance															
<p>Evidence: 100% of elementary students receive 120 minutes of English/Language Arts instruction every day.</p>																
<p>Indicator 4: Every elementary school teacher plans for a 60 minute numeracy block for Mathematics instruction every day.</p>	In Compliance															
<p>Evidence: 100% of elementary students receive 60 minutes of numeracy instruction every day.</p>																
<p>Indicator 5: All secondary schools limit passing times to 6 minutes or less.</p>	In Compliance															
<p>Evidence: Passing times for each school are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Gilmore – 4 minutes</td> <td style="width: 33%;">Case - 5 minutes</td> <td style="width: 33%;">REAL – 5 minutes</td> </tr> <tr> <td>Jerstad-Agerholm – 4 minutes</td> <td>Horlick – 5 minutes</td> <td>Walden – 5 minutes</td> </tr> <tr> <td>McKinley – 4 minutes</td> <td>Park – 5 minutes</td> <td></td> </tr> <tr> <td>Mitchell – 0 (<i>students are escorted by staff each period</i>)</td> <td></td> <td></td> </tr> <tr> <td>Starbuck – 4 minutes</td> <td></td> <td></td> </tr> </table>		Gilmore – 4 minutes	Case - 5 minutes	REAL – 5 minutes	Jerstad-Agerholm – 4 minutes	Horlick – 5 minutes	Walden – 5 minutes	McKinley – 4 minutes	Park – 5 minutes		Mitchell – 0 (<i>students are escorted by staff each period</i>)			Starbuck – 4 minutes		
Gilmore – 4 minutes	Case - 5 minutes	REAL – 5 minutes														
Jerstad-Agerholm – 4 minutes	Horlick – 5 minutes	Walden – 5 minutes														
McKinley – 4 minutes	Park – 5 minutes															
Mitchell – 0 (<i>students are escorted by staff each period</i>)																
Starbuck – 4 minutes																
<p>Indicator 6: Time to address individual student needs exists in the elementary school day.</p>	In Compliance															
<p>Evidence: Every elementary school has a regularly scheduled 30 minute intervention block in its schedule.</p>																

<p>10.10 The Superintendent will: Select textbooks and instructional materials that advance the achievement of the Board's Results policies and that achieve continuity, integration and articulation of the curriculum by course and program.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to select, adopt and purchase textbooks and instructional materials based upon the curricular goals of the course. The criteria for selection, adoption and purchase of textbooks and teaching materials include evidence of 1) direct alignment to achievement of **Results** policies, 2) consistency of textbook series across grades and schools whenever possible, and 3) direct alignment to District curriculum and program standards.

<p>Indicator 1: 100% of textbooks have been adopted based on the Chief Academic Officer's defined systematic selection and adoption process which includes requirements for alignment to Results Policies, consistency across grades and schools, and direct alignment to District curriculum standards and course content outlines.</p>	<p>Not In Compliance</p>
<p>Evidence: Current adopted textbooks have had varying processes for selection with inconsistent standards applied to selection criteria.</p>	
<p>Indicator 2: Every District curriculum and course outline includes reference to chapters, pages, units or components of adopted texts and resources that align to standards and content of the curriculum.</p>	<p>Not In Compliance</p>
<p>Evidence: Few District curriculum and course outlines have specified reference to adopted textbooks and teaching resources.</p>	
<p>Indicator 3: As new instructional programs are adopted, a consistent expectation for use across the District exists.</p>	<p>In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • Kindergarten and 1st grade consistently use the Foundations reading program. • Kindergarten and 1st grade consistently use the Reading in Motion reading program in dual language classrooms. • The reading and mathematics intervention program, Odyssey Compass Learning, is consistently used in grades 1 to 5 in both reading and math for 90 minutes each per week. • The reading intervention program READ NATURALLY is consistently used across Kindergarten through 8th grade for special education students. • The RtI intervention tools are consistently used across Kindergarten through 8th grade. Specifically: <ul style="list-style-type: none"> - DreamBox - Fast Forward 	

10.11 The Superintendent will: Regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.	<i>Not In Compliance</i>
--	--------------------------

Interpretation: The Board of Education expects the Superintendent to provide excellent, up-to-date teaching materials and textbooks tightly aligned to curriculum. Therefore, the District is expected to systematically conduct a quality, relevance and alignment review of all teaching materials in every content area every three years. No adopted textbooks will be used if they exceed a 9 year old copyright.

The Board also expects the Superintendent to assure that all textbook and classroom teaching materials are made available to the public upon request using a standardized Request for Review through the Chief Academic Officer.

Indicator 1: 100% of District-adopted textbooks and recommended teaching materials have been approved for use as a result of an evaluation for re-adoption, replacement or supplement within the last three years. No textbooks have been in adoption in excess of 10 years.	Not In Compliance
Evidence: 17 textbooks currently in use have an adoption date equal to or greater than 10 years.	
Indicator 2: Every formal request from the public to review adopted texts and materials received a response and access to requested materials within 5 business days.	In Compliance
Evidence: RUSD received one (1) formal request from the public to review Health curriculum this year. The request was granted within the required 5 business days.	

10.12 The Superintendent will: Adequately monitor and control student access to and utilization of electronically distributed information.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to enforce a Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous, inappropriate or confidential information.

Indicator 1: 100% of District-owned computers are protected using reliable safety measures.	In Compliance
Evidence: The RUSD firewall and email security are CIPA compliant. <i>(See Appendix M.)</i>	
Indicator 2: 100% of prohibited sites and information attempted to be accessed by students were flagged and blocked by the District's filters.	In Compliance
Evidence: There have been no breaches of protected information or access to inappropriate sites on District computers.	

<p>10.13 The Superintendent will: Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the Superintendent to assure that textbook review and selection decisions are based on input from critical and affected District stakeholders.

<p>Indicator 1: 100% of textbook evaluation, enhancement and adoption decisions include evidence of input from stakeholders.</p>	<p>Not In Compliance</p>
---	---------------------------------

Evidence: Solicitation for feedback from stakeholders has not occurred this year because the textbook adoption process is part of year two (2) on the Curriculum Program Review Cycle.

<p>10.14 The Superintendent will: Review school attendance boundaries annually to assure reasonable balance in student enrollment, including recommendations for any school additions or closings.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the Superintendent to conduct an Annual Enrollment Review for all schools. This review will consider enrollment compared to capacity as well as other factors that affect school composition, and to make recommendations in a timely manner for potential school closings, boundary changes or new school construction needs based on the Annual Review.

<p>Indicator 1: The Annual Review for 2014-15 identified no needed closings, boundary adjustments or facility construction.</p>	<p>In Compliance</p>
--	-----------------------------

<p>Evidence: There have been no closings, boundary adjustments or facilities construction in the 2014-15 school year.</p>	
--	--

10.15 The Superintendent will: Provide guidelines and direction to staff regarding the teaching of controversial issues.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the Superintendent to clearly articulate procedures regarding the teaching of controversial issues.

- Controversial issues: Any subject matter that has the potential to be offensive or cause alarm. This would include topics related to political or personal beliefs and values that lack sensitivity to or cause controversy, prejudice or oppression in the classroom.

Indicator 1: Every teacher receives a written reminder about teaching controversial topics, with the policy attached in the beginning of the school year.	In Compliance
--	----------------------

Evidence: All teachers and administrators were provided a copy of the policy on October 6, 2014 via email. A second reminder was sent via Superintendent Tuesday Updates on October 7, 2014. A third reminder was sent via Friday Focus on October 17, 2014. *(See Appendix N)*

<p>10.16 The Superintendent will: Develop and maintain mutually beneficial civic and business partnerships to contribute to achievement of the Board's results policies for student achievement.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the Superintendent to engage and encourage partnerships with businesses, community and civic organizations to provide support to schools to help improve student achievement.

- Mutually beneficial: Relationships that result in significant benefits to students, schools and the community.

<p>Indicator 1: Racine Unified School District has established active partnerships in organizations that contribute to raising student achievement.</p>	<p>In Compliance</p>
<p>Evidence: Community partnership list. (See Appendix O)</p>	

10.17 The Superintendent may not: Change the basic grade configuration of District schools.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the Superintendent to recommend grade configuration changes for schools to the Board of Education for its approval in a systematic and timely manner.

- Basic grade configuration: The current PK-5, 6-8 and 9-12 composition of District schools.

Indicator 1: All grade configuration changes are approved by the Board of Education.	In Compliance
Evidence: Racine Civil Leaders Academy (RCLA) increased enrollment to include 6 th grade beginning 2015-16. <i>Charter School Contract approved by the Board of Education on March 24, 2014 to increase by one grade level each year until the maximum grade level is 8th grade.</i>	

10.18 The Superintendent may not: Change school attendance boundaries for students.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the Superintendent to obtain Board approval for any alteration or reconfiguration of lines drawn for RUSD student attendance boundaries.

Indicator 1: Every school boundary change is based on a Board vote for approval.	In Compliance
---	----------------------

Evidence: No school boundary changes have occurred to date.
--

Appendix

M. CIPA

N. Controversial teaching policy

O. Business and community partnerships

Action Plan to Improve/Enhance OE-10 (Part 2):

Through the office of the Chief Academic Office, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 2). The 2015-2016 action plan includes:

10.10 and 10.11: Work will continue on the Three-Year Curriculum Program Review Cycle. Textbook and resource adoption begins the summer of 2015 (2nd year of the cycle).

10.12: Beginning in the 2015-16 school year, a standard lesson on the expected protocol for accessing the internet will be taught to all students. The students will sign off indicating they received information on the expectations for using District computers to access the internet.

10.16: New partnerships will be added annually.



Racine Unified School District
Operational Expectations Monitoring Report

OE-6 (FINANCIAL ADMINISTRATION-EXTERNAL)
SUMMARY OF COMPLIANCE STATUS

Date: December 21, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 6 (Financial Administration-External), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

XX In Compliance
In Compliance, with Exception (as noted in the evidence)
Not in Compliance

Executive Summary:

This report monitors OE-6 (Financial Administration-External) policy for July 1, 2014-June 30, 2015 and is brought to the Board of Education upon completion of the annual financial audit following the closure of the fiscal year. The External Audit for the 2014-15 fiscal year was performed by Schenck CPAs and the audit opinion was "unmodified" which under accounting terms is considered a "clean" opinion. There were also no material weaknesses and no internal control findings. The "Management Letter" also had no findings or corrective action suggestions.

All sections are in compliance except:

- 1) 6.8: Two financial reports due to the Wisconsin Department of Public Instruction were not filed on time.

Signed: [Signature] Superintendent

Date: December 10, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 6 (Financial Administration-External), the Board:

XXX Accepts the report as fully compliant
Accepts the report as compliant with noted exceptions
Finds the report to be noncompliant

Summary statement/motion of the Board: Dr. Frontier moved, Ms. Plache seconded to adopt the Operational Expectations-6 (Financial Administration-External) Monitoring Report as being compliant with exception. (See Section 6.8). All were in favor.

Signed: [Signature] Board President

Date: 1/7/2014



Racine Unified School District
Operational Expectations Monitoring Report
DATE: December 7, 2015

OE-6 (FINANCIAL ADMINISTRATION-EXTERNAL)

The superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's *Results* or meeting any *Operational Expectations* goals; or place the long-term financial health of the District in jeopardy.

Interpretation for External OE-6.1 to 6.10: The Board of Education expects the superintendent to cooperate with the Board's financial auditor, file timely reports with the Department of Public Instruction, maintain financial records in accordance with Generally Accepted Accounting Principles, publish annual financial reports, and take corrective action to address audit findings. In addition, the superintendent cannot allow deficit spending, expend reserve funds, transfer monies from one fund to another, and expend funds that significantly differs from the Board approved budget without the approval of the Board of Education.

- Financial activity: Any sanctioned action conducted on behalf of the District by a District employee that causes a monetary impact, including the purchase of goods and services, payment of liabilities to employees or vendors, incurring debt and the receipt or management of funds.
- Materially deviates from the budget: Causing the District to expend significantly more in a category than the budget approved by the Board of Education or as approved by the Board of Education through a subsequent action.
- Fiscal condition: The availability of funds needed to meet financial obligations.
- Long-term fiscal health: The ability of the District to meet planned or anticipated expenditures for the current fiscal year and maintaining adequate balances for the District to meet financial obligations for the next 1 - 3 fiscal years.

6.1 The superintendent will: Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all District funds and accounts.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to provide the auditors with all requested information, access to District's financial systems and support as the auditors perform the annual financial audit.

- Coordinate and cooperate with: Provides all requested information to the auditors to enable the completion of the Annual Financial Report.
- All District funds and accounts: All financial data, records and information maintained in accordance with the account structure prescribed by the Wisconsin Uniform Financial Accounting Requirements.

Indicator: Audit report indicates District cooperation.	In Compliance
Evidence: The auditor's statement in the Management Letter indicates cooperation. <i>(See page 3 of the auditor's Management Communications - Appendix A)</i>	

6.2 The superintendent will: Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to keep all financial records compliant with Generally Accepted Accounting Principles (GAAP).

- Keep complete and accurate financial records: Account for financial resources and expenditures utilizing account structures in accordance with GAAP.
- Generally Accepted Accounting Principles: Guidelines and standards for financial reporting promulgated by the Federal Accounting Standards Board.

Indicator: The Auditor’s opinion indicates compliance with accounting principles.	In Compliance
Evidence: The auditor’s statement in the Annual Financial Report indicates compliance with accounting principles. <i>(See page 2 of the Annual Financial Report)</i>	

6.3 The superintendent will: Publish a financial condition statement annually.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to publish the official audited financial report prepared each fiscal year and make it available on the District website.

- Financial Condition Statement: An annual financial report that includes a statement of net assets, statement of activities, balance sheet and reconciliation of the governmental funds consistent with generally accepted accounting standards completed by the independent firm of certified public accountants.
- Publish: The financial report is made available to the public on the District website and a printed copy is provided to the Board of Education.

Indicator 1: Annual audit report is presented to the Board for acceptance and submitted to DPI by December 1 st of each year.	In Compliance
Evidence 1: The audit report was accepted by the Board on November 16, 2015.	
Evidence 2: The Audited Financial Statement was submitted to DPI on November 13, 2015. <i>(See Appendix B)</i>	
Indicator 2: Audit report is published on the District’s website by December 1 of each year.	In Compliance
Evidence: The audit report was published on November 17, 2015.	

6.4 The superintendent will: Include in the monitoring report the action plan and timeline of the auditor recommendations in the annual report.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to act on Auditor recommendations to bring the findings or recommendations into compliance.

- Auditor recommendations: Courses of action suggested by the auditor in accordance with the objectives of the audit and included in Financial Statement findings or the management letter.

Indicator 1: No auditor recommendations for FY 2014-15	In Compliance
Evidence 1: The Management Letter of the auditor does not include recommendations.	
Evidence 2: The Board has historically accepted the Financial Statement finding related to the internal preparation of the Annual Financial Report by having the auditing firm complete the report due to cost and qualifications of current internal staff. <i>(See page 71 of the Annual Financial Report).</i>	

Note: The auditor's Management Letter included observations related to the improvement of the management of financial operations of the District.

<p>6.5 The superintendent may not: Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds, and tax anticipation notes.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to disallow deficit spending in the General Fund (Fund 10, the District’s operating fund).

- Expend more funds than have been received: Expenditures exceeding revenue sources. Revenue sources can include Board authorized use of fund balance and Board authorized debt.

<p>Indicator: Funds that were expended over what had been received in which fund balances were used were approved and authorized by the Board.</p>	<p>In Compliance</p>
<p>Evidence 1: The General Fund (Fund 10) operating revenue balance on June 30, 2015 was \$263,583,242. The General Fund (Fund 10) operating expense and fund transfers was \$264,199,624 which is a difference of -\$616,382 or .23%. (See page 16 of the Annual Financial Report. BOE approval of use of reserve funds – Original Budget, October 28, 2014)</p>	

6.6 The superintendent may not: Expend monies from reserve funds.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to disallow spending fund balances without Board approval. This approval may be through a specific Board action or by the Board approving the annual budget that includes use of reserve funds.

- Reserve funds: Fund balances that are restricted, committed, unassigned and not authorized by Board action or policy.

Indicator 1: Fund 10 fund balance at 6/30/2015 is less than the previous 6/30 fund balance with Board authorized fund balance use.	In Compliance
<p>Evidence: The Fund 10 balance on June 30, 2015, is \$616,382 less than on June 30, 2014. The Board approved the use of \$3,606,303 in reserves on October 28, 2014. <i>(See page 16 of the Annual Financial Report)</i></p> <ul style="list-style-type: none"> • 6/30/15 Fund 10 balance equals \$40,704,545 • 6/30/14 Fund 10 balance equals \$41,320,927 	
Indicator 2: Capital Projects Funds on 6/30/15 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.	In Compliance
<p>Evidence: The Capital Projects fund balance on June 30, 2015 is \$7,071,215 greater than on June 30, 2014. <i>(See page 16 of the Annual Financial Report)</i></p> <ul style="list-style-type: none"> • 6/30/15 Capital fund balance equals \$7,609,513 • 6/30/14 Capital fund balance equals \$538,308 	
Indicator 3: Other Government Funds on 6/30/15 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.	In Compliance
<p>Evidence: The Other Government fund balance on June 30, 2015 is \$3,081,226 greater than on June 30, 2014. <i>(See page 16 of the Annual Financial Report)</i></p> <ul style="list-style-type: none"> • 6/30/15 Other Government fund balance equals \$4,343,240 • 6/30/14 Other Government fund balance equals \$1,262,004 <p>Note: The gain in Other Governmental Fund balance is largely due to the reassignment of the Food Service fund from a proprietary fund to Other Governmental Funds.</p>	
Indicator 4: Fiduciary Funds on 6/30/15 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.	In Compliance
<p>Evidence: The Fiduciary Fund balance on June 30, 2015 is \$668,942 greater than on June 30, 2014. <i>(See pages 21-22 of the Annual Financial Report)</i></p> <ul style="list-style-type: none"> • 6/30/15 Fiduciary fund balance equals \$8,269,915 • 6/30/14 Fiduciary fund balance equals \$7,600,973 	

6.7 The superintendent may not: Permanently transfer money from one fund to another.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to seek Board approval prior to implementing a permanent transfer between funds, except to the Special Education Funds (Fund 27) as required by state statute or as part of grant indirect cost proceeds.

- Permanently transfer: A transfer that is not held as a liability by the receiving fund or there is no ability or intent to repay.

Indicator: Any fund transfer indicated in the audit report was approved by the Board of Education, except as required for special education fund or as part of grant indirect cost proceeds.	In Compliance
Evidence 1: The Fund 10 to Fund 27 required transfer was \$33,032,222. <i>(See page 53 of Annual Financial Report)</i>	
Evidence 2: Interfund transfers, other than for the Special Education Fund, amounted to \$5,907,672 <i>(See page 34 of the Annual Financial Report)</i> . Those transfers were approved by the Board of Education as part of budget adjustments approved May 18, 2015. The transfers were as follows: <ol style="list-style-type: none"> 1. \$5,000,000 to the non-referendum debt service fund (Fund 38) for short-term borrowing debt defeasance. The proceeds for the original short-term borrowing were allocated to the capital projects fund for new school construction (Fund 45). 2. \$900,000 to the non-referendum debt service fund (Fund 38) to restore fund balance. 3. \$5,000 to the long-term capital projects fund (Fund 46) as part of the initial deposit to the fund. 4. \$2,672 were transferred from the special projects fund to the general fund as part of grant indirect cost proceeds. 	

6.8 The superintendent may not: Allow any required reports to be overdue or inaccurately filed.	<i>Not In Compliance</i>
---	--------------------------

Interpretation: The Board of Education expects the superintendent to file all financial reports with DPI in a correct manner and within required due dates including authorized extensions.

- Overdue or inaccurately filed: Deadlines will be met or extension requested and reports will be filed as accurately as possible with the most current information and knowledge available.

Indicator: 100% of DPI Status and Due Dates report show compliance and accuracy.	Not In Compliance
---	--------------------------

Evidence: Several finance reports indicated in the DPI Status and Due Dates table were submitted past the designated due date. (See Appendix B)

1. The PI-1505-AC Aid Certification report was ready to submit on the August 28th due date. However, the DPI server was down that afternoon preventing submission.
2. The Transfer of Service report was submitted on time to DPI despite what was indicated on the table.
3. The PI-1542 Intra-District Transfer Program aid report was submitted over two weeks late.
4. The PI-1506-FB and PI-1506-AC reports were submitted to DPI by the District's auditor one week late. As per DPI, those reports cannot be approved by DPI until the PI-1505 Annual Report is submitted by the District without error. All those reports were submitted September 18th. DPI had indicated to auditors to wait to submit reports until information was complete and accurate.

6.9 The superintendent may not: Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures or statute.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to ensure that controls are in place to assure compliance to accounting rules and that when audited, the controls have no material weaknesses.

- Controls that are insufficient: The absence of providing processes or procedures to safeguard resources against loss due to waste, abuse, mismanagement, errors and fraud.

Indicator 1: Management report identifies no material weaknesses or deficiencies related to internal control.	In Compliance
Evidence: No material weaknesses or deficiencies were identified. (See pages 61 to 64 of the Annual Financial Report; and page 2 of the Management Communication Appendix A)	

6.10 The superintendent may not: Commit to expenditures from an account without adequate appropriation and/or budget transfer to accommodate the expenditure.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to stay within the approved budget and bring significant budget adjustments to the Board for approval and publication per DPI requirements.

- Significant budget changes: Function account changes of \$500,000 or more.

Indicator 1: Significant budget adjustments were submitted to the Board of Education for approval.	In Compliance
Evidence: Budget adjustments of approximately \$3.9 million in revenues, \$12 million in expenditures and \$23 million in other financing sources were brought to the Board for approval. <i>(See Budget Adjustments 2014-15 May 18, 2015)</i>	
Indicator 2: The annual financial report finds no material violations due to budgetary procedures used by the District.	In Compliance
Evidence: The annual financial report found no material violations related to budget procedures. <i>(See page 54 of the Annual Financial Report)</i>	

Action Plan to Improve/Enhance OE-6 (Financial Administration-External):

Through the Office of the Chief Financial Officer, the superintendent will continue to address areas of non-compliance in OE-6 (Financial Administration-External). The 2015-16 action plan includes:

6.8: Formal processes will be implemented to complete monthly, quarterly and annual reconciliations. In addition, formal month-end closing processes will also be identified and implemented. This will allow the Finance Office to assure financial records are accurate throughout the year and allow for a more timely completion of the trial balance and other reports at the end of the year. With these processes in place, reports to DPI can be completed and submitted by the deadlines indicated.

NOTE: The Superintendent requests that the Governance Committee consider deleting OE 6.5 since OE 6.6 provides more detailed evidence of the same information related to Board approval of the use of reserve funds.



Racine Unified School District
Operational Expectations Monitoring Report

OE-9 (COMMUNICATING WITH THE PUBLIC)
SUMMARY OF COMPLIANCE STATUS

Date: October 19, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 9 (Communicating with and Treatment of External Stakeholders), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

XXX
In Compliance
In Compliance with Exception (as noted in the evidence)
Not in Compliance

Executive Summary:

This report monitors OE-9 policy for September 1, 2014-August 31, 2015. This monitoring report is "In Compliance with Exception." Areas of non-compliance include:

- Section 9.4 Indicator 2: The percent of respondents to the Parent/Community survey who indicate they feel their perspectives and opinions are valued by the District will increase every year.
Section 9.4 Indicator 3: The percent of respondents to the Parent/Community survey who indicate they have opportunities for collaboration and shared decision making with District staff will increase by 5% over the previous year.
Section 9.4 Indicator 4: The percent of respondents to the Parent/Community survey who indicate the District's main focus is on student achievement will increase 3% each year.
Section 9.4 Indicator 5: The percent of respondents to the Parent/Community survey indicate the District provides good customer service will increase each year with a target of 80% by summer, 2017.

The work to improve this year will include:

- Utilizing Infinite Campus to collect all family email addresses to ensure communication with all school families
Improving timeline of Parent/Community Survey and reviewing/revising survey questions
Developing improved plan for effectively engaging Parent Key Communicators
Developing additional strategies for engaging with the all stakeholders (superintendent and leadership)
Increasing engagement of all stakeholders in decision-making and providing input (Thoughtexchange process)
Additional customer service training for ASC staff

Signed: [Signature] Superintendent

Date: October 12, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 9 (Communicating with the Public), the Board:

XXX
Accepts the report as fully compliant
Accepts the report as compliant with noted exceptions
Finds the report to be noncompliant

Summary statement/motion of the Board Mr. Goodremote moved, Ms. Handrow seconded, to accept the Operational Expectations -- 9 (Communicating with the Public) Monitoring Report as being in compliance with exceptions in Section 9.4. All were in favor. The motion passed.

Signed: [Signature] Board President

Date: 22-Oct-2015



**Racine Unified School District
Operational Expectations Monitoring Report**

DATE: October 19, 2015

OE-9 (COMMUNICATING WITH THE PUBLIC)

The superintendent shall assure that the public is fully and adequately informed about the condition and direction of the District and is treated fairly and with respect, dignity and courtesy.

Interpretation: The Board of Education expects the superintendent to communicate openly and consistently with the public regarding the condition and direction of the District. The Board of Education expects that District employees exemplify core values of the Racine Unified School District organization, treating all members of the community in a professional, positive and service-oriented manner to demonstrate value and regard for every external stakeholder.

Following are working definitions of these terms:

- Public: All District families and community stakeholders including, but not limited to the business community, collaborative partners, civic groups, minority communities and faith groups.
- Condition of the District: Current state of instruction and curriculum, student achievement, financial status, staffing levels, status of physical buildings, facilities and related equipment.
- Direction of the District: Vision and goals for the District's future, including initiatives related to student achievement, programming, facilities plans and budgets.
- Respect, dignity and courtesy: All interactions with our stakeholders are consistently positive, timely and demonstrate a value for the individual. In addition, staff conveys sincerity, problem-solving skills and expertise in each interaction to demonstrate a service-oriented mindset and create a welcoming environment and positive interaction with all external stakeholders.

