



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

**OE-7 ASSET PROTECTION
SUMMARY OF COMPLIANCE STATUS**

Date: January 25, 2016

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectation 7 (Asset Protection), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

Executive Summary:

This OE-7 Monitoring Report is for the reporting period of January 1, 2015 to December 31, 2015. This monitoring report is compliant with exception. The District is compliant with assuring organizational assets are protected, maintained, appropriately used, and not placed at undue risk.

The areas of non-compliance are:

- 7.4.2 Systems are not fully in place to protect physical records from damage or loss.
- 7.4.3 Intellectual property has not been submitted for copyright protection.

There are elements of OE-7 that better align with other Operational Expectations. Administration requests that the Board consider the following:

- OE 7.7 (Investment of Funds) is thoroughly reviewed as part of the annual District financial audit. Therefore, monitoring may be most appropriate as part of OE-6-External and removed from OE-7.

Signed: 
Superintendent

Date: 1/20/16

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 7 (Asset Protection), 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. Handrow moved, Mr. Koetz seconded, to accept the Operational Expectations-7 (Asset Protection) Monitoring Report as being compliant with exception as noted. All were in favor. The motion passed.

Signed: 
Board President

Date: 1/25/2016



Racine Unified School District
Operational Expectations Monitoring Report
DATE: January 25, 2016

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 districts 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>In Compliance</i></p>
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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>In Compliance</p>
<p>Evidence: Property and contents insurance is with Catlin Indemnity Company. Coverage is at \$648,551,464 replacement cost coverage with \$50,000 deductible and \$259,034 premium for 2015-2016, which is \$132,566 higher than last year. The District was informed last Fall that the previous carrier (LGPIF) was no longer available. The District was able to secure a coverage package including liability coverage. (See Appendix A, Page 1)</p>	
<p>Indicator 2: District vehicles are insured for comprehensive and collision with claims settlement at actual cash value.</p>	<p>In Compliance</p>
<p>Evidence: The District’s fleet of 67 vehicles is covered by Catlin Indemnity Company for comprehensive and collision with claims settlement at actual cash value (like kind and quality). With a \$1,000 deductible and premium of \$10,949, this is a \$39,503 decrease from last year (included in coverage package). (See Appendix A, Pages 2-6)</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>	<i>In Compliance</i>
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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.

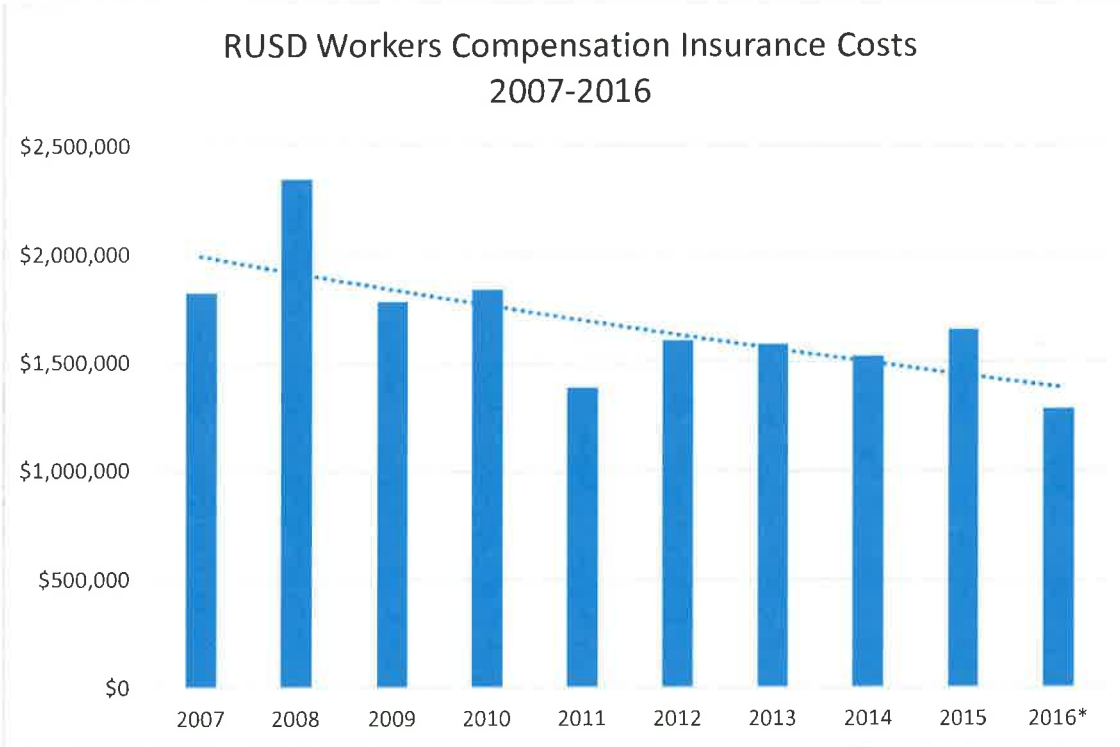
- **Errors and Omissions Insurance:** Protection from harm to the District for Board members and staff who make a mistake as part of the good faith performance of their duties.
- **Comprehensive and General Liability Insurance:** Protection from loss due to claims made against the District due to bodily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