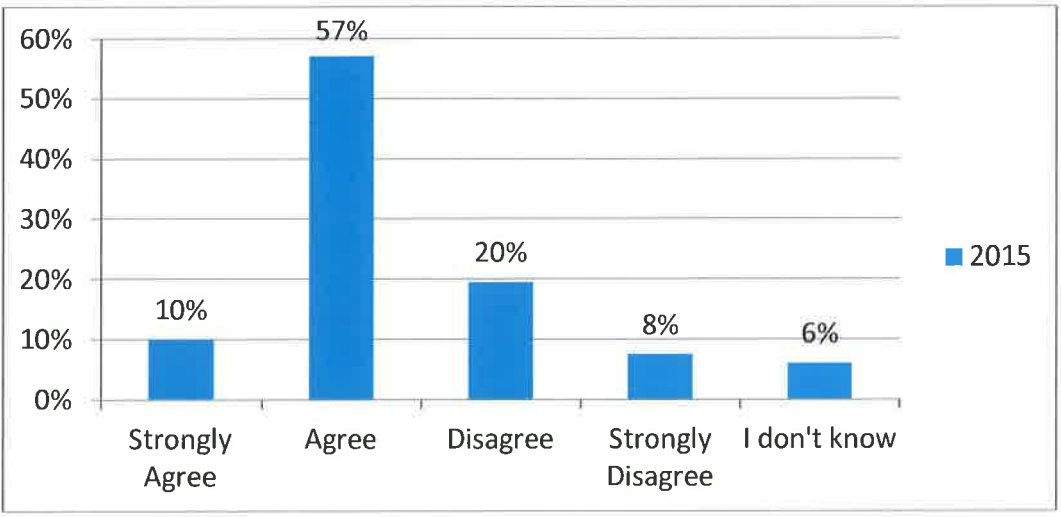
<p>9.1 The superintendent will: Assure the timely flow of information, appropriate input, and strategic two-way dialogue between the District and the citizens that builds understanding and support for District efforts.</p>	<p>In Compliance</p>
---	-----------------------------

Interpretation: The Board expects extensive communication to the community from the superintendent and the RUSD administrative team to take place on a regular basis, ensuring that stakeholders receive information concerning District activities in order to inform and build positive regard and confidence in the District and its work. In addition, the Board values regular, proactive outreach to receive input from all District stakeholders, discuss issues of interest and provide information about the District’s vision and direction.

- Timely flow of information: The stream of information from the superintendent and communication office to various stakeholders should be continuous.
- Appropriate input: The District provides stakeholders with opportunities to provide input on relevant topics or decisions. The input allows the community to voice concerns, ask questions or present ideas. These opportunities are provided in multiple ways, such as the District website, Board of Education meetings, parent meetings, phone, email and a variety of advisory and other committees.
- Strategic two-way dialog: The superintendent engages stakeholders in regular discussions about the District’s current status and direction in order to authentically engage stakeholders in decision-making and planning.

<p>Indicator 1: (INPUT) The number of parents and community members who provide input toward decision-making through the Thoughtexchange processes will increase year over year.</p>	<p>Baseline</p>
<p>Evidence: In 2015, 1,890 parents, staff and community members participated in RUSD’s first Thoughtexchange process, contributing 4,852 thoughts and ideas.</p>	
<p>Indicator 2: (TIMELY COMMUNICATION) The percentage of parents and community members whose survey responses indicate that the communication they receive and communication they have with RUSD is timely increases by five (5) percent year over year.</p>	<p>Baseline</p>
<p>Evidence: 67% of respondents agree or strongly agree that the communication they receive and the communication they have with the District is timely and accurate.</p>	

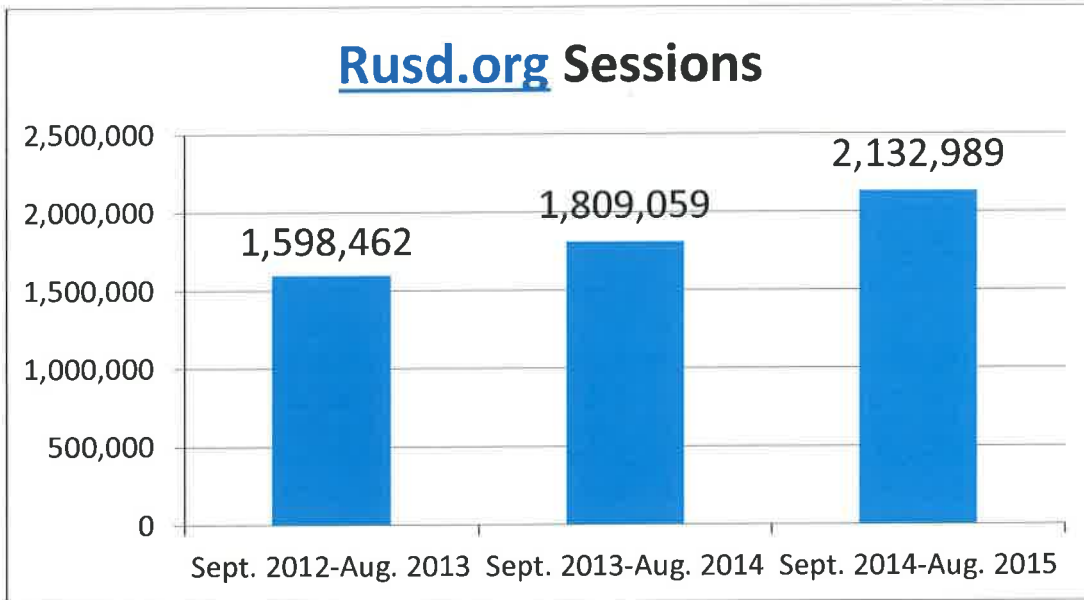
I believe that the communication I receive and communication I have with RUSD is timely and accurate.



Indicator 3: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) The number of sessions (visits) on the District website increases year over year by five (5) percent.

In Compliance

Evidence: 2,132,989 sessions in 2014-15, a **15 percent increase** over the previous year.

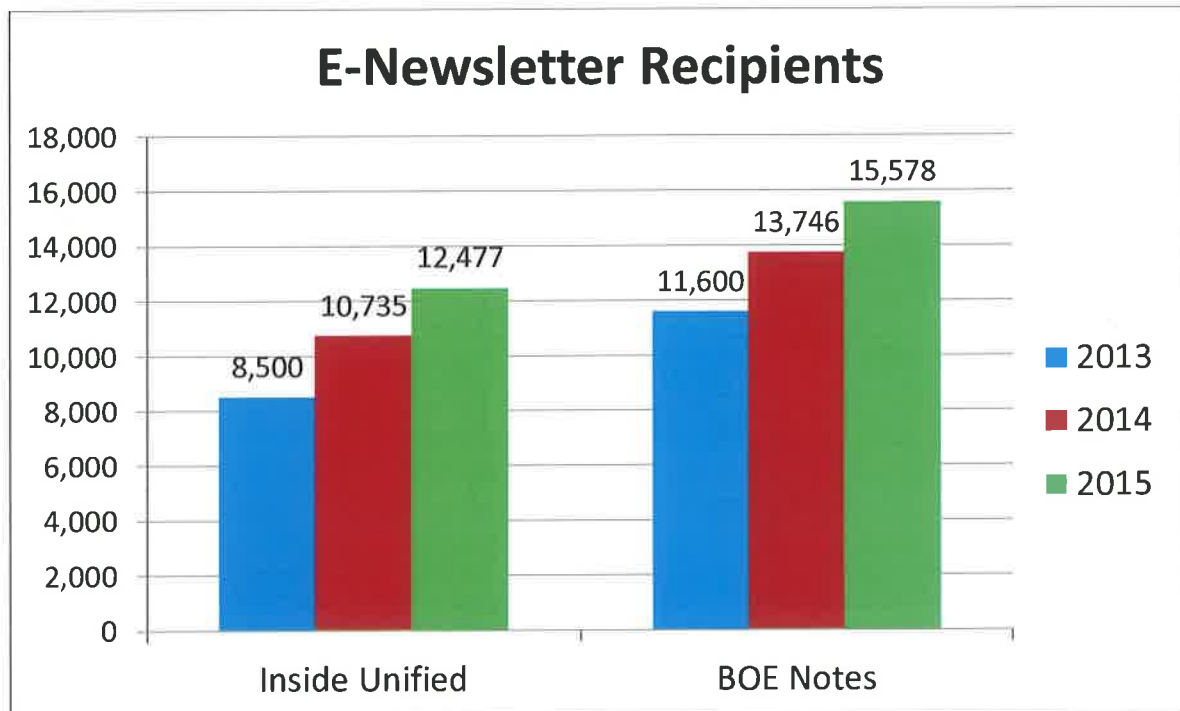


Indicator 4: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) The number of people who elect to receive the District’s electronic newsletters including BOE Notes and Inside Unified increases yearly by five (5) percent.

In Compliance

Evidence:

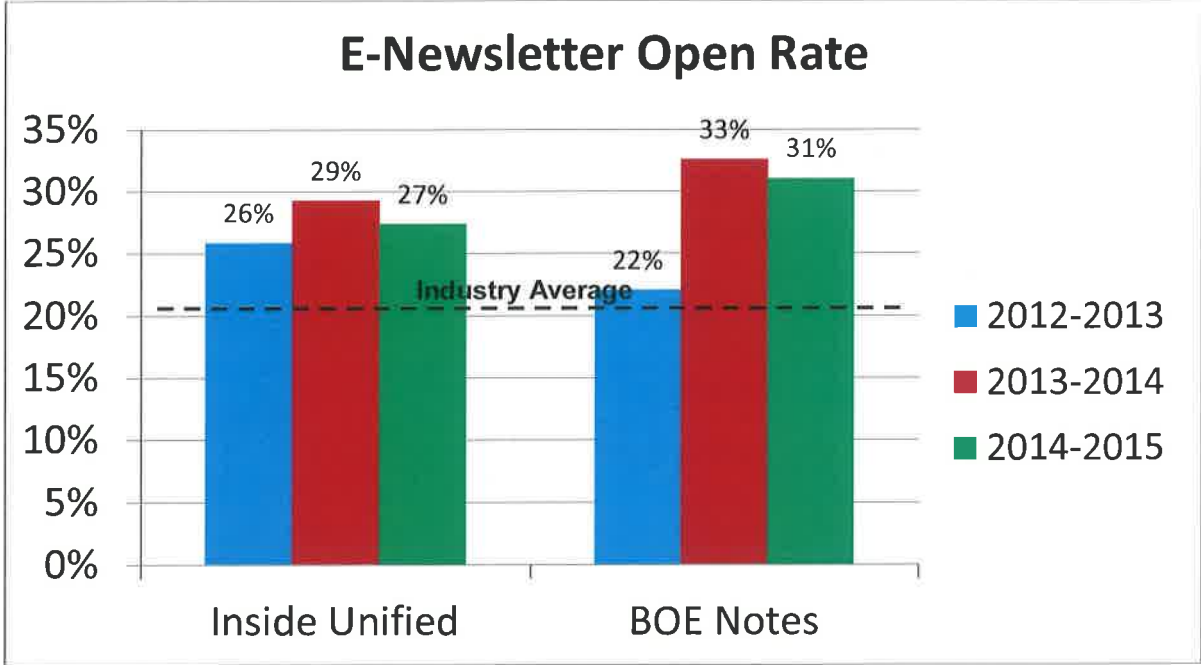
- Inside Unified (District e-newsletter): **Increase of 16% or 1,742 recipients** over 2013-14.
- Board of Education Notes (e-newsletter): **Increase of 13% or 1,832 recipients** over 2013-14.



Indicator 5: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) The open rate for District e-newsletters (Inside Unified and Board of Education Notes) meets or exceeds the industry average of 20.5 percent.	In Compliance
---	----------------------

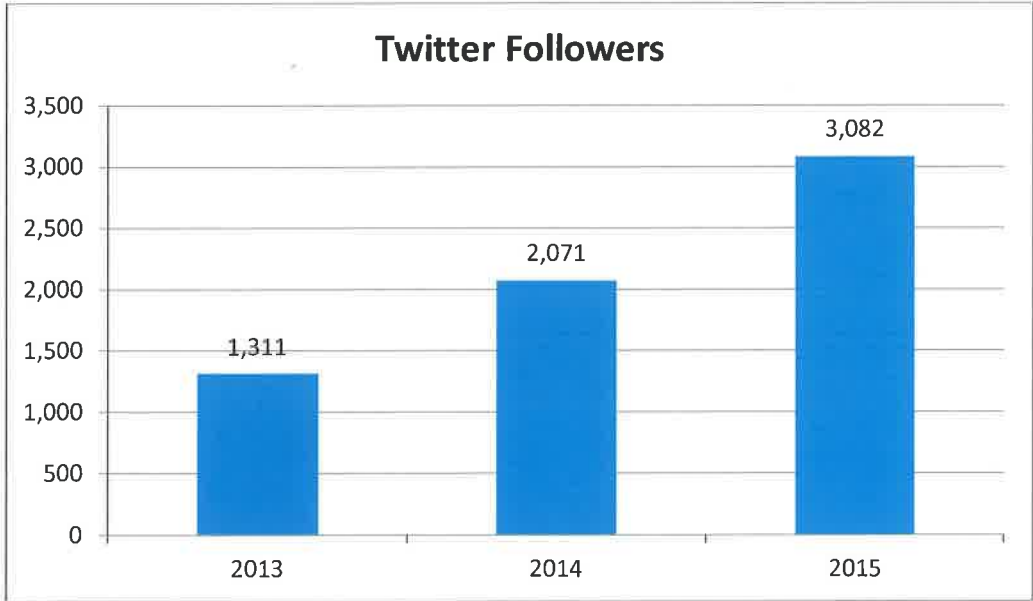
Evidence:

- Average open rate for Inside Unified e-newsletter is **27.5%** (7% higher than industry average).
- Average open rate for BOE Notes e-newsletter is **31%** (10.5% higher than industry average).

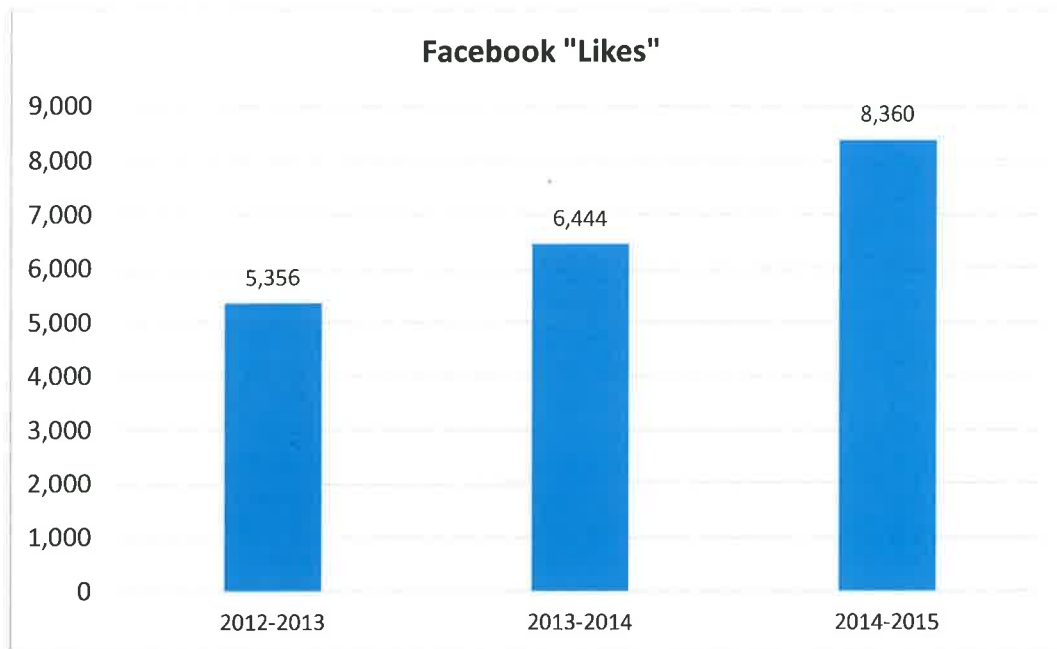


Indicator 6: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) Each year, the number of parents and community members who follow the District via social media (Twitter, Facebook) increases by 10 percent.	In Compliance
--	----------------------

Evidence 1: 3,082 followers on Twitter; an **increase of 33% or 1,011 followers.**



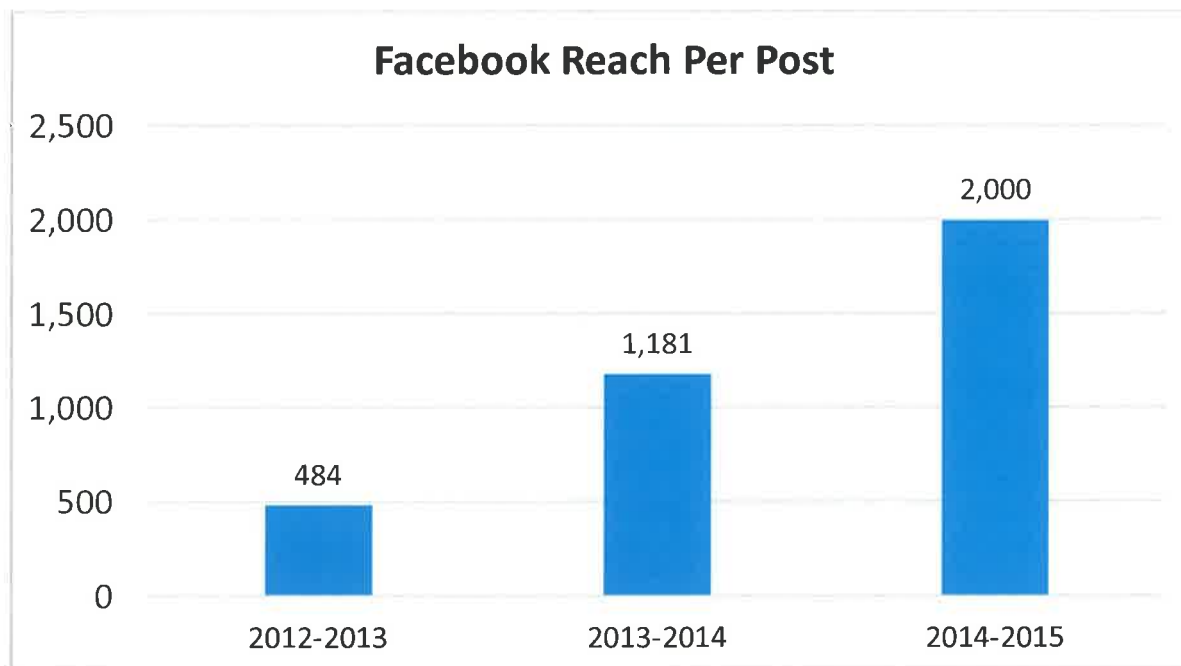
Evidence 2: More than 8,360 “likes” on our Facebook page, an increase of 23% or 1,916 “likes” from 2013-2014.



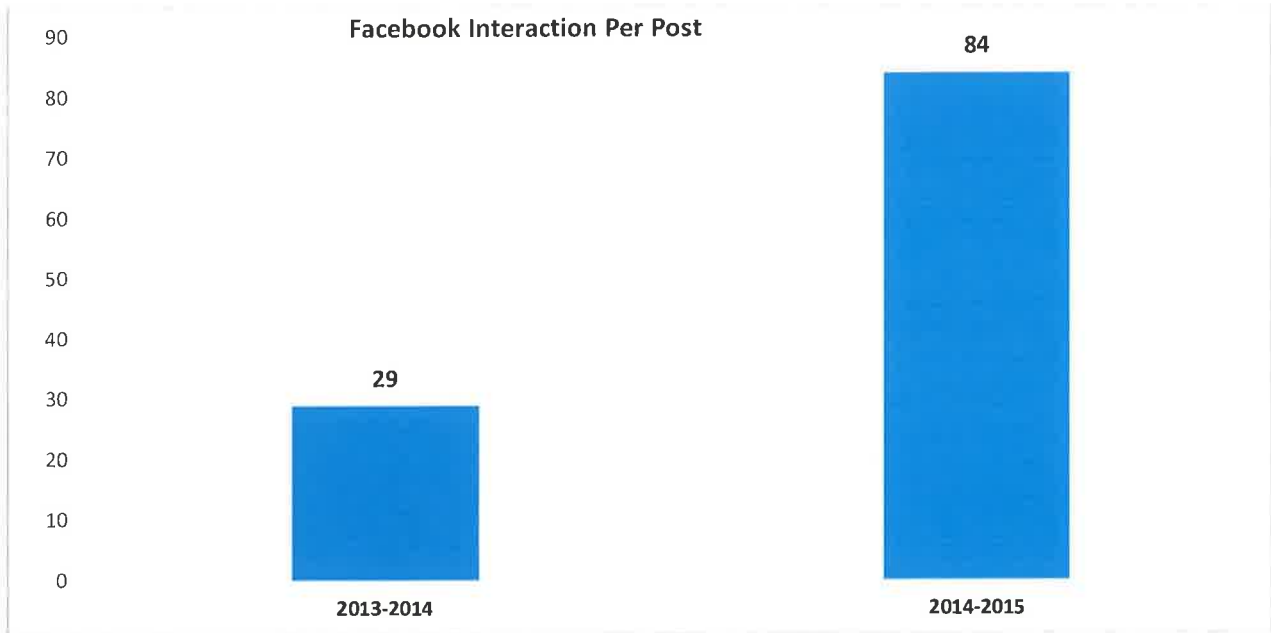
Indicator 7: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) Each year, the average number of users reached by each Facebook post increases by 10 percent.

In Compliance

Evidence 1: Average “post reach” has increased significantly over the past two years and by 41% over the past year. Post reach is the total average number of people who see each of the District’s Facebook posts.



Evidence 2: Facebook post interaction represents the average number of users that liked/shared/commented on each of the District’s Facebook posts. Facebook began using this metric last year. The high increase means we are engaging families on our posts significantly more – 180% increase this year over 2013-2014 school year.



<p>Indicator 8: (INPUT/TWO-WAY DIALOGUE) Parent Key Communicator Committee will have representation from 70 percent of RUSD schools with diverse members reflective of the student body.</p>	<p>In Compliance</p>
<p>Evidence: 72% of RUSD schools were represented through actively participating parents on the 2014-2015 Parent Key Communicator Committee.</p>	
<p>Indicator 9: (INPUT/TWO-WAY DIALOGUE) The superintendent seeks input from and dialogue with community stakeholders and organizations at least 18 times per year.</p>	<p>In Compliance</p>
<p>Evidence: The superintendent presented to and engaged in dialogue at 61 meetings and events with community stakeholders and organizations during the 2014-2015 school year. See <i>Appendix A</i>.</p>	

<p>9.2 The superintendent will: Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ol style="list-style-type: none"> Data indicating student progress toward accomplishing the Board’s <i>Results</i> policies. Information about school district strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies. Revenues, expenditures and costs for major programs and a review of the District’s financial condition. 	<p>In Compliance</p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to provide comprehensive and relevant reporting to the community, at least yearly, on the District’s succession to improving student achievement as measured in reports on the Board’s results policies and a summary of the District’s fiscal status.

- Publish: To make the annual progress reports available to the public in print and/or electronic form.

<p>Indicator 1: The annual budget is submitted to the Board of Education and posted to the District website for public review prior to being finalized. Once finalized, the budget is again posted to the District website.</p>	<p>In Compliance</p>
<p>Evidence: A published 2014-2015 annual budget proposal and final budget were submitted to the Board of Education and posted here: http://www.rusd.org/district/budget-documents.</p>	
<p>Indicator 2: A link to the Annual School District Performance Report is posted annually to the District website for public review.</p>	<p>In Compliance</p>
<p>Evidence: The Annual School District Performance Report is available here: http://www.rusd.org/district/annual-school-performance-report.</p>	
<p>Indicator 3: The District Annual Report to the Community is printed and distributed to all District families and staff during the fall and also distributed to members of the community and made available to all stakeholders via the District website.</p>	<p>In Compliance</p>
<p>Evidence: The 2014 Annual Report to the Community was distributed:</p> <ul style="list-style-type: none"> • Via direct mail to all District and private school families • Via interschool mail to all staff members • Posted on the District website here: http://www.rusd.org/district/publications • In the Racine Journal Times on Dec. 17, 2015 • To local organizations (Racine Board of Realtors, United Way, etc.) 	
<p>Indicator 4: All monthly Board of Education business meetings are video recorded and aired on District cable channel 20 (Time Warner) the day following the Board meeting.</p>	<p>In Compliance</p>
<p>Evidence: All BOE monthly business meetings were recorded and aired on District cable channel 20 (Time Warner).</p>	

<p>Indicator 5: The superintendent seeks opportunities to make public presentations at events/meetings in which current student achievement information and the state of the District is shared for community members.</p>	<p>In Compliance</p>
<p>Evidence: On several dates, Superintendent Haws and the chiefs made public presentations of the three-year Raising Racine plan and current progress and results.</p> <ul style="list-style-type: none"> • October 13, 2014 – Mt. Pleasant Village Board Meeting • May 5, 2015 – Village of Sturtevant Meeting • June 18, 2015 – Wingspread Presentation to Community Leaders/Representatives • July 22, 2015 – Kiwanis of Greater Racine • July 23, 2015 – Wingspread Presentation to Elected Officials • July 24, 2015 – Founders Rotary • July 25, 2015 – African American Roundtable • August 7, 2015 – Founders Rotary • August 13, 2015 – RAMAC Board Meeting • August. 24, 2015 – Mt. Pleasant Village Board Meeting <p>Raising Racine progress reports are also available on the District website: http://www.rusd.org/district/progress-reports</p>	

9.3 Effectively handle complaints.	In Compliance
------------------------------------	---------------

Interpretation: The Board expects that the superintendent to:

- 1) Make complaint forms and instructions readily accessible to stakeholders;
- 2) Respond to formal parent/community complaints quickly, within 5 days; and
- 3) Fully investigate and resolve all complaints in a timely and professional manner.

- Complaints: Includes formal complaints filed on the Parent/Customer Complaint Form.

Indicator 1: The Parent/Customer Complaint Forms and instructions are readily accessible to stakeholders.	In Compliance
Evidence: The Parent/Customer Complaint Form and instructions are accessible to all stakeholders via the District website: http://www.rusd.org/district/forms .	
Indicator 2: 100 percent of formal complaints receive an acknowledgement of receipt within five business days, and 100 percent of formal complaints are resolved or moved on to next level of response.	In Compliance
Evidence: 100% of formal complaints were acknowledged and resolved or moved on to the next level of response within five business days (Appendix B).	

<p>9.4 Maintain an organizational culture that:</p> <ul style="list-style-type: none"> a. values individual differences of opinion; b. reasonably includes people in decisions that affect them; c. provides timely and accurate communication in all written and interpersonal interaction; d. focuses on common achievement of the Board's <i>Results</i> policies; e. maintains an open, responsive and welcoming environment. 	<p>Not in Compliance</p>
---	---------------------------------

Interpretation: The Board expects the superintendent to ensure that all District staff demonstrates and conveys that the District holds with sincere value the following:

- 1) diverse and differing views of all external stakeholders as expressed in emails, letters, phone calls, committees, surveys, complaint processes and forums of any kind;
- 2) inclusion of stakeholder input and feedback in meetings, committees, task forces, forums and other venues when the District is making plans or decisions in which stakeholders have a vested interest;
- 3) ensuring the opinions and ideas stakeholders express are fully considered and included in final decisions;
- 4) priority for accomplishing excellent achievement and learning outcomes for students;
- 5) an organization that is open, friendly, warm and trusted as well as dedicated to addressing needs, questions and concerns from stakeholders.

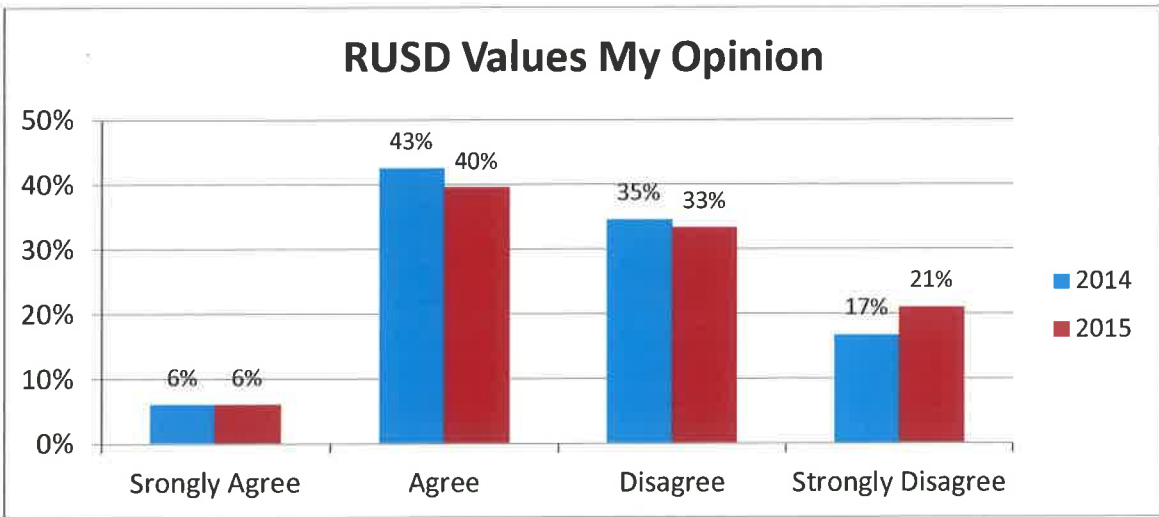
<p>Indicator 1: The superintendent regularly engages community stakeholders through advisory councils in authentic two-way dialogue around District initiatives; members will represent all key stakeholder groups including: staff, community, parents and faith organizations.</p>	<p>In Compliance</p>
---	-----------------------------

Evidence: The Superintendent Advisory Council meets monthly and has 57 active members representing various stakeholder groups. The Referendum Advisory Councils meet regularly (dependent on project needs) and are comprised of more than 90 active members representing various stakeholder groups on the following committees:

- Land Use – 12 members
- Deferred Maintenance – 60 members
- Olympia Brown – 42 members
- Gifford – 43 members
- Knapp – 46 members
- Technology Advisory Council – 25 members

<p>Indicator 2: The percent of respondents to the Parent/Community survey who indicate they feel their perspectives and opinions are valued by the District will increase every year.</p>	<p>Not in Compliance</p>
--	---------------------------------

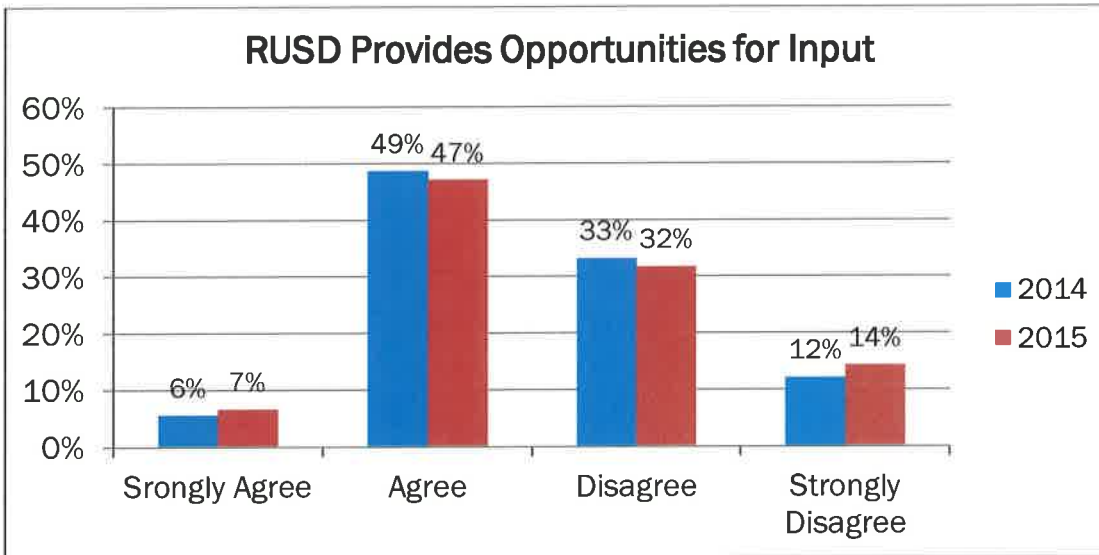
Evidence: In 2014-2015, 46% of respondents to the Parent/Community Survey indicated they believe the District values their opinions. This is a decrease of 3% from the previous year.



Indicator 3: The percent of respondents to the Parent/Community survey who indicate they have opportunities for collaboration and shared decision making with District staff will increase by 5% over the previous year.

Not in Compliance

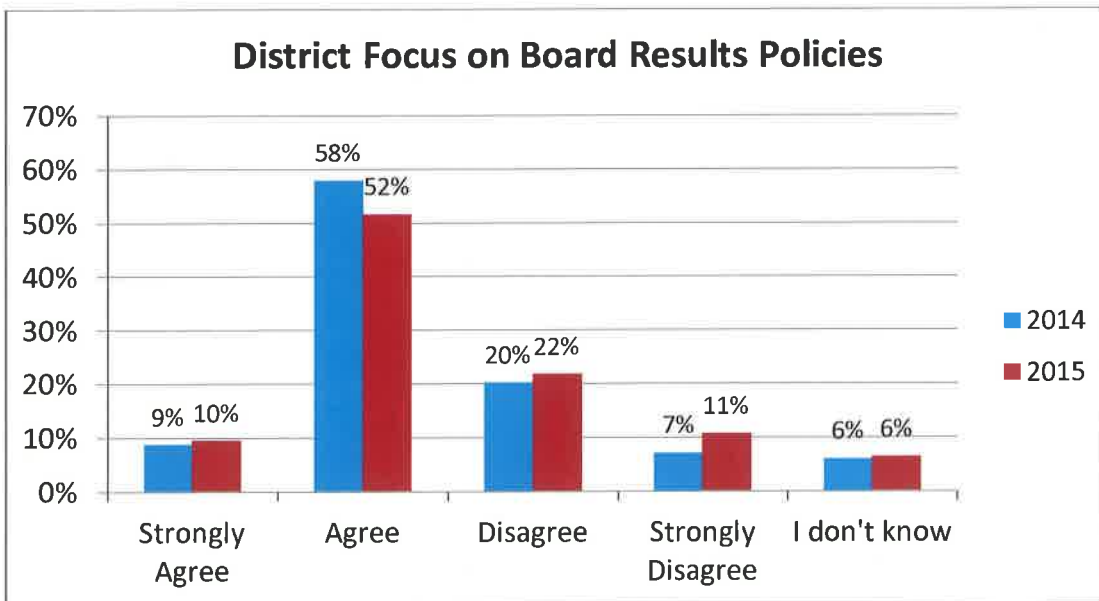
Evidence: In 2014-2015, 53% of respondents to the Parent/Community survey indicate that the District provides opportunities for them to give input on decisions that impact their child(ren). This is a 1% decrease from the previous year.



Indicator 4: The percent of respondents to the Parent/Community survey who indicate the District's main focus is on student achievement will increase 3% each year.

Not in Compliance

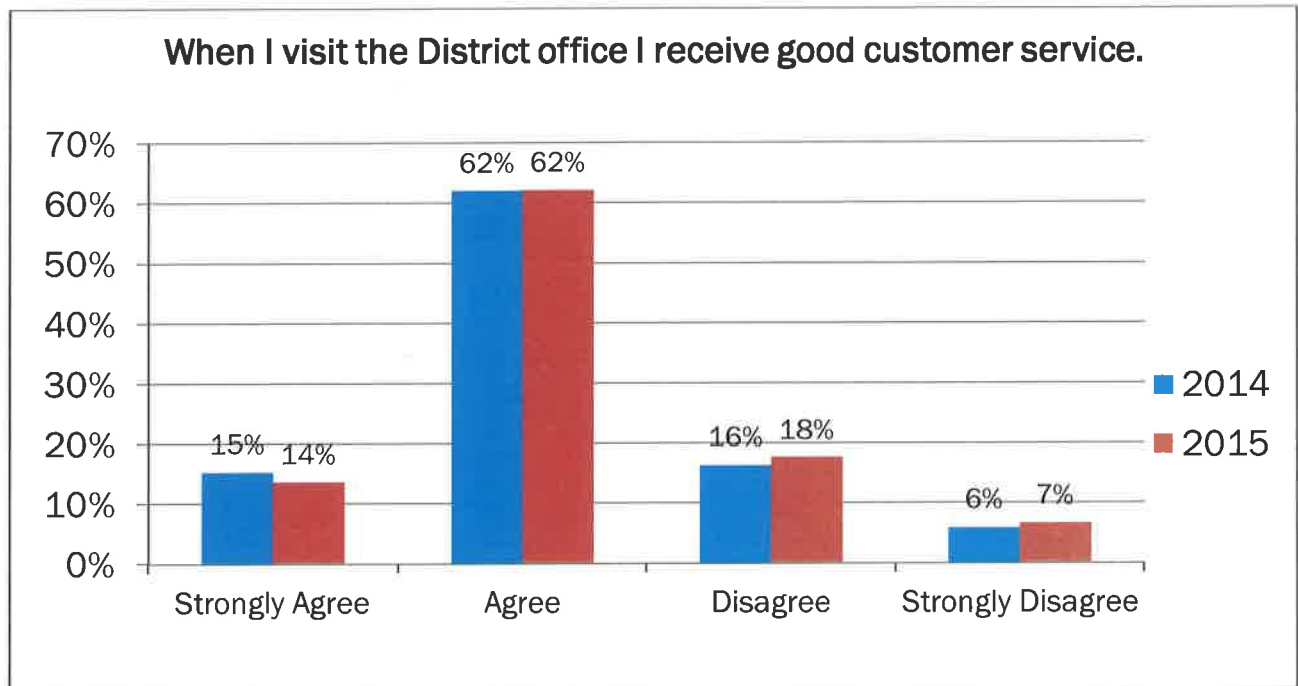
Evidence: 62% of respondents to the Parent/Community Survey indicated they believe the District's main focus is on student achievement in academics, workplace skills, global citizenship and life skills, a 5% decrease from the previous year.



Indicator 5: The percent of respondents to the Parent/Community survey indicate the District provides good customer service will increase each year with a target of 80% by summer, 2017.

Not in Compliance

Evidence: In 2014-2015, 76% of respondents to the Parent/Community Survey indicated they believe when they call or visit, they receive good customer service. This is a 1% decrease from the previous year.



Action Plan to Improve/Enhance OE-9:

Through the Office of Communications, the superintendent will continue to address areas of non-compliance in OE-9. The 2014-15 action plan includes:

9.4 Indicators 2 & 3: The District will work to increase engagement in the Thoughtexchange process, which provides opportunity for stakeholders to provide input on decision-making. Additionally, RUSD will continue to engage more stakeholders through various committees such as Parent Key Communicators and the Superintendent Advisory Council.

9.4 Indicator 4: The Office of Communication will work to ensure common language in District communication around student achievement, the North Star vision and core values to improve community awareness of the focus of our work around the Board's results policies.

9.4 Indicator 5: The Office of Communication will continue to provide customer service trainings for all front line staff as well as develop customized professional development for individual ASC departments. Following trainings, the goal will be to develop accountability measures (e.g. exit survey) for each department.

Capacity Building – Funding/Staffing:

1. Additional communication efforts to inform and engage stakeholders in two-way dialogue this year have begun already. Examples include:
 - Superintendent tweeting
 - Superintendent blog
 - Thoughtexchange processes – efforts to increase engagement
2. This year, we will change the time frame for distributing the Parent/Community Survey to increase participation and avoid survey overload and frustration at end of school year. We will also review and revise questions as necessary to provide more clear and valid data.
3. Dr. Haws/District will engage community stakeholders in development of Raising Racine 2020 Plan.

Appendix A

Community Conversations About the District
 Septembr 1, 2014 - August 31, 2015

Date	Organization	Topic	Total
Sept. - May	Superintendent's Advisory Council (monthly)	9 times per year	9
9/11/14	Racine Interfaith Coalition (RIC)	Referendum	1
Sept. - May	Parent Key Communicators (monthly)	9 times per year	9
9/16/14	Bishop Kirby, St. Paul Church	Referendum	1
9/17/14	LULAC	Referendum	1
9/22/14	Pastor Keith Evans, Greater Mt Eagle Church	Referendum	1
9/23/14	PTA Council	Referendum	1
9/23/14	North Park PTA	Referendum	1
9/24/14	Pastor Nía, Wayman AME Church	Referendum	1
9/30/14	NAACP Community Conversation	Data and referendum	1
10/1/14	West Racine Kiwanis	Referendum	1
10/3/14	Founders Rotary	Referendum	1
10/3/14	RAMAC	Referendum	1
10/7/14	AAUW	Referendum	1
10/8/14	Kiwanis of Greater Racine	Referendum	1
10/9/14	Coming Together Racine	Referendum	1
10/10/14	Racine Dominicans Equity Committee	Referendum & Equity in education	1
10/11/14	NAACP Membership Meeting	Referendum	1
10/13/14	Mt. Pleasant Village Board	Referendum & secession	1
10/14/14	Racine Board of Realtors	Referendum	1
Oct-July	NAACP Quarterly Meetings	Various Issues	4
10/23/14	Delta Kappa Gamma	Referendum	1
11/18/14	Higher Expectations-Forward Racine		1
1/19/15	Village of Caledonia	Data/Progress	1
2/14/15	Love & Justice Breakfast	Christ Church United Methodist	1
3/19/15	Gateway College Board	Secondary Transformation	1
Sept-June	Quarterly NAACP Meetings		3
4/14/15	BIX (Business Ideas Exchange) Meeting	RUSD involvement with community businesses via trade programs the system runs)	1
4/18/15	Forward Racine	Higher Expectations work	1
5/5/15	Village of Sturtevant	Share data	1
5/12/15	RAMAC & Newspaper meeting	Career Pathways	1
6/18/15	Wingspread	Raising Racine Y2 & Budget Update	1
7/7/15	NAACP	Quarterly Meeting	1
7/22/15	Kiwanis of Greater Racine	Raising Racine Y2 & Budget Update	1
7/23/15	Elected Officials	Raising Racine Y2 & Budget Update	1

Calendars/Meetings - Lalli Haws - Community Mtgs to Talk About District

Appendix A – Page 2

Date	Organization	Topic	Total
7/24/15	Founders Rotary	Raising Racine Y2	1
7/25/15	African American Roundtable	Raising Racine Y2 & Budget Update	1
8/7/15	Founders Rotary	Budget update	1
8/13/15	RAMAC Board Meeting	Raising Racine Y2 & Budget Update	1
8/24/15	Mt. Pleasant Village Board	Raising Racine Y2 & Budget Update	1
			61

Appendix B

School Year	TRACKING #	Copy sent to HC for Personnel File	LEVEL 1 Rcv'd at ASC	Resolution Date	LEVEL 2 Complaint Rcv'd ASC	Complaint Resolved	LEVEL 3 Received / Resolved
2014-2015	001		7/22/14	8/29/2014			
2014-2015	002			8/1/2014			
2014-2015	003		9/12/14	9/29/2014			
2014-2015	004			9/22/2014			
2014-2015	005	3/17/2015	9/24/14	10/1/2014			
2014-2015	006		9/26/14	9/26/2014			
2014-2015	007		10/3/14	10/9/2014			
2014-2015	008		10/8/14	10/14/2014			
2014-2015	009		10/8/14		10/8/2014	10/23/2014	
2014-2015	010		10/10/14	10/14/2014			
2014-2015	011		10/13/14	10/13/2014	10/13/2014	10/13/2014	
2014-2015	012	3/17/2015	10/15/14	10/16/2014			
2014-2015	013		10/22/14	10/26/2014			
2014-2015	014		10/22/14	10/24/2014			
2014-2015	015		10/24/14	10/30/2014			

2014-2015	016	3/17/2015	10/24/14	10/28/2017			
2014-2015	017		10/27/14	11/3/2014			
2014-2015	018		10/28/14	10/30/2014			
2014-2015	019		10/28/14	No response-issue resolved. See notation on complaint form.			
2014-2015	020	3/17/2015	11/4/14	11/5/2014			
2014-2015	021		11/4/14	11/7/2014			
2014-2015	022		11/5/14	N/A		11/5/2014	11/12/2014
2014-2015	023	3/17/2015	11/10/14	11/11/2014			
2014-2015	024		11/12/14	11/18/2014		11/18/2014	11/24/2015
2014-2015	025		11/13/14	11/17/2014		11/17/2014	11/24/2014
2014-2015	026		11/14/14	11/14/2014			
2014-2015	027		11/20/14	12/4/2014			
2014-2015	028	3/17/2015	12/5/14	1/6/2015			
2014-2015	029	3/17/2015	12/12/14	n/a		12/15/2015-Peter Reynolds and Katie Hoss responded to parent.	12/18/2015
2014-2015	030	3/17/2015	1/6/15	1/7/2014			
2014-2015	031	3/17/2015	1/8/15	n/a		1/8/2015-Contact was made with parent.	1/14/2015
2014-2015	032	3/17/2015	1/16/15	2/6/2015			
2014-2015	033	3/17/2015	1/30/15	2/6/2015			

2014-2015	034	3/17/2015	2/3/14	2/6/2015			
2014-2015	035	3/17/2015	2/9/15	2/12/2015			
2014-2015	036		2/17/15	3/2/2015			
2014-2015	037		2/17/15	3/2/2015			
2014-2015	038		2/18/15	2/19/2015			
2014-2015	039		2/18/15	2/19/2015			
2014-2015	040		2/23/15				
2014-2015	041		2/24/15	2/24/2015			
2014-2015	042	3/17/2015	2/25/15	2/27/2015			
2014-2015	043	3/17/2015	3/2/15	3/4/2015			
2014-2015	044		3/3/15	3/6/2015	3/12/15. As of 3/16 a.m., parent had not returned his call). Kevin McCormick followed up again on 3/24 at 4:31 p.m. and left message for parent to contact him to resolve concerns.	3/24/2015	
2014-2015	045	3/17/2015	3/4/15	3/4/2015			
2014-2015	046	3/17/2015	3/5/15	3/6/2015			
2014-2015	047	3/17/2015	3/6/15	3/20/2015			
2014-2015	048	3/17/2015	3/9/15	3/25/2015	Mom came to ASC 3/25/15, upset that teacher had still contacted her. Kevin was going to call parent. Complaint was resolved on 4/17/15. SST was held.	1	

2014-2015	064		4/13/15			Kevin McCormick spoke with parent on 4/20. Parent confirmed that complaint should be considered resolved.	4/20/2015	
2014-2015	065		4/21/15	5/21/2015				
2014-2015	066	4/28/2015	4/28/15			Employee went on leave the next day and has since then resigned.		
2014-2015	067		4/28/15	4/30/2015				
2014-2015	068		4/29/15	4/29/2015				
2014-2015	069		5/1/15		Sp. Ed. Teacher contacted parent on 5/14/15 to schedule IEP. Mom did not attend. Hung up on Kerrie McCullough.	Closed per Joan Kuehl. 5/20/15		
2014-2015	070	5/5/2015	5/5/15	5/12/2015				
2014-2015	071		5/5/15					
2014-2015	072	5/11/2015	5/8/15					
2014-2015	073		5/11/15	5/28/2015				
2014-2015	074		5/11/15	5/28/2015				
2014-2015	075		5/13/14	5/13/15	Parent contacted Principal			
2014-2015	076						6/18/2015	
2014-2015	077		5/14/15	5/15/2015				
2014-2015	078		5/15/15	5/20/2015		15-May	6/10/2015	
2014-2015	079			5/21/2015				
2014-2015	080		5/20/15	5/21/2015				

2014-2015	049		3/11/15			Kevin McCormick contacted and left a message on 3/26 @ 4:33 p.m. that he would call her on 3/27 regarding out come of investigation. K.M. called and left a msg. on 3/27/15 at 11:45 a.m. Ms. Schonert called on 3/30/15 in afternoon & evening. K.M. called and left a msg. on 3/31.	1	
2014-2015	050	3/17/2015	3/12/15	3/23/2015				
2014-2015	051		3/12/15	3/23/2015				
2014-2015	052		3/16/15					
2014-2015	053	3/17/2015	3/16/15	3/24/2015				
2014-2015	054	3/18/2015-Response sent 4/13/15	3/18/15	3/30/2015				
2014-2015	055	3/18/2015-Response sent 4/13/15	3/18/15	3/30/2015				
2014-2015	056	3/20/2015	3/19/15	3/20/2015				
2014-2015	057		3/20/16	3/24/2015				
2014-2015	058		3/20/15	3/20/2015	3/25/2015	no	5/6/15-5/19/15	
2014-2015	059		3/20/15	3/29/2015				
2014-2015	060	3/23/2015-sent Principal response 3/30/15	3/23/15	3/29/2015				
2014-2015	061		3/27/15		3/27/2015		4/2/2015	
2014-2015	062	4/1/2015	4/1/15	4/15/2015-mtg. held 4/24/15				
2014-2015	063		4/13/15			Kevin McCormick spoke with parent on 4/20. Parent confirmed that complaint should be considered resolved.	4/20/2015	

2014-2015	081			5/21/15	6/22/2015				
2014-2015	082			5/29/15	6/1/2015				
2014-2015	083			6/3/15	6/5/2015				
2014-2015	084			6/4/15				6/11/2015	
2014-2015	085	6/5/2015		6/4/15	6/9/2015				
2014-2015	087			6/8/15	6/11/2015				
2014-2015	088			6/9/15	6/13/2015				
2014-2015	089			6/10/15	n/a		6/10/2015		6/25/2015
2014-2015	090			6/12/15	6/12/2015				
2014-2015	091			6/12/15	6/16/2015				
2014-2015	092	6/24/2015		6/24/15	6/24/2015				



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-3 (FACILITIES)
SUMMARY OF COMPLIANCE STATUS**

Date: November 16, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 3 (Facilities), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

<u> </u>	In Compliance
<u> XX </u>	In Compliance with Exceptions (as noted in the evidence)
<u> </u>	Not in Compliance

Executive Summary:

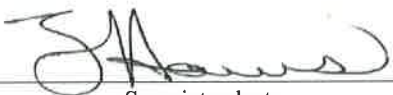
This report monitors OE-3 policy for September 1, 2014 through August 31, 2015. This monitoring report is “In Compliance with Exceptions”.

The Buildings and Grounds Department has made significant progress toward meeting the expectations of the Board of Education related to the management, maintenance and operation of District facilities. Non-compliances were reduced by 50% from last year’s Operational Expectations monitoring report. This Operational Expectations monitoring report is non-compliant in just one indicator: Section 3.3.5 – vestibule-entry controls.

This Operational Expectations Monitoring Report summarizes the results of the activities of the preceding year, 2014-15, to meet these expectations.

The Building and Grounds Department has made substantial improvement in developing strategies and systems to shift from a reactive to a proactive focused team. Accomplishments included:

- Passage of a Capital Renewal Referendum in November using data and reporting provided in the 5-year Capital Projects Needs Plan (Section 3.1)
- Work with the Facility Advisory Councils on deferred maintenance and new building planning to develop plans for construction and prioritize deferred maintenance/capital renewal projects. (Section 3.1)
- Full implementation and funding of the “Age and Obsolescence Plan” for equipment replacement (Section 3.2).

Signed: 
Superintendent

Date: 11/16/2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 3 (Facilities), the Board:

<u> </u>	Accepts the report as fully compliant
<u> XX </u>	Accepts the report as compliant with noted exceptions
<u> </u>	Finds the report to be noncompliant

Summary statement/motion of the Board: Ms. Plache moved, Mr. Goodremote seconded, to approve the amended motion to accept the Operational Expectations -3 (Facilities) Monitoring Report as being non-compliant with exceptions in 3.3.5, 3.7, and 3.1.2). All were in favor.

Signed: 
Board President

Date: 19-Nov-15



**Racine Unified School District
Operational Expectations Monitoring Report**

DATE: November 16, 2015

OE-3 (FACILITIES)

The superintendent shall assure that physical facilities support the accomplishment of the Board's *Results* policies, are safe, efficiently used and properly maintained.

Interpretation: The Board of Education expects the superintendent to assure that the condition, cleanliness and safety of the schools contribute to the Results our students achieve.

- Physical facilities: Includes all buildings, grounds, athletic areas, offices and warehouse spaces.
- Support the Board's Results Policies: At or above grade level student achievement in reading, writing, speaking, listening, math, science, social studies, arts, technology and physical education that prepare students for academic and personal success in their careers, in life and in the global community.
- Safe: Free of physical hazards, environmental hazards and secure from unauthorized entry.
- Efficiently used: (1) Using all available spaces to maximize learning and achievement, (2) managing and maintaining systems so that utility costs are reasonable and appropriate, and (3) available for community use when not in conflict with District use or District policy.
- Properly maintained: All buildings and grounds are cleaned regularly, properly stocked, repaired as necessary, and kept attractive and neat in appearance.

<p>3.1 The superintendent will: Develop a plan that establishes priorities for construction, renovation and maintenance projects that:</p> <ol style="list-style-type: none"> a. Assigns highest priority to the correction of unsafe conditions; b. Includes maintenance costs as necessary to enable facilities, either open or closed, to reach their intended life cycles; c. Plans for and schedules preventive maintenance; d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced; e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization. 	<p><i>Not In Compliance</i></p>
--	---------------------------------

Interpretation: The Board of Education expects the superintendent to maintain a plan and system that identifies priorities and needs for new buildings, as well as rehabilitation and redesign of existing buildings, and make certain that buildings meet their intended life cycles. The Board expects the District plan to include:

- a) life safety issues and assigns those issues a greater weight;
- b) on-going costs required to maximize the intended life of facilities;
- c) maintenance to prevent premature failure;
- d) system replacement for existing and planned facilities; and,
- e) analysis of the impact that projects will have on costs and staffing, and lists assumptions used in the decision process.

<p>Indicator 1: A capital facility improvement and maintenance plan, including a prioritized list for capital maintenance and the systems for at least 5 years is presented to the Board annually.</p>	<p>In Compliance</p>
<p>Evidence: Long-range Facilities Improvement Plan was developed and presented to the Board on March 16, 2015. <i>See Appendix A</i></p>	
<p>Indicator 2: A report as to the completion of items from the first year of the previous year's plan will be presented to the Board annually.</p>	<p>Not In Compliance</p>
<p>Evidence: A list of projects completed in 2014-15 was presented to the Board on September 28, 2015. <i>See Appendix A</i></p>	

3.2 The superintendent will: Project life-cycle costs as capital decisions are made.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to assure the appropriate life-cycle analysis is completed before making decisions regarding capital expenditures.

- Life-cycle: The projected useful life expectancy for structures, systems or equipment.
- Life-cycle cost: An analysis of cost benefits for projects to determine the maximum benefit at the lowest cost.
- Capital decisions: Projects and expenditures with the following characteristics: 1) System or component has a life cycle greater than 15 years, 2) comparison of systems may generate a difference in life-cycle costs greater than \$100,000, and 3) Project costs are greater than \$1,000,000.

Indicator 1: 80% or more of equipment identified for replacement on an annual age and obsolescence plan is replaced each year.	In Compliance
Evidence: For the 2014-15 fiscal year, \$416,963 was spent on equipment identified in the age and obsolescence plan. This represents 112% funding of the plan, originally identified as \$371,000. <i>See Appendix B.</i>	
Indicator 2: Life-cycle/cost analysis is used to determine capital decisions for facility improvements.	In Compliance
Evidence 1: Paving and roofing projects were analyzed using life-cycle cost analysis. New construction projects have been analyzed for cost-effectiveness. <i>See appendix B.</i>	

3.3 The superintendent will: Assure that facilities are clean and safe.	<i>Not In Compliance</i>
---	--------------------------

Interpretation: The Board of Education expects the superintendent to assure that every school and facility is clean, safe and kept in good repair.

Indicator 1: Cleanliness: 85% of quarterly inspections are rated a 3 or better on the American Physical Plant Administrators (APPA) cleanliness rating scale.	In Compliance
Evidence: A total of 355 inspections were conducted. 91.74% of these inspections had an APPA rating of level 3 or better. <i>See Appendix C.</i>	
Indicator 2: Good Repair: 50% of approved work orders are completed within 7 days and the average time for work order completion is less than 90 days.	In Compliance
Evidence: Of the 13,294 work orders, 55% were completed within 7 days. The overall average completion work order time was 44 days. 89.5% of all work orders are completed within 6 months or less. <i>See Appendix C.</i>	
Indicator 3: Good Repair: 95% of critical building systems receive preventive maintenance service at prescribed intervals.	In Compliance
Evidence: 99% of critical building systems received preventive maintenance on schedule. <i>See Appendix C.</i>	
Indicator 4: Safe: Safety inspections are conducted at every District facility on a three-year cycle. 100% of recommendations from safety inspections are reviewed and prioritized for action based on safety, security and funding.	In Compliance
Evidence: Safety inspections were scheduled and conducted at 9 buildings during the 2014-15 school year. Nine schools are scheduled for safety inspections during the 2015-16. <i>See Appendix C.</i>	
Indicator 5: Safe: 100% of facilities have vestibule entry controls for visitors requiring visitor enter the building through a physical office area prior to entering the school proper.	Not In Compliance
Evidence: Five (5) of 32 facilities have vestibule entry controls. Refer to “Capacity Development and Improvement Plan”.	
Indicator 6: Safe: The fire department conducts annual safety inspections at all buildings. 100% of identified violations are corrected.	In Compliance
Evidence: The fire department conducted annual safety inspections at all 32 schools and 100% of identified violations were corrected. A total of 35 inspections were conducted due to multiple inspections to follow-up on the items identified as violations and additional inspections conducted by the fire department due to inspections being completed twice in the reporting period.	

<p>3.4 The superintendent will: Develop and consistently administer facilities use guidelines delineating:</p> <ol style="list-style-type: none"> a. permitted uses; b. the applicable fee structure; c. clear user expectations, including behavior, cleanup, security, insurance and damage repair; d. consequences and enforcement procedures for public users who fail to follow the established rules. 	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the superintendent to encourage the community to use District facilities. The Board also expects the superintendent to provide information about how the community may use District facilities, expects the rules to be applied equitably and fairly for all, that the rules clearly state allowable uses, required fees, expected decorum and user responsibilities, including liability insurance, and that users not complying with rules or payment of fees to be denied future use.

<p>Indicator 1: Permit process and rules are easily accessible to the public.</p>	<p>In Compliance</p>
<p>Evidence: The District website (www.rusd.org) provides the public with access to information about rules and permit application and submission.</p>	
<p>Indicator 2: Permits are issued in a timely fashion (within 30 days of request).</p>	<p>In Compliance</p>
<p>Evidence: 2,082 permit requests were processed and issued within an average of 16.3 days. There were a total of 16,907 events for the 2014-15 school year.</p>	
<p>Indicator 3: Every procedural concern was addressed with facility users within 5 business days.</p>	<p>Compliant</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • No major issues were reported for damage or inappropriate use of District facilities requiring canceling of a permit or denial of a request for permit. • No facility use permits were revoked or suspended. 	

3.5 The superintendent may not: Build or renovate buildings	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to assure that major renovations and building construction are approved by the Board.

- Major renovations: Projects in excess of \$100,000.

Indicator: All major construction activities are presented to the Board and approved by Board action, and no projects were undertaken by the superintendent to initiate new construction or to redesign/upgrade existing facilities, without Board approval.	In Compliance
---	----------------------

Evidence:

- 6 major maintenance/renovation construction projects were approved by the Board.
- 3 major construction projects: two new buildings (Knapp and Olympia Brown) and one major addition (Gifford) contracts were approved by the Board.

<p>3.6 The superintendent may not: Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.</p>	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to assure that when land acquisition is needed for future facilities, the District will fully research and understand where the growth is within the District’s boundaries of the community; what the pricing is of other comparable properties that were considered; what the price and timelines are related to development and building; what the implications are of travel costs and distance to the site for the potential users; and what any possible liabilities are of the site based on location. Board approval will be required before acquisition.

<p>Indicator: All land acquisitions are approved by the Board of Education and a comprehensive analysis and feasibility study of any property is presented to the Board prior to recommendation for purchase.</p>	In Compliance
--	----------------------

Evidence: No land acquisitions were made.

<p>3.7 The superintendent may not: Authorize construction schedules and change orders that significantly increase cost or reduce quality.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the superintendent to assure that capital projects are completed within the budget approved by the Board of Education and within bid specifications.

- Significant increase: An increase to project costs of either 15% of the project cost or \$100,000 or more, whichever is less.

<p>Indicator: : All contracts and projects are administered so that construction change orders are rarely needed, and, if so, do not increase costs by 15% or more, or reduce quality of intended project.</p>	<p>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 5 major construction contracts had a net change (decrease) in costs. • 1 major construction contract is still underway and is tracking on budget. • Punch Lists were developed and used to track completion of project scopes. 	

<p>3.8 The superintendent may not: Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the superintendent to make District properties available to qualified community groups but requires that the security for students, their events and the learning in the schools will not be negatively impacted.

<p>Indicator 1: Any denial of facility use is based on established Use and Permit Policies.</p>	<p>In Compliance</p>
<p>Evidence: Of the 2,052 building use requests received, a total of 11 permits were declined (less than 1 percent (<1%) of the total permits issued. Reasons for declining the requests include:</p> <ul style="list-style-type: none"> • Failure to supply valid certificate of insurance (1) • School declined due to room use conflicts (2) • Rule violations (2) • Declined by school (4) 	

Appendix A
Section 3.1 Board of Education Presentations



3109 Mt. Pleasant Street, Racine, Wisconsin 53404

Board of Education

Board of Education Agenda March 16, 2015

6:30 p.m.
ASC Board Room (Mygatts), Building 1

*Coherent Governance
Policy Provision **

1. Call to Order and Pledge to the Flag
2. Roll Call
3. Approval of the Agenda
4. Recognitions
5. Reports on Student Achievement *R-2*
 - a. MAP Mid-Year Results (Reading/Math)
6. Superintendent's Report *OE-8*
 - a. Summary of School Climate Staff Survey *OE-11*
 - b. Referendum Timeline Update *OE-6; OE-13*
7. Board Committee Reports *GC-5*
 - a. Audit Committee
 - b. Legislative Committee
 - c. Board Governance Committee
 - d. Guiding Coalition *OE-8*
8. Board Development *GC-2.2; GC-10*
 - a. Raising Racine: Mid-Year District Progress Report
 - b. Update on Impact of Governor's Proposal on RUSD Budget
9. Public Input *GC-3.3*

Members of the public who desire to address the Board on any topic related to board work are welcome to do so at this time. Speakers are requested to limit their remarks to not more than three (3) minutes, to appoint a spokesperson if the concern is a group concern, and to supplement verbal presentations with written reports, if necessary or desired. A maximum of one (1) hour is allowed for public comments. Personal attacks will not be allowed. The Superintendent may respond to public comments, as appropriate.
10. Operational Expectations (OE) (None) *OE-(1-13)*
11. Action Items *GC-2.7; B/SR-2.1*
 - a. Approval of Thoughtexchange Communication Contract (attached) *OE-9*
 - b. Mondo K-6 Summer School Curriculum, Resources, and Professional Development (attached) *OE-6; OE-10*
 - c. INITIAL RESOLUTION AUTHORIZING GENERAL OBLIGATION BONDS IN AN AMOUNT NOT TO EXCEED \$50,000,000 AND CALLING A PUBLIC HEARING IN CONNECTION THEREWITH (attached) *OE-6*
 - d. RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF \$9,200,000 GENERAL OBLIGATION REFUNDING BONDS (attached) *OE-6*
 - e. Approval of Ten-Year Facilities Plan (attached) *OE-6; OE-13*



Board of Education

3109 Mt. Pleasant Street, Racine, Wisconsin 53404

AGENDA

BOARD OF EDUCATION

Monday, September 28, 2015
6:00 p.m.

Administration Services Campus
Board Room (Mygatts Room), Building #1
3109 Mt. Pleasant Street
Racine, WI 53404

- 1. Call to Order and Pledge to the Flag
2. Roll Call
3. Adopt Agenda

Coherent Governance
Policy Provision *

PUBLIC HEARING ON THE BUDGET

- 4. Purpose and Procedure for the Public Hearing
5. Proposed 2015-16 Budget (attached)
6. Review Fund 73 (attached)
7. Opportunity for the Public to Speak on the Proposed 2015-16 Budget
8. Conclude Public Hearing

BUSINESS MEETING

- 9. Recognitions
10. Reports on Student Achievement
11. Superintendent's Report
12. Board Committee Reports
13. Board Development

Appendix B
Life Cycle Cost Analysis



Industrial Roofing Services, Inc.
13000 West Silver Spring Drive
Butler, Wisconsin 53007
Phone: (262) 432-0500
Fax: (262) 432-0504
www.irsroof.com

March 26, 2015

Mr. Bryan Arnold
Racine Unified School District

Subject: Roof System Selection: Built-Up vs. Single-Ply – Life-Cycle Costs

Dear Mr. Arnold:

Regarding roof system selection for various roof replacement projects, there are numerous types and variations to choose from. When an Owner selects a new roof system for their facility, there are many factors that should be considered (such as code requirements, budget, building use, roof traffic, anticipated service life, existing construction, roof deck type, drainage, perimeter height, and many more)

As you indicated, one important factor is life-cycle costs, or the "cost vs. service life". An all-encompassing "rule-of-thumb" comparison of life-cycle costs between built-up roof systems and single-ply roof systems cannot be made, as the costs vary in every situation, depending on many variables. In some situations, built-up roof systems are more appropriate, while in other cases, single-ply roof systems are more appropriate. This is why each situation needs to be evaluated separately.

However, in the specific case of the three (3) 2015 RUSD roof replacement projects, the evaluation does reveal that the life-cycle costs of a built-up roof system are less than that of a single-ply membrane, primarily due to anticipated service life, anticipated annual maintenance needs, and estimated installation costs. In addition, historically, the service life of a single-ply roof system within the district is often decreased due to the amount of roof traffic and vandalism on these roofs. Considering these items, as well as thirty (30) years of data documenting the performance of various roof types within the school district, it was determined that a built-up roof system would be most appropriate.

Regarding the variable of life-cycle costs, after considering many of the factors listed above during the initial phases of the 2015 projects, the following estimates were established:

	Roof Type	Estimated Installation Cost	Anticipated Useful Service Life	Cost per Year
JI Case	Built-Up	\$1,200,000	28 years	\$42,857
	Single-ply	\$1,050,000	20 years	\$52,500
Dr. Jones	Built-Up	\$615,000	28 years	\$21,964
	Single-ply	\$500,000	20 years	\$25,000
Gifford	Built-Up	\$1,575,000	28 years	\$56,250
	Single-ply	\$1,300,000	20 years	\$65,000

If you should have any questions regarding the above information, please feel free to contact me.

Sincerely yours,
INDUSTRIAL ROOFING SERVICES, INC.

Dave Angove

Dave Angove
Project Manager

Site:
 Grace Elementary School
 5320 Byrd Ave, Reisterstown, MD

Asphalt vs. Concrete Cost Analysis

Total Parking Area 20,000 Sq Ft.

Existing Pavement Scenario											
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes:	
Concrete	20,000	Sq. Ft.	\$ 14.00	Sq. Ft.	\$ 280,000.00	40 Years	\$ 7,000.00	\$	0.35	Remove asphalt pavement and install 5" Concrete Pavement including rebar and forming costs	Concrete Pavement has a designed service life 2 times as long as Asphalt Pavement
Asphalt	20,000	Sq. Ft.	\$ 3.00	Sq. Ft.	\$ 60,000.00	20 Years	\$ 3,000.00	\$	0.15	Remove existing asphalt pavement and install 2.5" Binder Course, 1.5" 1/2" Finish Course	Asphalt pavement could be replaced 4.7 times before the costs offset

New Construction Scenario											
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes:	
Concrete	20,000	Sq. Ft.	\$ 8.00	Sq. Ft.	\$ 160,000.00	40 Years	\$ 4,000.00	\$	0.20	Install 6" Concrete Pavement including rebar and forming costs (Does not include base or sub prep)	Concrete Pavement has a designed service life 2 times as long as Asphalt Pavement
Asphalt	20,000	Sq. Ft.	\$ 2.00	Sq. Ft.	\$ 40,000.00	20 Years	\$ 2,000.00	\$	0.05	Install 2.5" Binder Course, 1.5" 1/2" Finish Course (Does not include base or sub prep)	Asphalt pavement could be replaced 4.0 times before the costs offset

Notes: Some locations require concrete due to heavy loading (i.e. Truck Courts, Truck Drives, Dumpster Pads, Delivery Areas, etc.)

Site:
Walden Elementary School
2700 Volt Street, Racine, WI

Total Paving Area 35,000 Sq Ft.

Asphalt vs. Concrete Cost Analysis

Existing Pavement Scenario										
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes
Concrete	35,000	Sq. Ft.	\$ 14.00	Sq. Ft.	\$ 490,000.00	40 Years	\$ 12,250.00	\$	Remove asphalt pavement and install 6" Concrete Pavement including rebar and forming costs	Concrete Pavement has a designated service life 2 times as long as Asphalt Pavement.
Asphalt	35,000	Sq. Ft.	\$ 3.00	Sq. Ft.	\$ 105,000.00	20 Years	\$ 5,250.00	\$ 0.15	Pulverize existing asphalt pavement and install 2-1/2" Binder Course, 1-1/2" Finish Course.	Asphalt pavement could be replaced 4-7 times before the costs offset.

New Construction Scenario										
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes
Concrete	35,000	Sq. Ft.	\$ 8.00	Sq. Ft.	\$ 280,000.00	40 Years	\$ 7,000.00	\$	Install 6" Concrete Pavement including rebar and forming costs (Does not include base or site prep)	Concrete Pavement has a designated service life 2 times as long as Asphalt Pavement.
Asphalt	35,000	Sq. Ft.	\$ 2.00	Sq. Ft.	\$ 70,000.00	20 Years	\$ 1,750.00	\$ 0.05	Install 2-1/2" Binder Course, 1-1/2" Finish Course (Does not include base or site prep)	Asphalt pavement could be replaced 4-6 times before the costs offset.

Note: Some locations require concrete due to heavy loading (i.e. Truck Courts, Truck Docks, Dumpster Pads, Delivery Areas, etc.)

**Appendix C
Safe and Clean Schools**

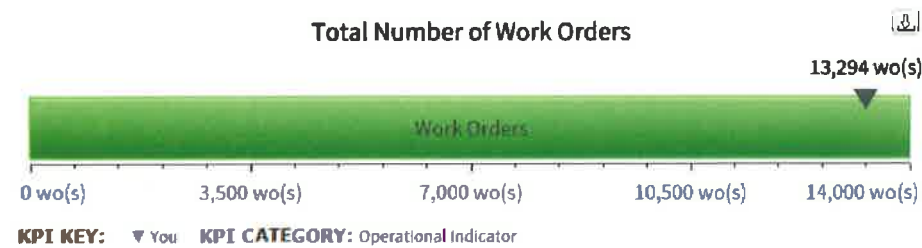
Safety Inspections – Internal Audits

<i>School</i>	<i>Audit Date / Time</i>
Gilmore Middle School	Completed 12/4/14
Jerstad -Agerholm Elementary & Middle Schools	Completed 10/16/14
Olympia Brown Elementary School & Real School	Completed 1/26/15
Janes Elementary School	Completed 9/16/14
North Park Elementary School	Completed 10/7/14
Roosevelt Elementary School	Completed 4/7/15
Julian Thomas Elementary School	Completed 2/19/15
Wadewitz Elementary School	Completed 11/11/14
Horlick High School	Completed 4/15/15

Work Order Completion

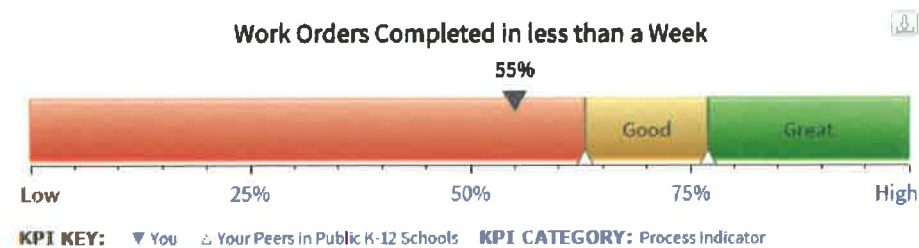
Total Number of Work Orders

Total number of work orders for a 12 month window.



Work Orders Completed in less than a Week

Percentage of routine work orders completed in less than seven days.



Action Plan to Improve/Enhance OE-3:

Through the Office of the Chief Operations Officer, the superintendent will continue to address areas of non-compliance in OE-3. The 2015-16 action plan includes:

3.3.5: The Building and Grounds Department is developing plans for construction and remodeling necessary for the construction of vestibule entry controls at entrances for all District facilities. These systems require visitors to physically enter an office environment for signing in and screening prior to allowing entrance into the building proper where staff and students are located.

This system would be an addition to the existing security buzzer/intercom system and electronic latches that exist at all facilities at this time.

Currently five buildings have vestibule entry control entrances. Three additional schools are scheduled to be completed prior to or during winter break. Additional building implementations are being planned for spring break in 2016 and summer of 2016.

Capacity Building – Plan development:

1. The department is in the process of developing plans that will be used to identify, prioritize and implement improvements in several key areas. These include the following
 - a. Grounds Improvement Plans
 - b. Accessibility Plans for ADA Compliance
 - c. Safety and Security
 - d. Building Portfolio Reports
 - e. School Signage
2. Collaborate with the High School Transformation/Career Academies Committee to identify specific facility and equipment needs for Career Academies.
3. Collaborate with the Facility Advisory Council (FAC) on Facility/Land-Use to identify and prioritize opportunities for remodeling of facilities and sites in relation to capital needs, facility condition and functionality and enrollment patterns.



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-4 (PERSONNEL ADMINISTRATION)
SUMMARY OF COMPLIANCE STATUS**

Date: November 16, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

XXX	In Compliance
	In Compliance with Exception (as noted in the evidence)
	Not in Compliance

Executive Summary:

This report monitors OE-4 policy for July 1, 2014 –September 30, 2015.

We have improved the Department’s compliance with Operational Expectation (OE) 4, Personnel Administration. Last report, we were compliant in nine (9) areas of OE-4. In this reporting period we are compliant in 12 areas of OE-4. We are compliant in the areas of administering personnel policies, responding to complaints, protecting confidential information, offering competitive wages and employee benefits.

This monitoring report is “In Compliance with Exception”.


Areas not in compliance include:

Section 4.3

- **Indicator 3:** 100% of all staff in all Title I positions are “highly qualified”.

Section 4.11

- **Indicator 2:** 100% of teaching staff will be appropriately licensed and “highly qualified” for their assignment as required by Wisconsin Department of Public Instruction (DPI).

Signed: 
Superintendent

Date: November 16, 2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 4 (Personnel Administration), the Board:

XXX	Accepts the report as fully compliant
	Accepts the report as compliant with noted exceptions
	Finds the report to be noncompliant

Summary statement/motion of the Board: Ms. Plache moved, Ms. Handrow seconded, to accept the Operational Expectations – 4 (Personnel Administration) Monitoring Report as being compliant with noted exceptions. All were in favor. The Motion passed.

Signed: 
Board President

Date: 19-Nov-15



Racine Unified School District
Operational Expectations Monitoring Report
DATE: November 16, 2015

OE-4 (PERSONNEL ADMINISTRATION)

The superintendent shall assure the recruitment, employment, development, evaluation and compensation of District employees in a manner necessary to enable the organization to achieve its *Results* policies.

Interpretation: The Board of Education expects the superintendent to:

1. Employ best practices in alignment with industry norms when recruiting and hiring staff.
 2. Develop and implement a competitive total compensation plan for all employees, regardless of job classification, using research and industry norms to recruit and retain the high quality, highly qualified staff.
 3. Equitably distribute teaching staff to achieve its Results policies.
- Recruitment: To attract and select the most talented and diversified pool of candidates.
 - Employment: Work defined by the District for anyone who receives monetary compensation for services rendered.
 - Development: Provides upward mobility and promotion opportunities for employees (educational assistants, clericals to teachers and teachers to administrators).
 - Evaluation: A fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth.
 - Compensation: Provide competitive and flexible salary placement and benefits to attract new and retain current employees.
 - District employee: Anyone who receives compensation in exchange for services.

4.1 The superintendent will: Conduct extensive background inquiries and checks prior to hiring any paid personnel. This includes temporary, contractual and permanent positions.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to protect and keep safe the students and staff of the district by checking the background of all personnel prior to their first date of work. In addition, the Board expects a fair, equitable and consistent background review process for all hired personnel, permanent or contracted.

- Extensive background inquires and checks: Wisconsin Circuit Court Access results, National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, various social media results, reference checks, and verification of employment eligibility prior to hiring.

Indicator: All new employees successfully cleared all background checks prior to their start date.	In Compliance
---	----------------------

Evidence: 100% of new employees recommended for employment successfully cleared all background checks listed in this interpretation prior to their start date as summarized below and evidenced by records maintained in the Department of Human Capital.

Employee Group	Pass	Reject
Administrators	30	0
Teachers	137	1
Educational Assistants	50	2
Secretaries/Clerks	7	0
Building Service Employees	6	1
Substitutes Employees	194	14
Total	424	18

4.2 The superintendent will: Conduct background inquiries and checks prior to utilizing the services of any volunteers who have unsupervised contact with students.	<i>In Compliance</i>
---	-----------------------------

Interpretation: The Board of Education expects the superintendent to protect and keep safe the students and staff of the District by checking the background of all volunteers prior to their first date of volunteer service. In addition, the Board expects a fair, equitable and consistent background review process for all volunteers.

- Background inquires and checks: Wisconsin Circuit Court Access results, National Sex Offender Public Registry results, various social media results, and reference checks prior to allowing a person to volunteer.
- Contact: Any opportunity a volunteer has to be with students under the direction of District personnel.
- Unsupervised contact: Contact with students without RUSD staff present to supervise or monitor activities.
 Note: The Department of Human Capital does not permit volunteers to work in isolation with students.

Indicator: All volunteers successfully cleared all background checks.	<i>In Compliance</i>
Evidence: 100% of the volunteer applicants filling a volunteer position successfully cleared all background checks listed in this interpretation.	

Volunteer Applications	Pass	Reject
4,411	4,095 (93%)	316 (7%)

<p>4.3 The superintendent will: Recruit and select the most highly qualified and best-suited candidates with a goal to reflect the diversity of the community. This includes temporary, contractual and permanent positions.</p>	<p><i>Not In Compliance</i></p>
---	---------------------------------

Interpretation: The Board of Education expects the superintendent to develop and implement a comprehensive recruitment plan and selection process that meet the needs of the District and to ensure that all school-based positions are filled by the first student attendance day.

- Highly qualified: For those positions that require a credential the individual will hold a valid teaching credential, passage of subject matter competency exam or equivalent, and completion of successful interview process, which will include a performance interview.
- Title “Highly Qualified” Status: Teachers paid with Title I funds must be fully licensed for their assignment. Staff in these positions without full licensure are “highly qualified” if they are enrolled in a teacher preparation program to acquire license needed, pass state PRAXIS test for grade/content, and attend professional development by the district.
- Best-suited: The candidate selected for any position in the District meets the criteria of the position description and the expectations of the hiring committee, director and/or superintendent.
- Reflect the diversity of the community: That the ethnicity percentages of the District staff match the District’s student ethnicity percentages.

<p>Indicator 1: 90% of all new administrator hires are rehired.</p>	<p><i>In Compliance</i></p>
<p>Evidence: 97% of all new administrator hires were rehired. 28 new administrators were hired for 2014-15 school year and one was released due to performance deficiencies.</p>	
<p>Indicator 2: 95% of all new teacher hires are rehired.</p>	<p><i>In Compliance</i></p>
<p>Evidence: 100% of all new teacher hires were rehired. 160 new teachers were hired for 2014-15 school year and all were renewed.</p>	
<p>Indicator 3: 90% of all new support staff hires are rehired.</p>	<p><i>In Compliance</i></p>
<p>Evidence: 92% of all new support staff hires were rehired. 48 new support staff were hired for 2014-15 school year and were retained. Four support staff hires were released due to performance deficiencies.</p>	
<p>Indicator 4: 100% of all staff in Title I schools are “highly qualified” as defined by the Department of Public Instruction.</p>	<p><i>Not In Compliance</i></p>
<p>Evidence: 98% of all teaching staff are “highly qualified”. Teaching staff that are not “highly qualified” are in hard to fill areas such as Bilingual, Special Education and Technology Education as evidenced by the Department of Public Instruction, PI-9550 Highly Qualified Teacher Plan – this represents 34 teachers.</p>	
<p>Indicator 5: The diversity percentage of staff increases annually.</p>	<p><i>In Compliance</i></p>
<p>Evidence: The diversity of staff increased by 9.84%. (See chart below)</p>	

Diversity Percentage of Staff

Year	White	African American	Hispanic	Two or More Ethnicities	Asian
2013-14	77.93%	12.41%	6.55%	2.77%	0.34%
2014-15	70.80%	15.10%	10.68%	3.13%	3.00%
% of Change	-7.13%	2.69%	4.13%	.36%	2.66%

Year	% Minority
2013-14	22.07
2014-15	31.91
% of Change	+9.84

Student to Staff Percentage

2014-15	White	African American	Hispanic	Two or More Ethnicities	Asian
Students	42.2%	28.87%	26.51%	1%	1.42%
Total Staff	82.68%	8.25%	7.49%	.97%	.61%

4.4 The superintendent will: Administer clear personnel rules and procedures for employees.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to implement clear, consistent and fair personnel policies for all employee groups.

- Administer: To supervise or oversee that personnel rules and procedures are followed.
- Clear: Personnel rules and procedures are communicated and understood by employees as detailed in the employee handbook.
- Rules and procedures: The applicable laws, Board and District policies that communicate the employment expectations for all District personnel.

Indicator 1: All employees receive the Employee Handbook which details and communicates personnel rules and procedures.	<i>In Compliance</i>
Evidence: 100% of employees received the Employee Handbook which details and communicates personnel rules and procedures as evidenced by records maintained in the Department of Human Capital.	
Indicator 2: 95% of grievances are resolved or handled without rising to level of Board action.	<i>In Compliance</i>
Evidence: 100% of grievances were resolved or handled without rising to the level of Board action. <i>(See chart below)</i>	

Grievances

Employee Group	Filed	Resolved	Pending	Withdrawn
Racine Education Association	5	3	2	0
Racine Educational Assistants Association	1	1	0	0
Local 152 Building Service Employee	0	0	0	0
Secretary/Clerical	0	0	0	0
Carpenter	0	0	0	0
Painter	0	0	0	0

4.5 The superintendent will: Effectively handle complaints and concerns.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to respond to all complaints in a timely and professional manner keeping confidentiality as the highest priority.

- Effectively handle: Investigate promptly and accurately with consideration and professionalism.
- Complaints and concerns: Grievances or questions related to sexual harassment, discrimination claims, handbook violations, District policies and procedures, and possible violations of State and Federal laws.

Indicator 1: All formal complaints (dismissal hearing, EEOC cases, etc.) resulted in settlement or ruling in the District’s favor.	<i>In Compliance</i>
---	----------------------

Evidence: 100% of formal complaints (dismissal hearing, EEOC cases, etc.) resulted in settlement or ruling in the District’s favor.

Complaints

	Filed	Resolved	Pending	Withdrawn
EEOC/Title VII	5	5	0	0
Workplace Bullying	1	0	0	1

4.6 The superintendent will: Maintain accurate job descriptions for all staff positions.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to review and modify as needed all position descriptions for vacant jobs prior to reposting and recruitment. In addition, the Board expects position descriptions to be reviewed and updated on a three year cycle to assure they reflect the accurate current work, qualifications and salary schedule level.

- Maintain: To keep current and accurate.
- Accurate: Job descriptions reflect the essential functions, knowledge, skills and abilities of the responsibilities and tasks performed.

Indicator 1: All job descriptions were reviewed and updated prior to posting and were available to applicants during the hiring process.	<i>In Compliance</i>
Evidence: 100% of job descriptions are were reviewed and made available.	
Indicator 2: All job descriptions are reviewed every three years on a rotating schedule with each Chief to ensure they are up to date and aligned to the department goals and essential functions.	<i>In Compliance</i>
Evidence: 100% of job descriptions were reviewed/developed for alignment of roles and responsibilities for the Chief Operations Office.	

Position Descriptions Review Cycle

Department	2014-15	2015-16	2016-17	2017-18
Chief Operations Office	X			X
Chief Human Capital Office		X		
Deputy Superintendent		X *		
Chief Academic Office			X	
Chief of Communication & Community Engagement Office				X
Chief of High School Transformation Office				X
Chief Finance Office			X	
Chief Information Office		X		

* Only building administrators

4.7 The superintendent will: Protect confidential information.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to properly safeguard all employee records and keep all personnel matters confidential.

- Protect: To secure, keep safe, and preserve employee confidential information.
- Confidential: Access to employee information follows Federal and State law, including Health Insurance Portability and Accountability Act (HIPAA).

Indicator 1: All documented reports of breach of confidentiality by the Department of Human Capital staff have been thoroughly investigated and appropriate action taken.	<i>In Compliance</i>
Evidence: No documented breach of confidential information occurred by the Department of Human Capital staff.	
Indicator 2: All documented reports of a breach of confidentiality by any ASC or District staff member have been thoroughly investigated and appropriate action taken.	<i>In Compliance</i>
Evidence: No documented breach of confidentiality by any ASC or District staff member was reported.	

<p>4.8 The superintendent will: Develop compensation and benefit plans to attract and retain the highest quality employees by compensating employees consistent with the applicable marketplace, including but not limited to organizations of comparable size and type, and within available resources.</p>	<p><i>In Compliance</i></p>
---	------------------------------------

Interpretation: The Board of Education expects the superintendent to implement a comprehensive compensation and benefit plan that is competitive and positions the District to recruit, hire and retain the best and brightest employees in all job classifications.

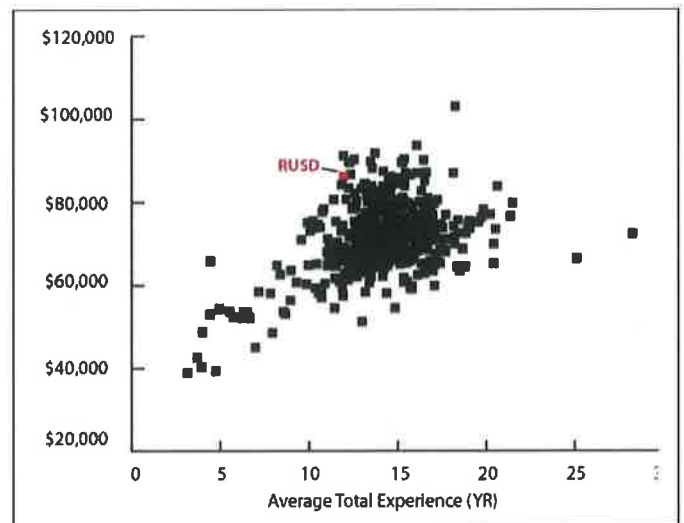
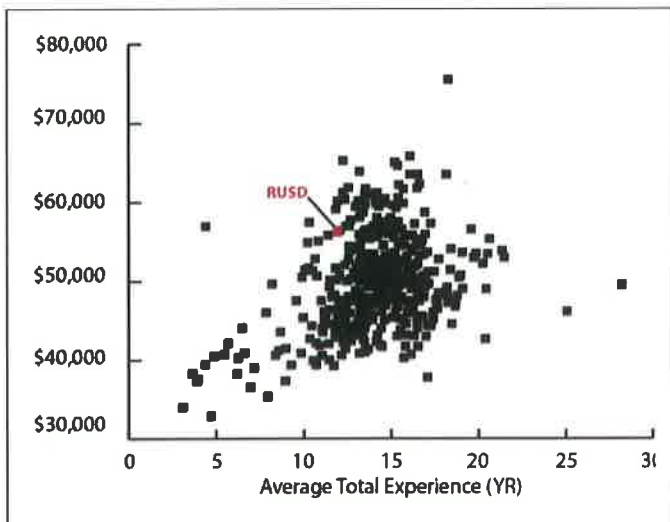
- Competitive compensation plan: District salaries and benefits are commensurate with or higher than equivalent positions when compared to similar school districts and geographically.
- Highest quality: A candidate who meets the criteria of the position and the expectations of the hiring committee, director, and/or superintendent and, for those positions that require a credential, that the individual holds a valid credential, passage of subject matter competency exam or equivalent, and completion of successful interview process, which will include a performance interview.

<p>Indicator 1: The District will rank in the top 33% of salaries for teachers when compared to peer Districts and geographically.</p>	<p>Baseline</p>
<p>Evidence: Department of Public Instruction 2013-2014 salary data. <i>(See chart below)</i></p>	
<p>Indicator 2: The District will rank in the top 33% of salaries for administrators in comparison to peer districts and geographically.</p>	<p>Baseline</p>
<p>Evidence: Department of Public Instruction salary data 2013-2014. <i>(See chart below)</i></p>	
<p>Indicator 3: The District’s average salaries for all other employee groups will rank in the top 33% when compared to peer districts and geographically.</p>	<p>Baseline</p>
<p>Evidence: Department of Public Instruction salary data 2013-2014.</p>	
<p>Indicator 4: The District is within the top 20% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies/school districts regionally.</p>	<p><i>In Compliance</i></p>
<p>Evidence: Market study data shows that the District ranks first for the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to 10 companies/school districts. (source: Hays Company)</p>	

Department of Public Instruction 2013-2014 Salary Data

District Name	Lowest Salary	Highest Salary	Average Salary	Average Fringe	Average Local Experience	Average Total Experience	Average Salary + Fringe
Kenosha Unified School District	\$38,377	\$108,031	\$61,856	\$28,496	11.66	12.53	\$90,352
Sheboygan Area School District	\$38,459	\$89,652	\$61,216	\$26,185	14.18	14.18	\$87,401
Milwaukee Public Schools	\$41,070	\$124,865	\$60,332	\$26,383	12.02	12.33	\$86,715
Racine Unified School District	\$39,960	\$73,414	\$56,276	\$30,062	10.23	11.95	\$86,338
Fond du Lac School District	\$36,295	\$74,139	\$57,499	\$27,754	12.98	15.38	\$85,253
School District of Waukesha	\$34,930	\$86,137	\$60,579	\$23,339	12.55	15.38	\$83,918
Madison Metropolitan School District	\$36,108	\$88,964	\$53,140	\$21,188	11.19	13.34	\$74,328
West Allis-West Milwaukee School District	\$40,214	\$79,520	\$51,720	\$22,357	8.4	10.26	\$74,077
Green Bay Area Public School District	\$33,630	\$81,648	\$51,668	\$21,415	11.78	11.81	\$73,083
School District of Janesville	\$33,136	\$77,209	\$55,176	\$13,016	11.22	13.24	\$68,192
School District of La Crosse	\$36,188	\$69,035	\$55,982	\$10,173	12.63	14.81	\$66,155
Oshkosh Area School District	\$32,284	\$69,968	\$48,033	\$17,782	10.13	11.78	\$65,815

Districts regionally. (Source: Hays Companies of Wisconsin, December 17, 2013.)



<p>4.9 The superintendent will: Consistent with the superintendent’s own evaluation, evaluate all employee performance according to their contribution toward achieving the Board’s <i>Results</i> policies and their compliance with the Board’s <i>Operational Expectations</i> policies and in addition, measure and document both excellent performance and unsatisfactory performance.</p>	<p><i>In Compliance</i></p>
---	------------------------------------

Interpretation: The Board of Education expects the superintendent to evaluate all employees annually to monitor performance and ensure they are working at capacity to achieve *Results* and comply with Board’s Operational Expectations.

- Evaluate: A formal documented assessment of employee’s work based on RUSD’s Results and Operational Expectations policies and state defined expectations, i.e., Educator Effectiveness.
- Measure and document: Using an evaluation tool that is aligned with the Results policies and germane to that specific employee.
- Excellent performance: A rating of “exemplary” that is documented on the performance evaluation.
- Unsatisfactory performance: A rating on the evaluation tools that initiates the development of a performance improvement plan (PIP).

<p>Indicator 1: 100% of classroom teachers, in their summary year, are evaluated with Educator Effectiveness tool, combining performance and results of student learning objectives for an overall evaluation rating.</p>	<p>Baseline</p>
<p>Evidence: Classroom teachers, in their summative year, were evaluated combining performance and student achievement data for an overall evaluation rating. However, Human Capital has not completed validating the data.</p>	
<p>Indicator 2: 100% of building administrators are evaluated annually combining performance and student achievement data for an overall evaluation rating.</p>	<p><i>In Compliance</i></p>
<p>Evidence: 100% of directing principals and assistant principals were evaluated by equally combining performance and student achievement data for an overall evaluation rating.</p>	
<p>Indicator 3: 100% of District-level administrators and instructional support staff are evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations.</p>	<p>Baseline</p>
<p>Evidence: District-level administrators and instructional support staff responsible for supporting the instructional program were evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations. However, Human Capital does not have a process to validate this data.</p>	
<p>Indicator 4: 100% of non-academic personnel responsible for supporting the instructional program and daily operations of the District are evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations.</p>	<p>Baseline</p>
<p>Evidence: Non-academic personnel responsible for supporting the instructional program and daily operations of the District were evaluated annually by combining performance and impact on achieving operational expectation for department. However, Human Capital does not have a process to validate this data.</p>	
<p>Indicator 5: The percent of teachers in their summary year receiving an overall performance rating of “exemplary” will increase each year.</p>	<p>Baseline</p>

Evidence: XX% of teachers in their summary year received an overall performance rating of “exemplary” for the 2013-2014 school year. (data not available at this time)

Indicator 6: The number of teachers receiving Encore awards for demonstrated excellence and improving student results will increase each year by 5%.

In Compliance

Evidence: The number of teachers receiving Encore awards increased 10% (11 teachers).

ENCORE AWARDS

School Year	Teachers
2013-2014	117
2014-2015	128

<p>4.10 The superintendent will: Assure that the evaluation of all instructional and administrative personnel is designed to:</p> <ul style="list-style-type: none"> a. Improve and support instruction; b. Link teacher and administrator performance with multiple measures of student performance and operational efficiencies toward achieving <i>Results</i> policies. 	<p><i>Baseline</i></p>
--	------------------------

Interpretation: The Board of Education expects the superintendent to evaluate instructional and administrative personnel.

- Instructional personnel: Any licensed employee who serves in a capacity to teach students one-on-one or in a group.
- Administrative personnel: Principals and assistant principals.
- Multiple measures: The results of District and State assessments.

<p>Indicator 1: 100% of all principals in their summary year will receive an overall rating which measures professional practice and school achievement using Educator Effectiveness.</p>	<p>Baseline</p>
<p>Evidence: 90% of principal evaluations indicate success in meeting School Learning Objectives goals as evidenced by Educator Effectiveness.</p>	
<p>Indicator 2: 100% of all classroom teachers in their summary year will receive an overall rating which measures professional practice and student achievement using Educator Effectiveness.</p>	<p>Baseline</p>
<p>Evidence: 90% of all classroom teachers in their summary year received an overall rating using Educator Effectiveness.</p>	
<p>Indicator 3: 100% of all classroom teachers in their summary year collect evidence of their work, reflect on their practice and engage in discussions with their principal and Educator Effectiveness coach to improve their practice with goal of increased student learning.</p>	<p>Baseline</p>
<p>Evidence: 90% of all classroom teachers in their summary year collected evidence of their work, reflect on their practice and engage in discussions with their principal and Educator Effectiveness coach to improve their practice with goal of increased student learning.</p>	
<p>Indicator 4: 100% of all school leaders meet regularly with School Support Team to reflect on their practice, measure progress towards obtaining school goals and document student achievement as a result.</p>	<p>Baseline</p>
<p>Evidence: 100% of all school leaders meet regularly with School Support Team to reflect on their practice, measure progress towards obtaining school goals and document student achievement as a result.</p>	

4.11 The superintendent will: Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.	<i>Not In Compliance</i>
---	--------------------------

Interpretation: The Board of Education expects the superintendent to ensure that all staff members are qualified and trained to perform their jobs.

- Qualified: Employees have the required skills, knowledge and license to perform their job responsibilities.
- Trained: Employees are given instructions, coached and provided feedback to learn assigned job responsibilities.

Indicator 1: 100% of principals, co-principals, instructional leaders and educational assistants will be appropriately licensed and “highly qualified” for their assignment as required by Wisconsin Department of Public Instruction (DPI).	<i>In Compliance</i>
Evidence: 98% of licensed staff are qualified for their assignments. (34 teachers were not “highly qualified” for their assignment). <i>Source: DPI PI-9550 “Highly Qualified” Teacher Report.</i>	
Indicator 2: 100% of teaching staff will be appropriately licensed and “highly qualified” for their assignment as required by Wisconsin Department of Public Instruction (DPI).	<i>Not In Compliance</i>
Evidence: 98% of teaching staff are qualified for their assignments. DPI PI-9550 “Highly Qualified” Teacher Report reveals that 34 teachers were not “highly qualified” for their assignment. All of these teachers (34) have an appropriate emergency license for their assignment.	
Indicator 3: 100% of teaching staff that is not “highly qualified” will complete an “Emergency Licensed Teacher Support Plan” and attend all support sessions to aide them in becoming “highly qualified” or fully licensed by the end of the 2015-16 school year.	<i>Baseline</i>
Evidence: 100% of the not “highly qualified” teachers will complete a support plan for the current school year and kept on file in the Department of Human Capital.	
Indicator 4: All building principals and assistant principals are certified in the Danielson Framework as an Educator Effectiveness evaluator.	<i>In Compliance</i>
Evidence: 100% of all building principals and assistant principals are certified in the Danielson Framework as an Educator Effectiveness evaluator.	
Indicator 5: 100% of non-instructional staff are qualified for their jobs.	<i>In Compliance</i>
Evidence: Personal records maintained in the Department of Human Capital confirm employees have appropriate qualifications and skills for the position they hold.	

<p>4.12 The superintendent will: Maintain an organizational culture that:</p> <ol style="list-style-type: none"> Values individual differences of opinion; Reasonably includes people in decisions that affect them; Provides open and honest communication in all written and interpersonal interaction; Focuses on common achievement of the Board’s <i>Results</i> policies; Maintains an open, responsive and welcoming environment; Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy. 	<p><i>Baseline</i></p>
--	-------------------------------

Interpretation: The Board of Education expects the superintendent to maintain an organizational culture that exemplifies the North Star Vision and RUSD Core Values.

- Organization culture: A climate in which staff members celebrate diversity among students, parents, staff and community, expecting everyone to be equally respected and accepted.
- Reasonably includes people in decisions: A climate of collaboration amongst all stakeholders.
- Common achievement: Student attainment and preparation in each of the goals as outlined in Results R1-R5.
- Open, responsive and welcoming environment: A climate that makes high quality internal and external customer service a priority.
- Responsibly perform their jobs: Fulfill obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- Environment of support and courtesy: A respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age or disability.

<p>Indicator 1: 80% of staff will complete the District Climate Survey.</p>	<p>Baseline</p>
<p>Evidence: 62% of staff completed the District Climate Survey.</p>	
<p>Indicator 2: The percent of staff either “agree” or “strongly agree” with the survey statements will increase each year.</p>	<p>Baseline</p>
<p>Evidence: 46.39% either agreed or strongly agreed with the questions as indicated below.</p>	

District Climate Survey Results

Category		Question #	% Agree/ Strongly Agree
A) Values individual differences of opinion.	School	1, 3	58.61%, 71.54%
	District	2, 4	29.47%, 41.22%
B) Reasonably includes people in decisions that affect them.	School	5, 7	47.86%, 48.78%
	District	6, 8	21.25%, 25.36%
C) Provides open and honest communication in all written and interpersonal interaction.	School	9	54.99%
	District	10	31.74%
D) Focuses on common achievement of the Board's Results policies.	School	11	64.65%
	District	12	49.54%
E) Maintains an open, responsive and welcoming environment.	School	15	63.81%
	District	16	36.36%
F) Positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.	School	17, 19	56.17%, 62.97%
	District	18, 20	30.81%, 39.96%

4.13 The superintendent may not: Make changes to the Employee Handbook or addenda.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to follow the Board’s defined process to make changes to the Employee Handbook.

- Make changes: The Board of Education is the only governing body that can make changes to the Employee Handbook.
- Employee Handbook or addenda: A document to inform District employees about the rules, procedures, environment and benefits applicable to employees of the District.

Indicator: 100% of changes to the Employee Handbook or addenda are made with Board approval.	<i>In Compliance</i>
---	----------------------

Evidence: Changes to four sections of the Employee Handbook and changes to three sections of the addenda, were recommended by as a result of the work done by the Handbook Committee. These changes to the Employee Handbook and Addendum were approved by the Board on June 15, 2015.

4.14 The superintendent may not: Make changes to employee economic benefits.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to seek Board approval to make changes to “employee economic benefits”.

- Employee economic benefits: A non-wage compensation provided to employees in addition to their normal wage or salary, i.e. health and dental insurance, short-term and long-term disability insurance, compensated absences (vacations, holidays, sick leave) and retirement/pensions.

Indicator: Changes to the employee economic benefits are made with Board approval.	<i>In Compliance</i>
Evidence: No changes were made to employee economic benefits.	

Action Plan to Improve/Enhance OE-4 areas of non-compliance:

Through the Office of the Chief of Human Capital, the superintendent will continue to address areas of non-compliance in OE-4. The 2015-16 action plan includes:

4.3 Indicator 3: Continue to actively recruit, work with universities through partnerships that lead to certification, and advertise nationally for hard to fill positions especially in the areas of Bilingual and Special Education so as to have 100% of all Title 1 schools staffed with highly qualified staff.

4.11 Indicator 2: Develop and implement a system of support for emergency licensed teachers that are deemed “not highly qualified” by the Department of Public Instruction. The system of support will include professional development geared toward passing PRAXIS content test for area of licensure, and monitoring of progress ensuring teacher is consistently working toward certification.

4.12 Indicator 1: The District will conduct an all staff Climate Survey in June 2016 to monitor improvement.

Capacity Building to improve results on all OE's:

1. Develop a “Confidentiality Agreement” to be signed by all chiefs, executive directors and directors to reinforce expectation of keeping confidential information secure and stating the consequences if there is a breach in confidentiality by staff at this level.
2. Formulate compensation work groups to review and update teacher salary schedules to position RUSD to be competitive and in alignment with industry norms.
3. Formulate ASC evaluation committee to develop evaluation instruments for non-school based staff that are aligned to department goals and objectives and the Board's Operational Expectations.
4. Develop and implement a comprehensive recruitment plan to meet the staffing and diversity needs of the District for all job classifications. The plan will include strategies that will target diverse populations and recruiting in the local community. The plan will be finalized for implementation in February 2016.
5. Continue work that is currently underway as a result of the Fox-Lawson study which was an in-depth analysis of job descriptions and salary comparisons for administrative positions to insure the District remains competitive in the marketplace. A process will be finalized for implementation beginning 2016-17.
6. Develop and implement evaluation instruments for all non-licensed staff that is in alignment with department goals/objectives and Operation Expectations for each area. The process will be finalized by the end of the 2015-16 school year for implementation at the start of the 2016-17 school year.
7. Develop and implement an electronic evaluation system that will:
 - Accurately and automatically notify department managers of all employees due for an evaluation
 - Notify the employee that they will be evaluated in the current year
 - Create the evaluation instrument and send it to the manager for completion
 - Notify the employee that their evaluation is ready for review with supervisor
 - Store completed evaluations and ratings in the electronic system
 - Collect data of the number of employees who have a Performance Improvement Plan.
 - Collect data of the number of employees who complete Performance Improvement Plan successfully.
8. Restructure Human Capital to ensure that all school-based vacancies are 1) filled by the first day of school; 2) reduce the average number of days it takes to hire and on-board a new employee. (Goal of three weeks or less)

9. Increase the number of teachers that obtain Master Educator License by completing the National Board for Professional Teaching Standards professional certification. Create a cohort to support teachers in developing their application and portfolios as well as financial assistance.
10. Create and implement a teacher residency program for current employees and new hires interested in becoming teachers to meet the ongoing teacher staffing needs and diversity goals of the district. .



**Racine Unified School District
Operational Expectations Monitoring Report**

**OE-3 (FACILITIES)
SUMMARY OF COMPLIANCE STATUS**

Date: November 16, 2015

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 12 (Facilities), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

<u> </u>	In Compliance
<u> XX </u>	In Compliance with Exceptions (as noted in the evidence)
<u> </u>	Not in Compliance

Executive Summary:

This report monitors OE-3 policy for September 1, 2014 through August 31, 2015. This monitoring report is ‘In Compliance with Exceptions’.

The Buildings and Grounds Department has made significant progress toward meeting the expectations of the Board of Education related to the management, maintenance and operation of District facilities. Non-compliances were reduced by 50% from last year’s Operational Expectations monitoring report. This Operational Expectations monitoring report is non-compliant in just one indicator: Section 12.3.5 – vestibule-entry controls.

This Operational Expectations Monitoring Report summarizes the results of the activities of the preceding year, 2014-15, to meet these expectations.

The Building and Grounds Department has made substantial improvement in developing strategies and systems to shift from a reactive to a proactive focused team. Accomplishments included:

- Passage of a Capital Renewal Referendum in November using data and reporting provided in the 5-year Capital Projects Needs Plan (Section 3.1)
- Work with the Facility Advisory Councils on deferred maintenance and new building planning to develop plans for construction and prioritize deferred maintenance/capital renewal projects. (Section 3.1)
- Full implementation and funding of the “Age and Obsolescence Plan” for equipment replacement (Section 3.2).

Signed: 
Superintendent


Date: 11/16/2015

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 12 (Facilities), the Board:

<u> </u>	Accepts the report as fully compliant
<u> XXX </u>	Accepts the report as compliant with noted exceptions
<u> </u>	Finds the report to be noncompliant

Summary statement/motion of the Board: Ms. Plache moved, Mr. Goodremote seconded, to approve the amended motion to accept the Operational Expectations -3 (Facilities) Monitoring Report as being non-compliant with exceptions in 3.3.5, 3.7, and 3.1.2). All were in favor.

Signed: 
Board President

Date: 19 - NOV - 2015



Racine Unified School District
Operational Expectations Monitoring Report
DATE: November 16, 2015

OE-3 (FACILITIES)

The superintendent shall assure that physical facilities support the accomplishment of the Board's *Results* policies, are safe, efficiently used and properly maintained.

Interpretation: The Board of Education expects the superintendent to assure that the condition, cleanliness and safety of the schools contribute to the Results our students achieve.

- Physical facilities: Includes all buildings, grounds, athletic areas, offices and warehouse spaces.
- Support the Board's Results Policies: At or above grade level student achievement in reading, writing, speaking, listening, math, science, social studies, arts, technology and physical education that prepare students for academic and personal success in their careers, in life and in the global community.
- Safe: Free of physical hazards, environmental hazards and secure from unauthorized entry.
- Efficiently used: (1) Using all available spaces to maximize learning and achievement, (2) managing and maintaining systems so that utility costs are reasonable and appropriate, and (3) available for community use when not in conflict with District use or District policy.
- Properly maintained: All buildings and grounds are cleaned regularly, properly stocked, repaired as necessary, and kept attractive and neat in appearance.

<p>3.1 The superintendent will: Develop a plan that establishes priorities for construction, renovation and maintenance projects that:</p> <ul style="list-style-type: none"> a. Assigns highest priority to the correction of unsafe conditions; b. Includes maintenance costs as necessary to enable facilities, either open or closed, to reach their intended life cycles; c. Plans for and schedules preventive maintenance; d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced; e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization. 	<p><i>Compliant</i></p>
--	-------------------------

Interpretation: The Board of Education expects the superintendent to maintain a plan and system that identifies priorities and needs for new buildings, as well as rehabilitation and redesign of existing buildings, and make certain that buildings meet their intended life cycles. The Board expects the District plan to include:

- a) life safety issues and assigns those issues a greater weight;
- b) on-going costs required to maximize the intended life of facilities;
- c) maintenance to prevent premature failure;
- d) system replacement for existing and planned facilities; and,
- e) analysis of the impact that projects will have on costs and staffing, and lists assumptions used in the decision process.

<p>Indicator 1: A capital facility improvement and maintenance plan, including a prioritized list for capital maintenance and the systems for at least 5 years is presented to the Board annually.</p>	<p>Compliant</p>
<p>Evidence: Long-range Facilities Improvement Plan was developed and presented to the BOE on March 16, 2015 (see Appendix A)</p>	
<p>Indicator 2: A report as to the completion of items from the first year of the previous year's plan will be presented to the Board annually.</p>	<p>Compliant</p>
<p>Evidence: A list of projects completed in 2014-15 presented to the Board on September 28, 2015. (See Appendix A)</p>	

3.2 The superintendent will: Project life-cycle costs as capital decisions are made.	<i>Compliant</i>
--	------------------

Interpretation: The Board of Education expects the superintendent to assure the appropriate life-cycle analysis is completed before making decisions regarding capital expenditures.

- Life-cycle: The projected useful life expectancy for structures, systems or equipment.
- Life-cycle cost: An analysis of cost benefits for projects to determine the maximum benefit at the lowest cost.
- Capital decisions: Projects and expenditures with the following characteristics: 1) System or component has a life cycle greater than 15 years, 2) comparison of systems may generate a difference in life-cycle costs greater than \$100,000, and 3) Project costs are greater than \$1,000,000.

Indicator 1: 80% or more of equipment identified for replacement on an annual age and obsolescence plan is replaced each year.	Compliant
Evidence: For the 2014-15 fiscal year, \$416,963 was spent on equipment identified in the age and obsolescence plan. This represents 112% funding of the plan, originally identified as \$371,000. See Appendix B.	
Indicator 2: Life-cycle/cost analysis is used to determine capital decisions for facility improvements.	Compliant
Evidence 1: Paving and Roofing projects were analyzed using life-cycle cost analysis. New construction projects have been analyzed for cost-effectiveness. See appendix B.	

3.3 The superintendent will: Assure that facilities are clean and safe.	<i>Non-Compliant</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to assure that every school and facility is clean, safe and kept in good repair.

Indicator 1: Cleanliness: 85% of quarterly inspections are rated a 3 or better on the American Physical Plant Administrators (APPA) cleanliness rating scale.	Compliant
Evidence: A total of 355 inspections were conducted. 91.74% of these inspections had an APPA rating of level 3 or better. See Appendix C.	
Indicator 2: Good Repair: 50% of approved work orders are completed within 7 days and the average time for work order completion is less than 90 days.	Compliant
Evidence: Of the 13,294 work orders, 55% were completed within 7 days. The overall average completion work order time was 44 days. 89.5% of all work orders are completed within 6 months or less. See Appendix C	
Indicator 3: Good Repair: 95% of critical building systems receive preventive maintenance service at prescribed intervals.	Compliant
Evidence: 99% of critical building systems received preventive maintenance on schedule. See Appendix C.	
Indicator 4: Safe: Safety inspections are conducted at every District facility on a three-year cycle. 100% of recommendations from safety inspections are reviewed and prioritized for action based on safety, security and funding.	Compliant
Evidence: Safety inspections were scheduled and conducted at 9 buildings during the 2014-2015 school year. 9 schools are scheduled for safety inspections during the 2015-2016. See Appendix C.	
Indicator 5: Safe: 100% of facilities have vestibule entry controls for visitors requiring visitor enter the building through a physical office area prior to entering the school proper.	Non-Compliant
Evidence: Five(5) of 32 facilities have vestibule entry controls. Refer to "Capacity Development and Improvement Plan" See Appendix D	
Indicator 6: Safe: The fire department conducts annual safety inspections at all buildings. 100% of identified violations are corrected.	Compliant
Evidence: The fire department conducted annual safety inspections at all 32 schools and 100% of identified violations were corrected. A total of 35 inspections were conducted due to multiple inspections to follow-up on the items identified as violations and additional conducted by the fire department due to inspections being completed twice in the reporting period.	

<p>3.4 The superintendent will: Develop and consistently administer facilities use guidelines delineating:</p> <ol style="list-style-type: none"> a. permitted uses; b. the applicable fee structure; c. clear user expectations, including behavior, cleanup, security, insurance and damage repair; d. consequences and enforcement procedures for public users who fail to follow the established rules. 	<p><i>Compliant</i></p>
---	-------------------------

Interpretation: The Board of Education expects the superintendent to encourage the community to use District facilities. The Board also expects the superintendent to provide information about how the community may use District facilities, expects the rules to be applied equitably and fairly for all, that the rules clearly state allowable uses, required fees, expected decorum and user responsibilities, including liability insurance, and that users not complying with rules or payment of fees to be denied future use.

<p>Indicator 1: Permit process and rules are easily accessible to the public.</p>	<p>Compliant</p>
<p>Evidence: The District website (www.rusd.org) provides the public with access to information about rules and permit application and submission.</p>	
<p>Indicator 2: Permits are issued in a timely fashion (within 30 days of request).</p>	<p>Compliant</p>
<p>Evidence: 2082 permit requests were processed and issued within an average of 16.3 days. There were a total of 16,907 events for the 2014-2015 school year.</p>	
<p>Indicator 3: Every procedural concern was addressed with facility users within 5 business days.</p>	<p>Compliant</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • No major issues were reported for damage or inappropriate use of District facilities requiring canceling of a permit or denial of a request for permit. • No facility use permits were revoked or suspended. 	

3.5 The superintendent may not: Build or renovate buildings	<i>Compliant</i>
---	------------------

Interpretation: The Board of Education expects the superintendent to assure that major renovations and building construction are approved by the Board.

- Major renovations: Projects in excess of \$100,000.

Indicator: All major construction activities are presented to the Board and approved by Board action, and no projects were undertaken by the Superintendent to initiate new construction or to redesign/upgrade existing facilities, without Board approval.	Compliant
---	------------------

Evidence:

- 6 major maintenance/renovation construction projects were approved by the Board.
- 3 major construction projects for new buildings (Knapp and Olympia Brown) and a major addition (Gifford) contracts were approved by the Board

<p>3.6 The superintendent may not: Recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.</p>	<i>Compliant</i>
--	------------------

Interpretation: The Board of Education expects the superintendent to assure that when land acquisition is needed for future facilities, the District will fully research and understand where the growth is within the district’s boundaries of the community; what the pricing is of other comparable properties that were considered; what the price and timelines are related to development and building; what the implications are of travel costs and distance to the site for the potential users; and what any possible liabilities are of the site based on location. Board approval will be required before acquisition.

<p>Indicator: All land acquisitions are approved by the Board of Education and a comprehensive analysis and feasibility study of any property is presented to the Board prior to recommendation for purchase.</p>	Compliant
--	------------------

Evidence: No land acquisitions were made.

3.7 The superintendent may not: Authorize construction schedules and change orders that significantly increase cost or reduce quality.	<i>Compliant</i>
--	------------------

Interpretation: The Board of Education expects the superintendent to assure that capital projects are completed within the budget approved by the Board of Education and within bid specifications.

- **Significant increase:** An increase to project costs of either 15% of the project cost or \$100,000 or more, whichever is less.

Indicator: : All contracts and projects are administered so that construction change orders are rarely needed, and, if so, do not increase costs by 15% or more, or reduce quality of intended project.	Compliant
--	------------------

Evidence:

- 5 major construction contracts had a net change (decrease) in costs.
- 1 major construction contract is still underway and is tracking on budget.
- Punch Lists were developed and used to track completion of project scopes.

3.8 The superintendent may not: Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	<i>Compliant</i>
---	------------------

Interpretation: The Board of Education expects the superintendent to make District properties available to qualified community groups but requires that the security for students, their events and the learning in the schools will not be negatively impacted.

Indicator 1: Any denial of facility use is based on established Use and Permit Policies.	Compliant
<p>Evidence: Of the 2052 building use requests received, a total of 11 permits were declined (less than 1 percent (<1%) of the total permits issued. <i>See Appendix H.</i> Reasons for declining the requests include:</p> <ul style="list-style-type: none"> • Failure to supply valid certificate of insurance (1) • School declined due to room use conflicts (2) • Rule violations (2) • Declined by school (4) 	

Appendix A
Section 3.1 Board of Education Presentations



Board of Education

3109 Mt. Pleasant Street, Racine, Wisconsin 53404

Agenda

Board of Education

March 16, 2015

6:30 p.m.

ASC Board Room (Mygatts), Building 1

*Colerant Governance
Policy Provision **

1. Call to Order and Pledge to the Flag
2. Roll Call
3. Approval of the Agenda
4. Recognitions
5. Reports on Student Achievement R-2
 - a. MAP Mid-Year Results (Reading/Math)
6. Superintendent's Report OE-8
 - a. Summary of School Climate Staff Survey OE-11
 - b. Referendum Timeline Update OE-6; OE-13
7. Board Committee Reports GC-5
 - a. Audit Committee
 - b. Legislative Committee
 - c. Board Governance Committee
 - d. Guiding Coalition OE-8
8. Board Development GC-2.2; GC-10
 - a. Raising Racine: Mid-Year District Progress Report
 - b. Update on Impact of Governor's Proposal on RUSD Budget
9. Public Input GC-3.3

Members of the public who desire to address the Board on any topic related to board work are welcome to do so at this time. Speakers are requested to limit their remarks to not more than three (3) minutes, to appoint a spokesperson if the concern is a group concern, and to supplement verbal presentations with written reports, if necessary or desired. A maximum of one (1) hour is allowed for public comments. Personal attacks will not be allowed. The Superintendent may respond to public comments, as appropriate.
10. Operational Expectations (OE) (None) OE-(1-13)
11. Action Items GC-2.7; B/SR-2.1
 - a. Approval of Thoughtexchange Communication Contract (attached) OE-9
 - b. Mondo K-6 Summer School Curriculum, Resources, and Professional Development (attached) OE-6; OE-10
 - c. INITIAL RESOLUTION AUTHORIZING GENERAL OBLIGATION BONDS IN AN AMOUNT NOT TO EXCEED \$50,000,000 AND CALLING A PUBLIC HEARING IN CONNECTION THEREWITH (attached) OE-6
 - d. RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF \$9,200,000 GENERAL OBLIGATION REFUNDING BONDS (attached) OE-6
 - e. Approval of Ten-Year Facilities Plan (attached) OE-6; OE-13



Board of Education

3109 Mt. Pleasant Street, Racine, Wisconsin 53404

AGENDA

BOARD OF EDUCATION

Monday, September 28, 2015
6:00 p.m.

Administration Services Campus
Board Room (Mygatts Room), Building #1
3109 Mt. Pleasant Street
Racine, WI 53404

- 1. Call to Order and Pledge to the Flag
- 2. Roll Call
- 3. Adopt Agenda

*Coherent Governance
Policy Provision **

PUBLIC HEARING ON THE BUDGET

- 4. Purpose and Procedure for the Public Hearing GC-2E(D), 6; OE-3; OE-9
- 5. Proposed 2015-16 Budget (attached) OE-5; OE-6
- 6. Review Fund 73 (attached) OE-5; OE-6
- 7. Opportunity for the Public to Speak on the Proposed 2015-16 Budget OE-3; OE-9
- 8. Conclude Public Hearing

BUSINESS MEETING

- 9. Recognitions
- 10. Reports on Student Achievement R-2
- 11. Superintendent's Report OE-8
 - a. Introduction of New Chief of Human Capital OE-8
 - b. Start of School Year and School Visits OE-8
 - c. Public Hearing on Urban Education OE-8
 - d. Referendum and Summer Work Project Completions OE-3; OE-6
- 12. Board Committee Reports GC-5
 - a. Audit Committee
 - b. Legislative Committee
 - c. Board Governance Committee
 - d. Guiding Coalition OE-8
- 13. Board Development GC-2.2; GC-10
 - a. New School Project Local and Minority Hiring Update (attached) OE-3

**Appendix B
Life Cycle Cost Analysis**



Industrial Roofing Services, Inc.
 13000 West Silver Spring Drive
 Butler, Wisconsin 53007
 Phone: (262) 432-0500
 Fax: (262) 432-0504
 www.irsroof.com

March 26, 2015

Mr. Bryan Arnold
 Racine Unified School District

Subject: Roof System Selection: Built-Up vs. Single-Ply – Life-Cycle Costs

Dear Mr. Arnold:

Regarding roof system selection for various roof replacement projects, there are numerous types and variations to choose from. When an Owner selects a new roof system for their facility, there are many factors that should be considered (such as code requirements, budget, building use, roof traffic, anticipated service life, existing construction, roof deck type, drainage, perimeter height, and many more)

As you indicated, one important factor is life-cycle costs, or the "cost vs. service life". An all-encompassing "rule-of-thumb" comparison of life-cycle costs between built-up roof systems and single-ply roof systems cannot be made, as the costs vary in every situation, depending on many variables. In some situations, built-up roof systems are more appropriate, while in other cases, single-ply roof systems are more appropriate. This is why each situation needs to be evaluated separately.

However, in the specific case of the three (3) 2015 RUSD roof replacement projects, the evaluation does reveal that the life-cycle costs of a built-up roof system are less than that of a single-ply membrane, primarily due to anticipated service life, anticipated annual maintenance needs, and estimated installation costs. In addition, historically, the service life of a single-ply roof system within the district is often decreased due the amount of roof traffic and vandalism on these roofs. Considering these items, as well as thirty (30) years of data documenting the performance of various roof types within the school district, it was determined that a built-up roof system would be most appropriate.

Regarding the variable of life-cycle costs, after considering many of the factors listed above during the initial phases of the 2015 projects, the following estimates were established:

	Roof Type	Estimated Installation Cost	Anticipated Useful Service Life	Cost per Year
JI Case	Built-Up	\$1,200,000	28 years	\$42,857
	Single-ply	\$1,050,000	20 years	\$52,500
Dr. Jones	Built-Up	\$615,000	28 years	\$21,964
	Single-ply	\$500,000	20 years	\$25,000
Gifford	Built-Up	\$1,575,000	28 years	\$56,250
	Single-ply	\$1,300,000	20 years	\$65,000

If you should have any questions regarding the above information, please feel free to contact me.

Sincerely yours,
 INDUSTRIAL ROOFING SERVICES, INC.

Dave Angove

Dave Angove
 Project Manager

Site:
 Giese Elementary School
 5120 Byrd Ave. Racine, WI

Asphalt vs. Concrete Cost Analysis

Total Paving Area 20,000 Sq. Ft.

Existing Pavement Scenario										
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes
Concrete	20,000	Sq. Ft.	\$ 14.00	Sq. Ft.	\$ 280,000.00	40 Years	\$ 7,000.00	\$	Remove asphalt pavement and install 6" Concrete Pavement including rebar and forming costs	Concrete Pavement has a designed service life of 40 years as long as Asphalt Pavement
Asphalt	20,000	Sq. Ft.	\$ 3.00	Sq. Ft.	\$ 60,000.00	20 Years	\$ 3,000.00	\$ 0.15	Sublayer existing asphalt pavement and install 2 1/2" Binder Course, 1 1/2" Finish Course	Asphalt pavement could be replaced 4.7 times before the costs offset

New Construction Scenario										
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes
Concrete	20,000	Sq. Ft.	\$ 8.00	Sq. Ft.	\$ 160,000.00	40 Years	\$ 4,000.00	\$ 0.20	Install 6" Concrete Pavement including rebar and forming costs. Does not include base or tie prep	Concrete Pavement has a designed service life of 40 years as long as Asphalt Pavement
Asphalt	20,000	Sq. Ft.	\$ 2.00	Sq. Ft.	\$ 40,000.00	20 Years	\$ 2,000.00	\$ 0.05	Install 2 1/2" Binder Course, 1 1/2" Finish Course (Does not include base or tie prep)	Asphalt pavement could be replaced 8.0 times before the costs offset

Note: Some locations require concrete due to heavy loading (i.e. Truck Courts, Tractor Pads, Dumpster Pads, Delivery Areas, etc.)

Site:
 Wadsworth Elementary School
 2700 Yount Street, Sacramento, CA

Total Paving Area 35,000 Sq Ft.

Asphalt vs. Concrete Cost Analysis

Existing Pavement Scenario										
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes
Concrete	35,000	Sq. Ft.	\$ 14.00	Sq. Ft.	\$ 490,000.00	40 Years	\$ 12,250.00	\$ 0.35	Remove asphalt pavement and install 6" Concrete Pavement including rebar and formwork costs	Concrete Pavement has a designed service life of 40 years as long as Asphalt Pavement
Asphalt	35,000	Sq. Ft.	\$ 3.00	Sq. Ft.	\$ 105,000.00	20 Years	\$ 5,250.00	\$ 0.15	Pulverize existing asphalt pavement and install 2.5" Binder Course, 1.5" Finish Course	Asphalt pavement could be replaced 4.7 times before the costs offset.

New Construction Scenario										
Pavement Type	Quantity	Unit	Cost	Unit	Total Cost	Designated Service Life	Cost/Year	Cost/Year/Sq. Ft.	Description	Notes
Concrete	35,000	Sq. Ft.	\$ 8.00	Sq. Ft.	\$ 280,000.00	40 Years	\$ 7,000.00	\$ 0.20	Install 6" Concrete Pavement including rebar and formwork costs (Does not include base or subgrade)	Concrete Pavement has a designed service life of 40 years as long as Asphalt Pavement
Asphalt	35,000	Sq. Ft.	\$ 2.00	Sq. Ft.	\$ 70,000.00	20 Years	\$ 3,500.00	\$ 0.10	Install 2.5" Binder Course, 1.5" Finish Course (Does not include base or subgrade)	Asphalt pavement could be replaced 4.0 times before the costs offset.

Note: Some locations require concrete due to heavy loading (i.e. Truck Courts, Tractor Booms, Dumpster Pads, Delivery Areas, etc.)

**Appendix C
Safe and Clean Schools**

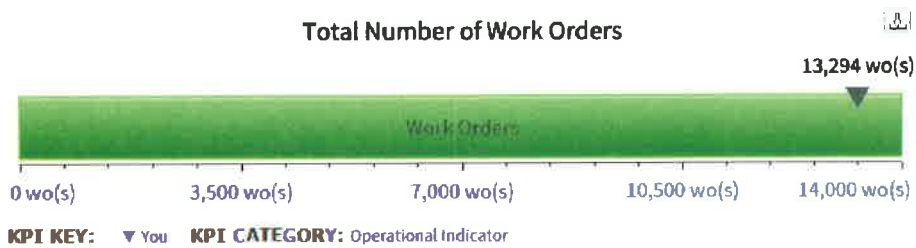
Safety Inspections – Internal Audits

<i>School</i>	<i>Audit Date / Time</i>
Gilmore Middle School	Completed 12/4/14
Jerstad -Agerholm Elementary & Middle Schools	Completed 10/16/14
Olympia Brown Elementary School & Real School	Completed 1/26/15
Janes Elementary School	Completed 9/16/14
North Park Elementary School	Completed 10/7/14
Roosevelt Elementary School	Completed 4/7/15
Julian Thomas Elementary School	Completed 2/19/15
Wadewitz Elementary School	Completed 11/11/14
Horlick High School	Completed 4/15/15

Work Order Completion

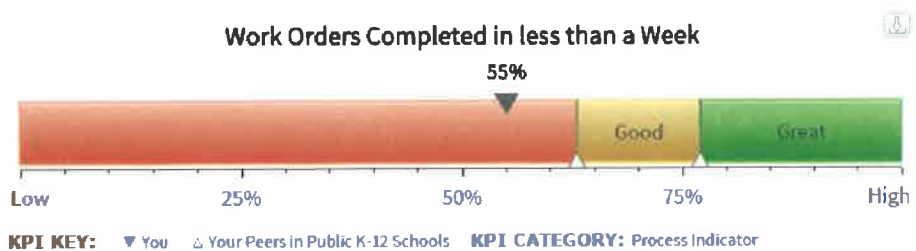
Total Number of Work Orders

Total number of work orders for a 12 month window.



Work Orders Completed in less than a Week

Percentage of routine work orders completed in less than seven days.



Appendix D

Action Plan to Improve/Enhance OE-3:

Through the Office of the Chief Operations Officer, the superintendent will continue to address areas of non-compliance in OE-3. The 2015-16 action plan includes:

3.3.5: The Building and Grounds Department is developing plans for construction and remodeling necessary for the construction of vestibule entry controls at entrances for all District facilities. These systems require visitors to physically enter an office environment for signing in and screening prior to allowing entrance into the building proper where staff and students are located.

This system would be an addition to the existing security buzzer/intercom system and electronic latches that exist at all facilities at this time.

Currently five buildings have vestibule entry control entrances. Three additional are scheduled to be completed prior to or during winter break. Additional building implementations are being planned for spring break in 2016 and summer in 2016.

Capacity Building – Plan development:

1. The department is in the process of developing plans that will be used to identify, prioritize and implement improvements in several key areas. These include the following
 - a. Grounds Improvement Plans
 - b. Accessibility Plans for ADA Compliance
 - c. Safety and Security
 - d. Building Portfolio Reports
 - e. School Signage
2. Collaborate with the High School Transformation/Career Academies Committees to identify specific facility and equipment needs for Career Academies.
3. Collaborate with the Facility Advisory Council (FAC) on Facility/Land-Use to identify and prioritize opportunities for remodeling of facilities and sites in relation to capital needs, facility condition and functionality and enrollment patterns.



**Racine Unified School District
Operational Expectations Monitoring Report**

DATE: September 28, 2015

OE-6 (FINANCIAL ADMINISTRATION - INTERNAL)

The superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's *Results* or meeting any *Operational Expectations* goals; or place the long-term financial health of the District in jeopardy.

Interpretation for Internal OE-6.11 to 6.24: The Board of Education expects the superintendent to promptly pay financial obligations, make purchasing decisions based on price and quality, collect all funds due to the District, provide monthly financial reports to the Board, make a reasonable effort to utilize local vendors when possible, and use specific criteria for utilizing contractors for construction projects. In addition, the Board prohibits the superintendent from incurring debt, expending funds for non-budgeted high cost items, enter into large contracts, or accept large grants without Board approval.

- Financial activity: Any sanctioned action conducted on behalf of the District by a District employee that causes a monetary impact, including the purchase of goods and services, payment of liabilities to employees or vendors, incurring debt, and the receipt or management of funds.
- Condition: An action or event that causes a financial impact.
- Fiscal condition: The availability of funds needed to meet financial obligations.
- Long-term fiscal health: The ability of the District to meet planned or anticipated expenditures for the current fiscal year and maintaining adequate balances for the District to meet financial obligations for the next 1 - 3 fiscal years.

6.11 The superintendent will: Assure that payroll and legitimate debts of the District are promptly paid when due.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to pay all District debts accurately and on time.

- Legitimate: Payments are based on verified invoices and verified payroll hours/contracts.
- Promptly paid: District financial obligations are covered within the time period noted in contracts, District policy, and financing arrangements. The standard payment term for the District is 60 days.

Indicator 1: All payrolls will be run with at least a 99.5% accuracy.	In Compliance
Evidence: 80,072 payroll checks and direct deposits were run with 99.94% accuracy. <i>See Appendix A</i>	
Indicator 2: 100% of payroll liabilities are accurately paid within the timeframes established by the IRS and federal and state laws.	In Compliance
Evidence: All submitted payroll liabilities were paid within guidelines set by the IRS, federal and state laws and as a result the District did not incur any financial penalty or interest for tax deposits during 2014-15.	
Indicator 3: 100% of invoices are reviewed for completeness and appropriateness before a vendor is paid.	In Compliance
Evidence 1: 100% of invoices paid included proof of receipt of materials or service. The ERP system prohibits invoice payments without a receipt of materials or service. Evidence 2: 100% of invoices were authorized and matched with the Purchase Order or Check Request. All records or files for check requests include a copy of the invoice, the form with authorization for payment and a copy of the check.	
Indicator 4: No vendor action is taken against the District for late payments.	In Compliance
Evidence: No vendor collection action was taken against the District.	

<p>6.12 The superintendent will: Assure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long term quality.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board expects the superintendent to assure that purchases are based upon competitive bids, quotes, utilize State contracts or joint purchase agreements and that processes consider quality, durability, function and price.

- All purchases: Acquisitions that are in excess of \$10,000. Sole source products may not be required to obtain bids or quotes.
- Long-term quality: A product effectively meets the purpose for which an item was purchased for the intended life of the item.

<p>Indicator 1: 100% of all purchases over \$10,000 use RFP, RFI, RFQ, bids or quotes for purchasing decisions.</p>	<p>In Compliance with 1 Exception</p>
<p>Evidence: 275 purchase orders over \$10,000 were issued. Of the 275 purchase orders, less than 1% (.0036) did not use bids or quotes. The one exception did not use bids because it was originally expected to cost less than \$10,000; however, due to change orders, the final work amounted to \$14,000. <i>See Appendix B</i></p>	
<p>Indicator 2 (new): All invitations for bids (IFBs) and requests for proposals (RFPs) include solicitations for quality factors and all submissions are reviewed for quality factors as part of any recommendation.</p>	<p>In Compliance</p>
<p>Evidence: During 2014-15, three RFPs and eight IFBs were issued which included quality factors that must be met by vendors submitting bids.</p>	

<p>6.13 The superintendent will: Use a competitive bidding procedure for the purchase of all supplies, materials and equipment, and any contracted services except professional services, in the amount of \$10,000 or more, including sealed bids over \$100,000. Contracts and purchases made through official State contracts, joint purchase agreements with other governmental entities or consortia, and those awarded to sole source providers based on Request for Proposal (RFP) or Request for Information (RFI), are excluded from provisions of this section.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the superintendent to use competitive bids for purchases over \$10,000 (sealed bids for over \$100,000). Exceptions are allowed for sole source providers or when an RFP, RFI or cooperative contract is used.

- Competitive bidding: A confidential process that compares specifications for goods and services by a variety of vendors for the most reasonable price, quality and function.
- Sole source provider: A vendor that is the only supplier for a product or a unique product that is only available from a specific vendor.

<p>Indicator 1: The Board approves 100% of purchases over \$100,000, and 100% are subject to bid, RFP, quotes, State contracts or Coop/piggyback agreements and sole/single source purchases.</p>	<p>In Compliance</p>
<p>Evidence: In 2014-15, there were 26 purchase orders that exceeded \$100,000, all of which were approved by the Board of Education. <i>See Appendix C</i></p> <ul style="list-style-type: none"> • 14 of the purchases utilized a bidding, RFP or IFB process • 6 were sole or single source providers • 4 were a continuation of ongoing services previously approved by the Board • 1 was part of a cooperative purchasing contract 	
<p>Indicator 2: 100% of purchases over \$10,000 and under \$100,000 are subject to bid, RFP, quotes, State contracts or Coop/piggyback agreements and sole source purchases.</p>	<p>In Compliance</p>
<p>Evidence: In 2014-15, there were 180 purchases valued between \$10,000 and \$100,000. All original purchase orders between \$10,000 and \$100,000 utilized a bid, RFP, RFQ, cooperative agreement, blanket PO or textbook adoption process. <i>See Appendix D.</i></p> <ul style="list-style-type: none"> • Note: An original purchase order was entered for Katt Construction for concrete services for less than \$10,000 and, therefore, was not subject to bid requirements. The purchase order amount was increased to \$14,386 at the request of Buildings and Grounds due to additional work added from the original project scope. 	

<p>6.14 The superintendent will: Use a competitive bidding procedure for professional services in the amount of \$50,000 or more except for replacement positions within the Teaching and Learning Division and those positions filled by temporary personnel services. Contracts and purchases made through official State contracts, joint purchase agreements with other governmental entities or consortia, and those awarded to sole source providers based on Request for Proposal (RFP) or Request for Information (RFI), are excluded from provisions of this section.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to use competitive bids for purchases of professional services over \$50,000 with the exception allowed for sole source providers, Teaching and Learning temporary positions, or when an RFP, RFI or cooperative contract is used.

- Competitive bidding: A confidential process that compares specifications for goods and services by a variety of vendors for the most reasonable price, quality, and function.
- Professional services: Work of a service nature provided by an individual, vendor or group of consultants that is not tied to the purchase of materials, supplies or equipment.

<p>Indicator: Personal service agreements over \$50,000 for non-Teaching and Learning will have an RFI, RFP, or State contract or be approved by the Board of Education.</p>	<p>In Compliance</p>
<p>Evidence: During the calendar year 2014, there were six 1099's issued over \$50,000. All 6 were done with proper Board approvals.</p> <ul style="list-style-type: none"> • Cambridge Education: Priority School Turn Around Partner - DPI RFP & Board Approved • Aspen Group International - Board approved • Bright Horizon's: offsite 4K program - under District contracted amount • Dual Language Education: Professional Development - Board approved • Why Gangs: Violence Free School Zone program - Sole Source - Board Approved and bid exception granted • Sunbelt Staffing - T&L related to temporarily fill speech pathologist needs 	

6.15 The superintendent will: Make all reasonable efforts to collect any funds due the District from any source.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects the superintendent to monitor accounts receivable for timely and successful collection.

- **Reasonable efforts:** Internal collection procedures and the use of contracted services for funds due that are determined to be non-collectable and suitable for collection.
- **Source:** Funds from the federal and state government, employees, customers, vendors, organizations and any other individual or party.

Indicator 1: All State aid, local property taxes and Federal aid due to the District is collected.	In Compliance
Evidence: 100% of State aid and local property taxes were collected.	
Indicator 2: The write-off for nonpayment of student fines and fees and other receivables is less than 5% per year.	In Compliance
Evidence: Write-off of receivables, including student fines and fees, was 4.64% due to efforts to reconcile 3 years of uncollected invoices. This action was in response to auditor concerns over the extent of the amounts in the aging categories. <i>See Appendix F</i>	

<p>6.16 The superintendent will: Provide for the Board a monthly update of the Statement of Revenue and Expenditures and Balance Sheet indicating month and year-to-date financial activity, and in addition provide a financial condition statement annually.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the superintendent to include monthly financial reports in the Board’s business meeting packet and receive an audited financial report from the District’s independent auditing firm.

- Statement of Revenue and Expenditures and Balance Sheet: A report that summarizes month-to-date revenues by the source of the funds, expenditures by functional area, and the beginning and ending balance of total funds.
- Financial Condition Statement: A complete audit report of financial activities in accordance with generally accepted accounting principles (GAAP) compiled in accordance with auditing standards by a firm of licensed certified public accountants.

<p>Indicator 1: Monthly financial reports are included as part of the Superintendent’s Consent Agenda each month.</p>	<p>In Compliance</p>
<p>Evidence: All packets for monthly Board business meetings included monthly financial reports for All Governmental Funds and the General Fund.</p>	
<p>Indicator 2 (new): The annual financial audit, completed by a firm of licensed certified public accountants, is presented and reported to the Board of Education.</p>	<p>In Compliance</p>
<p>Evidence: An annual independent financial audit was completed by Schenck SC, a certified public accounting firm, and presented to the Board of Education for approval on November 17, 2014.</p>	

<p>6.17 The superintendent will: Make reasonable efforts to utilize contractors, vendors, manufacturers, and other such agents who reside within the boundaries of the Racine Unified School District or Racine County. The superintendent shall report to the Board all responsive and qualified District/County bidders.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to spend District funds locally where reasonable and possible.

- Locally: Within RUSD geographic boundary or Racine County.
- Reasonable effort: To encourage local vendors to submit bids/quote/RFPs through advertising and direct contact and when price and quality are comparable, use the local source.

<p>Indicator 1: All RFPs are advertised locally to notify vendors of opportunity to bid.</p>	<p>In Compliance</p>
<p>Evidence: 100% of RFPs were advertised in the Racine Journal Times.</p>	
<p>Indicator 2: Over 25% of costs and vendors used were local.</p>	<p>In Compliance</p>
<p>Evidence 1: Of the 22,032 purchase order lines, 7,169 were to local vendors or 32.5%.</p>	
<p>Evidence 2: Of the total costs of purchase orders, \$6,015,724 was to local vendors or 27.7%.</p>	

<p>6.18 The superintendent shall, for all construction and renovation projects in excess of \$100,000, present to the Board, prior to their selection of the successful bid/proposal, the result of each bid proposal with respect to the following criteria:</p> <ul style="list-style-type: none"> a. Percent of the hours worked that are to be performed by District residents, b. Percent of hours worked that are to be performed by County residents, c. Previous District/County work hours used by the contractor in similar projects, d. Ability/history of performing work that is compliant with LEED (Leadership in Energy & Environment Design), Gold Certification, as determined by the U.S. Green Building Council, e. Willingness to or already have entered into a Project Labor Agreement that covers the various trades for the contractor's direct and sub-contracted work, f. Compliance with current Wisconsin Department of Workforce Development standards to set appropriate apprenticeship ratios. g. Willingness to or already have included the First Choice Pre-Apprenticeship Program, or some similar program, in recruitment efforts to hire for apprenticeship programs, h. Ability/history of minority employment and the utilization of minority contractors. 	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects the superintendent to provide information in the Board packet related to the approval of a construction or renovation project in excess of \$100,000 about the level of work to be performed by local or county residents, ability of performing LEED compliant work, Project Labor Agreements for direct and subcontracted work, the level of minority employees or contractors, and apprenticeship program participation.

- Construction or renovation projects: The building, design, repair, demolition or improvement of facilities, buildings, infrastructure and property.

<p>Indicator 1: Information is included in the Board packet related to the approval of construction and renovation projects about the level of local work, LEED compliance, Project Labor Agreements, level of minority employees and apprenticeship program participation.</p>	<p>In Compliance with 1 Exception</p>
<p>Evidence: Information was provided to the Board for new school Construction Management Services and the Case High School Field House project regarding the level of local work, LEED compliant work, Project Labor Agreements, apprenticeship ratios, and minority hiring. <i>See Appendix E.</i> However, this information was not provided for 4 IRS managed bids for construction projects which came before the Board for approval.</p>	

Note: This policy was adopted October 6, 2014.

6.19 The superintendent may not: Indebt the organization.	<i>In Compliance</i>
---	----------------------

Interpretation: The Board of Education expects the superintendent to obtain Board approval for all long-term debt agreements.

- **Indebt:** Financial obligations, notes, bonds, leases or borrowing that are incurred in the short (within the fiscal year) and long (beyond the current year) term.

Indicator: 100% of new debt issues are Board approved.	In Compliance
---	----------------------

Evidence: All debt issuances and authorizations for the 2014-15 school year were approved by the Board.

- \$9.2 million Note Anticipation Notes – BOE approved 7/21/15
- \$15 million emergency line of credit for cash flow purposes – BOE approved 9/22/15
- \$9.2 million bond for new school construction (refinance NAN) – BOE approved 3/16/15
- \$5 million Note Anticipation Notes – BOE approved 5/18/15
- \$9.7 million GO Bonds – BOE approved 6/15/15

<p>6.20 The superintendent may not: Commit to any single, non-budgeted purchase or expenditure greater than \$100,000. Such items must be presented to the full Board at least 7 days prior to the Board action. Budgeted purchases are items listed in the official budget and approved by the Board. Splitting orders to circumvent this limit is unacceptable.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to obtain Board approval for all expenditures over \$100,000 that were not in the original Annual Budget, and that any item over \$100,000 that is on the Board agenda as an action item to be sent to the Board at least 7 days in advance of the Board meeting.

- Budgeted purchase: Items listed in the official budget approved by the Board or that was previously approved by the Board.

<p>Indicator 1: Vendor payments above \$100,000 are either part of the approved budget or are approved as a Board action item.</p>	<p>In Compliance</p>
<p>Evidence: See Appendix C which lists all vendor payments above \$100,000.</p>	
<p>Indicator 2: Expenditures over \$100,000 that were approved by the Board were received at least 7 days in advance of the Board meeting.</p>	<p>In Compliance</p>
<p>Evidence: All requests for approval of expenditures above \$100,000 were included in the Board packet which was sent at least 7 days in advance of the regular business meeting.</p>	

6.21 The superintendent may not: Execute a contract which includes financial incentives to a third party without Board approval.	<i>In Compliance</i>
--	----------------------

Interpretation: The Board of Education expects that the superintendent will not enter into incentive contracts.

- Financial incentives: Providing monetary payments based on meeting performance standards or criteria.

Indicator: The District did not enter into any incentive contracts.	In Compliance
Evidence: No incentive contracts were entered into during 2014-15 fiscal year.	

<p>6.22 The superintendent may not: Sign or allow a subordinate to sign any contract for which the terms of said contract have not been reviewed and approved by legal counsel.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects that the superintendent will not allow for new contracts to be signed and put in force unless it has been subject to legal review.

- Any contract: All major contracts that have a financial impact of \$100,000 or more and/or create a long-term liability or obligation for the District.

<p>Indicator: 100% of major new contracts with non-standard language are reviewed and approved by legal counsel before going to the Board.</p>	<p>In Compliance</p>
<p>Evidence: All major new contracts were submitted to the District’s legal counsel for review. <i>See Appendix H</i></p>	

<p>6.23 The superintendent may not: Execute or allow a subordinate to execute a contract encumbering Racine Unified School District for \$100,000 or more.</p>	<p><i>In Compliance</i></p>
---	-----------------------------

Interpretation: The Board of Education expects that the superintendent will not allow for a contract of \$100,000 or more to be signed on behalf of the District unless it is approved by the Board of Education.

- Execute a contract: Sign a contract so that it is legally enforceable.

<p>Indicator: 100% of purchases or contracts for \$100,000 or more are approved by the Board of Education.</p>	<p>In Compliance</p>
<p>Evidence: All purchases or contracts for \$100,000 or more have received approval from the Board of Education. <i>See Appendix C</i></p>	

<p>6.24 The superintendent may not: Accept any new grants over \$50,000 for which the District is the fiscal agent without approval through the Board Consent Agenda.</p>	<p><i>In Compliance</i></p>
--	-----------------------------

Interpretation: The Board of Education expects the superintendent to obtain Board approval through the Board Consent Agenda for all new grants awarded to the District above \$50,000.

- New grant: Any grant that is not part of the previous year’s budget and commit the District as the fiscal agent or requires a fiscal commitment of District resources for grant implementation.

<p>Indicator 1: 100% of new grants above \$50,000 are approved through the Board Consent Agenda.</p>	<p>In Compliance</p>
---	-----------------------------

Evidence: All new grants above \$50,000 during the 2014-15 fiscal year were approved by the Board through the Board consent agenda. (See Appendix G)

Action Plan to Improve/Enhance OE-6 (Internal):

Through the Office of the Chief Financial Officer, the superintendent will continue to address areas of non-compliance in OE-6 (Internal). The 2015-16 action plan includes:

6.13: Include in monitoring an allowance that final costs can exceed approved orders by 10% subject to a notification or authorization process.

6.15: Procedures should be updated to define a process for an internal collection effort and a review to determine the cost of collecting the owed funds and assessing whether or not to write off the receivable. This can be utilized as an indicator for future reporting. In addition, utilize tools included in Infinite Campus to improve fee collection and implement online fee payment system.

In addition, action plans to enhance compliance include:

6.20: Final budget documents should include, as an addendum, a listing of large purchases over \$100,000.

NOTE: The superintendent requests that the Governance Committee consider reviewing the following policy changes:

6.17: The superintendent renews the request from last year that the Board clarify policy 6.17 as to which categories of purchases should be monitored for local vendor data (i.e. utilities, construction projects, purchase of services, supplies).

6.18: Transfer policy 6.18 to OE-3 because it relates to building construction and the evidence for the indicator resides in the Office of the Chief Operations Officer.

6.22: The superintendent requests that the Board clarify policy 6.22 as to the level of contracts that should be subject to legal review.



Racine Unified School District
Results Monitoring Report

R-2 (ACADEMIC ACHIEVEMENT- MATHEMATICS)
SUMMARY OF COMPLIANCE STATUS

Date: December 21, 2015

SUPERINTENDENT CERTIFICATION

With respect to Results Policy R-2 (Academic Achievement - Mathematics), the superintendent certifies that the following information is accurate and complete, and that the District is:

	Making reasonable progress toward achieving the desired results
XXX	Making reasonable progress with the exceptions noted
	Failing to make reasonable progress

Executive Summary: Significant efforts to improving math instruction and student results has been our focus in the last two years. First in Math continues to be an integral resource intervention for all grades 1 through 5. Compass Learning has been expanded to middle school. Eleven secondary Algebra teachers are participating in an online content specific coaching experience. Over 20 middle school math teachers continue year 2 of a 3 year program for improving content knowledge.

The teacher-led committees on the Curriculum Program Review Cycle have done extensive work in the evaluation of existing instructional strategies and resources in our mathematics classrooms. Work will soon be complete on resource review and curriculum alignment. A new Common Core aligned curriculum will be in place with updated resources beginning 2016-17.

As a result of this work, we are pleased to see five grade levels show an increase in the percent of students meeting their growth targets. Five grade levels are also showing an increase in the percent of students performing at or above the national average on the MAP mathematics assessment. Additionally, all of our subgroups demonstrated an increase in the percent of students performing at or above the national average.

Exceptions to this work include only baseline data for goal setting verification and ASPIRE scores.

Signed:  Date: 12/17/15
Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy R-2 (Academic Achievement - Mathematics), the Board finds that the organization and the Superintendent are:

	Making reasonable progress toward achieving the desired results
XXX	Making reasonable progress with the exceptions noted
	Failing to make reasonable progress

Summary statement/motion of the Board: Mr. Koetz moved, Dr. Frontier seconded to accept the Results-2 (Math) Monitoring Report as making reasonable progress with exceptions as noted. (See 2.1 and 2.2) All were in favor.

Signed:  Date: 1/7/2016
Board President



**Racine Unified School District
RESULTS Monitoring Report
December 21, 2015**

R-2 (ACADEMIC ACHIEVEMENT - MATHEMATICS)

Purpose of the Mathematics Results Monitoring Report:

The purpose of this report is to assert to the Board the degree of reasonable progress being made to achieve the Results identified by the Board in Policy R-2 (Mathematics).

R2 Mathematics Policy Statement:

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals. Each student will achieve at or above grade level in the following disciplines:

- Reading
- Math
- Language Arts
- Writing
- Science
- Social Studies
- Arts - music, visual art and drama
- Technology
- Physical Education

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.

Interpretation:

The Board of Education expects that every student in RUSD is able to demonstrate mathematics skills at or above expectations for the grade level in which he/she is enrolled. The Board believes that a child's ability to do mathematics is an essential skill for academic success.

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	<i>Reasonable Progress</i>
---	----------------------------

Interpretation: The Board expects high levels of performance in mathematics as a result of every student reaching annual personalized mathematics goals. Personalized mathematics goals are established in the fall based on current performance. They are planned with student input and in consideration of student needs, interests and other factors. Accomplishment of these personalized goals result in high levels of achievement for all students in grades K-11.

Indicator 1: The percent of all students with an annual personalized math goal based on assessment measures appropriate for the grade will increase each year.	Reasonable Progress
---	----------------------------

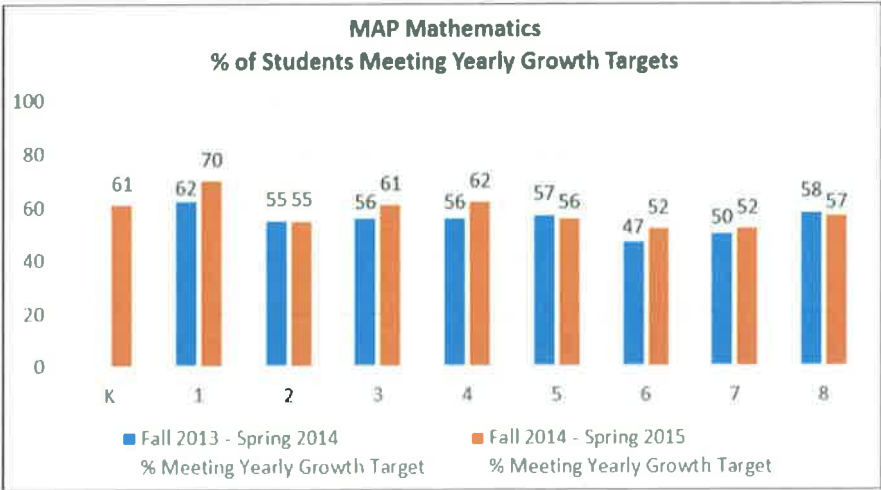
Evidence:

- Grades K5-8: 100% of students had an annual mathematics goal based on fall MAP
- Grade 9: 80% of students had an annual mathematics goal based on fall Aspire

Indicator 2: The percent of students in grades K-8 meeting or exceeding annual growth targets in mathematics on the Measures of Academic Progress (MAP) assessments will increase each year.	Reasonable Progress
---	----------------------------

Evidence:

- Grade K: 61% met individual target - Baseline
- Grade 1: 70% met their growth targets (+8% from previous year)
- Grade 2: 55% met their growth targets (0% from previous year)
- Grade 3: 61% met their growth targets (+5% from previous year)
- Grade 4: 62% met their growth targets (+6% from previous year)
- Grade 5: 56% met their growth targets (-1% from previous year)
- Grade 6: 52% met their growth targets (+5% from previous year)
- Grade 7: 52% met their growth targets (+2% from previous year)
- Grade 8: 57% met their growth targets (-1% from previous year)



Indicator 3: The percent of students in grades 9-11 meeting or exceeding their personalized reading goals will increase each year.	Baseline Data
---	----------------------

Evidence: System for collecting data to be developed during the 2015-16 school year: See *Capacity Building* section.

R-2.2 Each student will achieve at or above grade level in Mathematics.

*Reasonable
Progress*

Interpretation:

The Board of Education expects every student to perform at or above grade level proficiency in mathematics on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

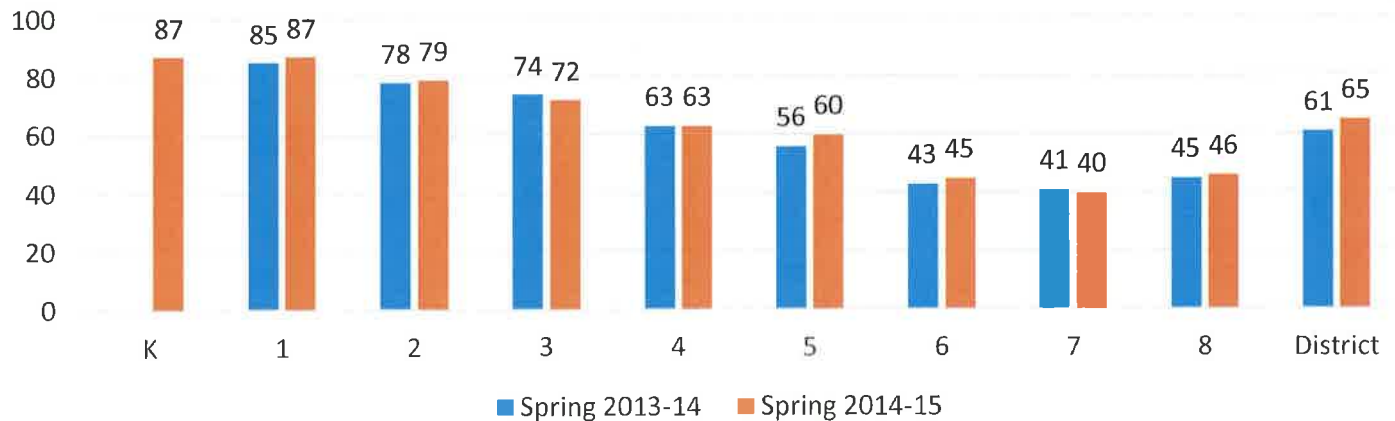
Indicator 1: The percent of students in grades K-8 at the national average in mathematics on the MAP assessments will increase each year.

**Reasonable
Progress**

Evidence:

- Grade K: 87% at the spring national average (Baseline data)
- Grade 1: 87% at the spring national average (+2% from spring 2014)
- Grade 2: 79% at the spring national average (+1% from spring 2014)
- Grade 3: 72% at the spring national average (-2% from spring 2014)
- Grade 4: 63% at the spring national average (0% from spring 2014)
- Grade 5: 60% at the spring national average (+4% from spring 2014)
- Grade 6: 45% at the spring national average (+2% from spring 2014)
- Grade 7: 40% at the spring national average (-1% from spring 2014)
- Grade 8: 46% at the spring national average (+1% from spring 2014)

MAP Mathematics % at the National Average
All Students Grades K-8



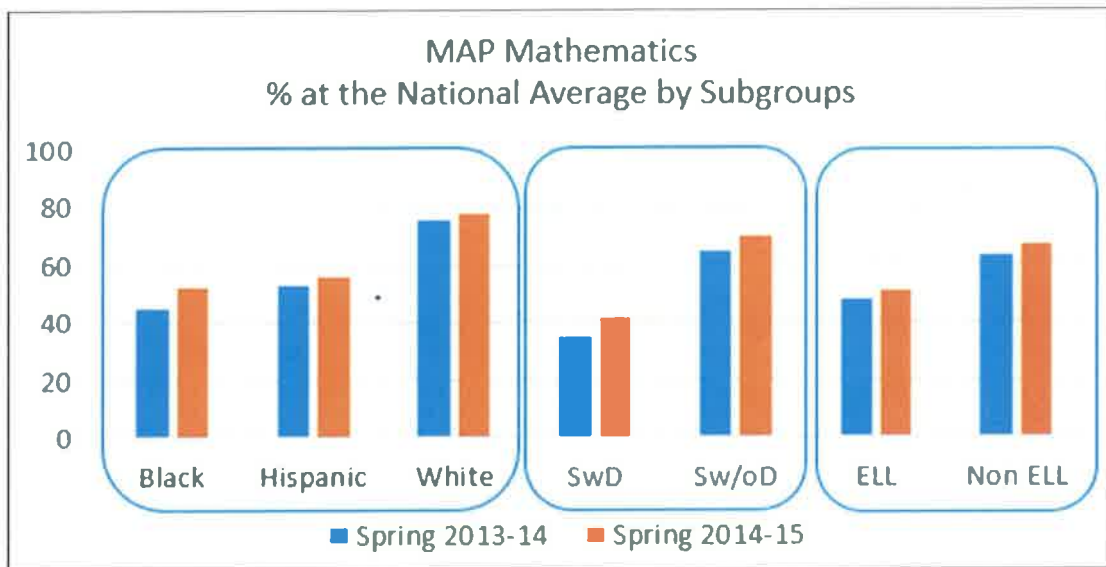
Indicator 2: The percent of students in each subgroup in grades K - 8 at the national average in mathematics on the MAP assessments will increase each year.	Reasonable Progress
---	----------------------------

Evidence:

- Black: 52% at the spring national average (+7% from spring 2014)
- Hispanic: 56% at the spring national average (+3% from spring 2014)
- White: 78% at the spring national average (+2% from spring 2014)

- Special Ed: 41% at the spring national average (+6% from spring 2014)
- Non-Special Ed: 70% at the spring national average (+5% from spring 2014)

- ELL: 51% at the spring national average (+3% from spring 2014)
- Non-ELL: 67% at the spring national average (+4% from spring 2014)



Indicator 3: The percent of students in grades 9 and 10 ready on the ACT Aspire Mathematics assessments will increase each year.	Baseline Data
---	----------------------

Evidence: 2014-15 Aspire Mathematics percentage ready by grade. *See chart below.*

2014-15 Aspire Mathematics % Ready by Grade

	9th Grade Spring 2015	10th Grade Spring 2015
District	21	17
National	35	32

“Ready” means students are on track to meet the ACT College Readiness Benchmark in mathematics.

Indicator 4: The percent of students in each subgroup in grades 9 and 10 ready on the ACT Aspire Mathematics assessments will increase each year.

Baseline Data

Evidence: 2014-15 Aspire Reading % Ready by Grade. *See chart below.*

2014-15 Aspire Mathematics % Ready by Ethnicity

	9th Grade Spring 2015	10th Grade Spring 2015
Black	5	5
White	35	25
Hispanic	12	10

*Note: Data not available for Students with Disabilities or English Language Learners.
Data not available for National percent “ready” by ethnicity.*

Capacity Building:

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

- Compass Learning implemented in all middle schools September 2015.
- Identify the most efficient process for goal collection data.
- Develop a system to track individual student goal attainment for implementation 2016-2017.
- Develop and monitor individual numeracy goals for 4K students.

R-2.2: Each student will achieve at or above grade level in Math.

- 2014-15 school year included a comprehensive Curriculum Program Review Committee (CPRC) for K-12 Math Instruction. The committee is comprised of teachers, principals and curriculum experts. The committee work will result in recommendations to the superintendent and Board of Education for improvements in curriculum, resources and math professional development for 2016-17 and beyond. All math teachers were invited and encouraged to participate in the Curriculum Review Committee. ***This project is ongoing. Year 2 includes updating curriculum to align with the Common Core and decisions on up-to-date and aligned resources to support this new curriculum.***
- Identify the processes for Tier 2 meetings for struggling and advanced students.
- Algebra teachers (12) participate in a content coaching program through Insights Education.
- Personalized learning focus in middle schools begins September 2015.
- It is important to note: The 9th grade scores from the spring 2015 Aspire will be used to identify the goals for 10th graders during the fall of the 2015-16 school year. The 10th grade scores from the spring 2015 Aspire will be used to identify the goals for 11th graders during the fall of the 2015-16 school year.



**Racine Unified School District
Results Monitoring Report**

**pR-2 (ACADEMIC ACHIEVEMENT- READING)
SUMMARY OF COMPLIANCE STATUS**

Date: December 21, 2015

SUPERINTENDENT CERTIFICATION

With respect to Results Policy R-2 (Academic Achievement-Reading), the superintendent certifies that the following information is accurate and complete, and that the District is:

_____ **Making reasonable progress toward achieving the desired results**
XXX **Making reasonable progress with the exceptions noted**
_____ **Failing to make reasonable progress**

By focusing on the early elementary grades (KG and first), we are encouraged by the progress seen in this reporting cycle. Our first grade students showed an 8% growth in the percent of students meeting or exceeding growth targets. Over half of our kindergarten students are meeting or exceeding their growth targets in the first year of MAP use. Not only did a large percentage meet their yearly growth targets, 91% of our kindergarteners performed at or above the national average. Grade one also showed a 3% growth in the percent of students performing at or above the national average. In addition to these growth points, we are pleased to report every subgroup demonstrated an increase in the percentage of students performing at or above the national average on the MAP reading assessment.

Executive Summary:

Significant resources have been invested in improving literacy instruction and increasing student reading results these last two years. The focus on primary grades literacy has included new teaching materials for reading instruction, specialized training for primary grade teachers and purchase and training for use of several additional intervention supports for struggling readers. Examples include the purchase and expansion of Foundations phonics classroom instruction from Kindergarten up through grade 2 and Compass Learning online personalized reading skills practice for grades K-8. All elementary teachers have focused on improving reading instruction through broad and systematic use of Daily 5 and Reader's Workshop classroom structures in all our schools during reading time, use of guided reading instruction with leveled readers from specialized bookroom libraries purchased in the past two years by the District as well as specialized reading instructional materials for bilingual classrooms. The results in this report reflect improvements in reading performance at the grades and skill areas where the District has focused resources and training. We believe that as these literacy teaching skills and resources are expanded to higher grades, we will continue to see similar improving results in student reading proficiency.

Signed: _____ Date: 12/17/15

Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy R-2 (Academic Achievement-Reading), the Board finds that the organization and the Superintendent are:

_____ **Making reasonable progress toward achieving the desired results**
XXX **Making reasonable progress with the exceptions noted**
_____ **Failing to make reasonable progress**

Summary statement/motion of the Board: Mrs. McKenna moved, Ms. Plache seconded, to accept the Results-2 (Reading) Monitoring Reports as making reasonable progress with the exceptions noted. (See 2.1 Indicator 2 and 2.2 Indicator 2). All were in favor.

Signed: _____ Date: 1/7/2014

Board President

Areas of exception to progress include:

R2.1, Indicator 2: In Grades K-8, 4 of 9 grade levels decreased in the percent of students meeting growth targets from 2013-14 compared to 2014-15.

R2.2, Indicator 2: With the addition of kindergarten MAP assessment in reading, the percent of students at the national norm increased overall but decreased in four grade levels, spring 2014 to spring 2015.

Note: Secondary reading results are reported for the first time based on ASPIRE assessments in grades 9 and 10. The data reported for high school reading serve as baseline data for documenting progress and improvement in the years ahead.



**Racine Unified School District
RESULTS Monitoring Report
December 21, 2015**

R-2 (ACADEMIC ACHIEVEMENT - READING)

Purpose of the Reading Results Monitoring Report:

The purpose of this report is to assert to the Board the degree of reasonable progress being made to achieve the Results identified by the Board in Policy R-2 (Reading).

R-2 Reading Policy Statement:

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals. Each student will achieve at or above grade level in the following disciplines:

- Reading
- Math
- Language Arts
- Writing
- Science
- Social Studies
- Arts - music, visual art and drama
- Technology
- Physical Education

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.

Interpretation:

The Board of Education expects that every student in RUSD demonstrates reading skills at or above grade level expectations for the grade level in which he/she is enrolled. The Board believes that a child's ability to read is an essential skill for academic success in all other subjects.

R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	<i>Improvement Needed</i>
---	---------------------------

Interpretation: The Board expects high levels of performance in reading as a result of every student reaching annual personalized reading goals. Personalized reading goals are established in the fall based on current performance. They are planned with student input and in consideration of student needs, interests and other factors. Accomplishment of these personalized goals result in high levels of reading achievement for all students in grades K-11.

Indicator 1: The percent of students K-9 with an annual personalized reading goal based on assessment measures appropriate for the grade will increase each year.	Reasonable Progress
--	----------------------------

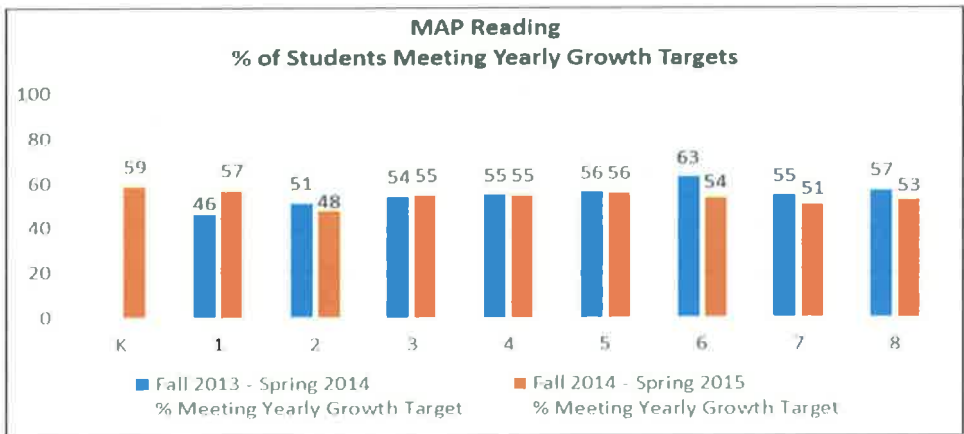
Evidence:

- Grades K5-8: 100% of students had an annual reading goal based on fall MAP (increase for all K-8 grades)
- Grade 9: 80% of students had an annual reading goal based on fall Aspire (increase from none prior year)

Indicator 2: The percent of students in grades K-8 meeting or exceeding annual growth targets in reading on the Measures of Academic Progress (MAP) assessments will increase each year.	Improvement Needed
---	---------------------------

Evidence:

- Grade K : 59% met individual target - Baseline
- Grade 1: 57% met individual targets (+11% from 2013-14)
- Grade 2: 48% met individual targets (-3% from 2013-14)
- Grade 3: 55% met individual targets (+1% from 2013-14)
- Grade 4: 55% met individual targets (0% from 2013-14)
- Grade 5: 56% met individual targets (0% from 2013-14)
- Grade 6: 54% met individual targets (-9% from 2013-14)
- Grade 7: 51% met individual targets (-4% from 2013-14)
- Grade 8: 53% met individual targets (-4% from 2013-14)



Indicator 3: The percent of students in grades 9-11 meeting or exceeding their personalized reading goals will increase each year.	Baseline Data
---	----------------------

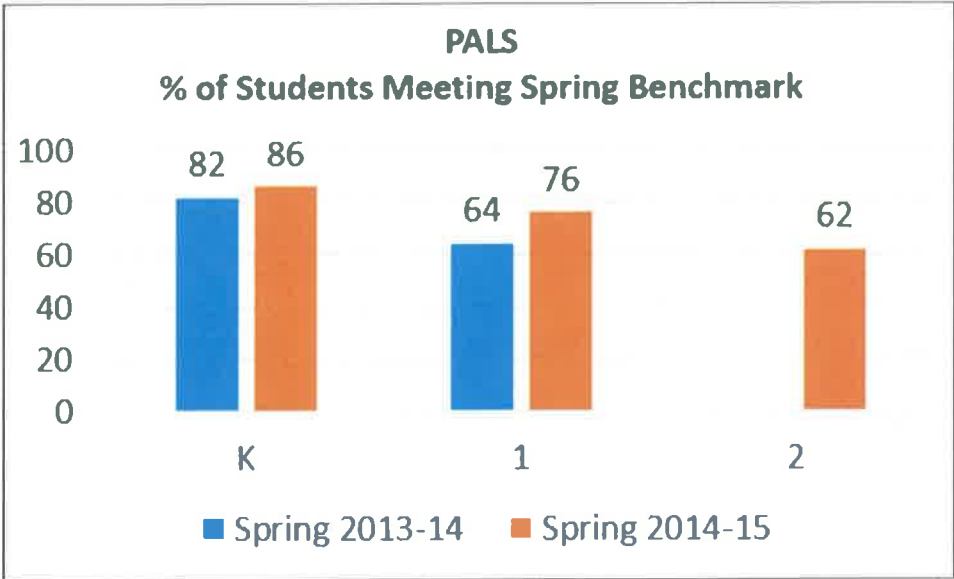
Evidence: System for collecting data to be developed during 2015-16: See *Capacity Building* section.

R-2.2 Each student will achieve at or above grade level in reading.	<i>Reasonable Progress</i>
--	----------------------------

Interpretation: The Board expects that every student reads at or above grade level proficiency.

Indicator 1: The percent of students meeting benchmarks on the PALS assessment will increase each year.	Reasonable Progress
--	----------------------------

<p>Evidence: <u>Spring 2014 - Spring 2015 comparison data</u></p> <ul style="list-style-type: none"> • Kindergarten: 86% met/exceeded Kindergarten benchmark targets (+4% from 2013-14) • Grade 1: 76% met/exceeded benchmark (+12% from 2013-14) • Grade 2: 62% met/exceeded benchmark (first year tested)



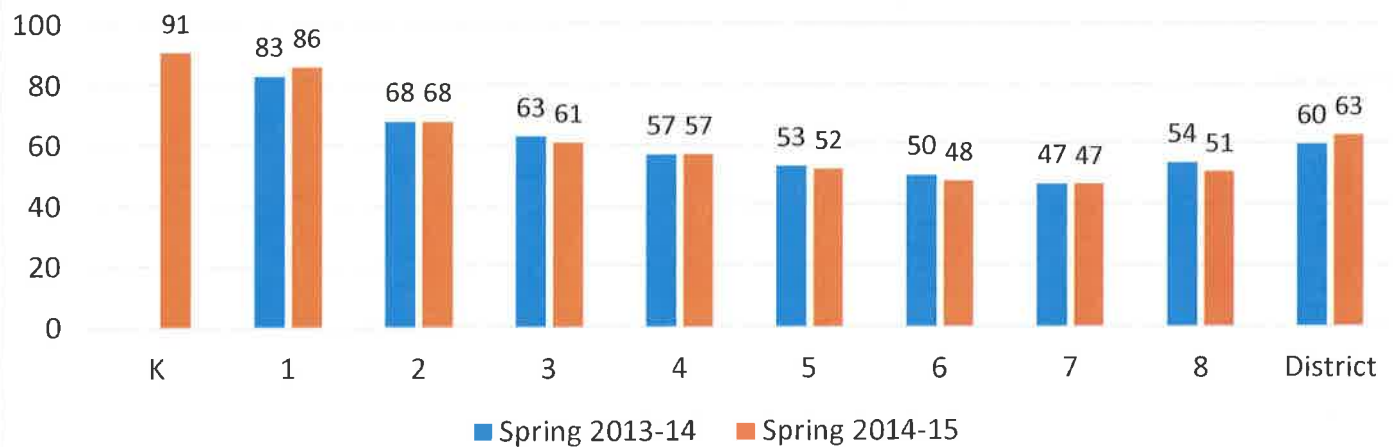
Indicator 2: The percent of students in grades K - 8 at the national average in reading on the MAP assessments will increase each year.

Improvement Needed

Evidence:

- Grade K: 91% at the spring national average (baseline data)
- Grade 1: 86% at the spring national average (+3% from spring 2014)
- Grade 2: 68% at the spring national average (0% from spring 2014)
- Grade 3: 61% at the spring national average (-2% from spring 2014)
- Grade 4: 57% at the spring national average (0% from spring 2014)
- Grade 5: 52% at the spring national average (-1% from spring 2014)
- Grade 6: 48% at the spring national average (-2% from spring 2014)
- Grade 7: 47% at the spring national average (0% from spring 2014)
- Grade 8: 51% at the spring national average (-3% from spring 2014)

MAP Reading % at the National Average
All Students Grades K-8

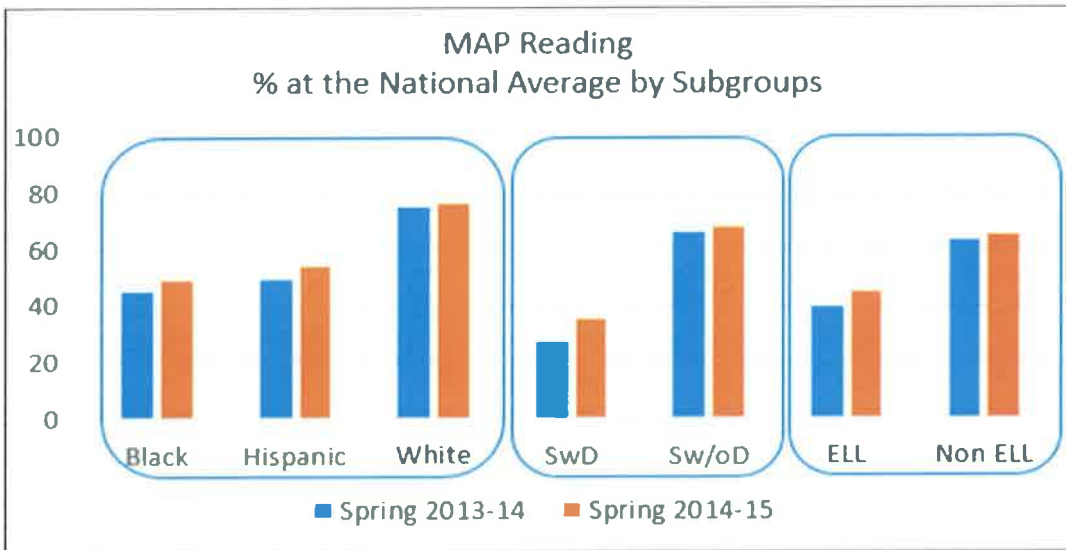


Indicator 3: The percent of students in each subgroup in grades K - 8 at the national average in reading on the MAP assessments will increase each year.

Reasonable Progress

Evidence:

- Black: 49% at the spring national average (+4% from spring 2014)
- Hispanic: 54% at the spring national average (+5% from spring 2014)
- White: 76% at the spring national average (+1% from spring 2014)
- Special Ed: 35% at the spring national average (+8% from spring 2014)
- Non-Special Ed: 68% at the spring national average (+2% from spring 2014)
- ELL: 45% at the spring national average (+6% from spring 2014)
- Non-ELL: 65% at the spring national average (+2% from spring 2014)



Indicator 4: The percent of students in grades 9 and 10 ready on the ACT Aspire reading assessments will increase each year.

Baseline Data

Evidence: 2014-15 Aspire Reading % Ready by Grade. *See chart below.*

2014-15 Aspire Reading % Ready by Grade

	9th Grade Spring 2015	10th Grade Spring 2015
District	24	22
National	38	34

“Ready” means students are on track to meet the ACT College Readiness Benchmark in reading.

Indicator 5: The percent of students in each subgroup in grades 9 and 10 ready on the ACT Aspire reading assessments will increase each year.	Baseline Data
Evidence: 2014-15 Aspire Reading % Ready by Grade. <i>See chart below.</i>	

2014-15 Aspire Reading % Ready by Ethnicity

	9th Grade Spring 2015	10th Grade Spring 2015
Black	9	10
White	36	31
Hispanic	17	15

*Note: Data not available for Students with Disabilities or English Language Learners.
Data not available for National percent “ready” by ethnicity.*

Capacity Building

R-2.1: Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

- Identify an efficient process for collecting student reading goals data.
- Develop a system to track individual student reading goal attainment for implementation 2016-17.
- Develop and monitor individual early literacy goals for 4K students for spring 2016.

R-2.2: Each student will achieve at or above grade level in Reading

2015-16 school year:

- Resources:
 - Foundations reading program added to grade 2
 - Identify a comparable program for grade 2 bilingual students
 - Read Naturally reading program added for K-8 special education students
 - Provide additional intervention resources for struggling readers K-8: Earobics and Reading Plus
 - Expand Compass Learning through grade 8
- Professional development for guided reading instruction:
 - all non-Title I Kindergarten teachers
 - all non-Title I first grade teachers
 - new Kindergarten and first grade Title teachers
 - all second grade teachers
- Expand Racine Early Intervention reading for 15 more Title I teachers working with students at or below a first grade reading level.
- Hire an elementary reading interventionist for elementary teachers focusing on improved literacy instruction.
- Begin plans for Literacy Teaching Boot Camp for primary grade teachers.
- Identify the processes for Tier 2 meetings for struggling and advanced students. Time to work on site with grade level teams will be allotted.
- Professional development sessions to improve literacy instruction: Daily 5, Reader's Workshop, Creating Independence Through Student-Owned Strategies (CRISS) and more.
- Begin Year 1 of the Three Year Curriculum Program Review Cycle (CPRC) for English/Language Arts/ Reading with teacher-led committee work.

Note: The 9th grade scores from the spring 2015 Aspire will be used to identify the goals for 10th graders during the fall of the 2015-16 school year. The 10th grade scores from the spring 2015 Aspire will be used to identify the goals for 11th graders during the fall of the 2015-16 school year.