<p>Indicator 1: The District has general liability insurance coverage in force with limits comparable to other school district.</p>	In Compliance
<p>Evidence 1: The District’s General liability coverage policy is through Catlin Indemnity Company, along with an umbrella policy. The District carries a \$3,000,000 general liability policy and a \$9,000,000 umbrella policy. (See Appendix A, Pages 10-13)</p>	
<p>Evidence 2: Research indicates that other districts are carrying similar amounts of umbrella coverage:</p> <ul style="list-style-type: none"> • Madison: \$8,000,000 • Janesville: \$9,000,000 • Waukesha: \$6,000,000 	
<p>Indicator 2: The District maintains general liability coverage for employee benefits.</p>	In Compliance
<p>Evidence: Under the Catlin Indemnity 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. (See Appendix A, Pages 14-15)</p>	
<p>Indicator 3: The District maintains Education Legal Liability coverage.</p>	In Compliance
<p>Evidence: The District maintains Education Legal Liability coverage with RSUI. There is a \$50,000 deductible per claim and employment practices liability with a \$100,000 deductible. Each has a \$2,000,000 limit of coverage. This coverage continues to have a sub-limit on IEP claims. (See Appendix A, Page 16-17)</p>	

Indicator 4: The District maintains workers' compensation insurance.

In Compliance

Evidence: Workers' compensation coverage is through Church Mutual Insurance Company, a February 1, 2015 – January 31, 2016 policy. The current premium is \$1,786,326, a decrease of \$44,463. The District is expected to receive a 5% dividend. (See Appendix A, Pages 7-9)



* Figure represents the budgeted net workers' compensation insurance premium which has been reduced by dividends.

<p>7.3 The superintendent will: Assure that all personnel who have access to material amounts of District funds are covered by employee loss insurance.</p>	<p><i>In Compliance</i></p>
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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>In Compliance</p>
<p>Evidence: The District carries a Government Crime Policy with Hanover Insurance which covers employee theft up to \$500,000 with a \$1,000 deductible. There is no requirement that an employee must be bonded. The District has continued Faithful Performance coverage to the crime policy. This coverage is secondary to general liability coverage. (See Appendix A, Page 18.)</p>	

<p>7.4 The superintendent will: Protect intellectual property, information, files, records and fixed assets from loss or significant damage.</p>	<p><i>Not In Compliance</i></p>
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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: <u>Intellectual Property:</u> 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>Not In Compliance</p>
<p>Evidence: The District received no legal complaints related to an employee violating intellectual property rights. The District continues to identify intellectual property in need of protection. <i>(Refer to Action Plan)</i></p>	
<p>Indicator 2: <u>Information:</u> The District’s data systems are backed up regularly to preserve data, property, documents and information that are in a digital form.</p>	<p>In Compliance</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 (Infor), is hosted off site and is backed up nightly. <i>(See Appendix I)</i> • The District’s Student Information System (Infinite Campus) is hosted off site and backed up nightly <i>(see Appendix C)</i>. • The District’s email system (Google) is hosted in the Cloud. Emails are archived with a 10 year retention. <i>(see Appendix B and D)</i> • 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>Indicator 3: <u>Files:</u> The District fully protects digitized files from unauthorized access.</p>	<p>In Compliance</p>
<p>Evidence: There were no breaches of electronic files that resulted in damage or loss to the District. <i>(See Appendix B and E)</i></p>	
<p>Indicator 4: <u>Records:</u> The District protects all physical records from damage or loss.</p>	<p>Not In-Compliance</p>
<p>Evidence: The District has no reported loss of physical records due to damage or loss. However, it is not known if 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. <i>(See Action Plans and Capacity Building)</i></p>	

Indicator 5: Fixed Assets: The District carries property insurance.	In Compliance
Evidence 1: Catlin Indemnity property policy covers equipment and data on an all risk basis, but does exclude breakdown. Coverage limits \$648,551,464, with a \$50,000 deductible. (See Appendix A, Page 1.)	
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. The premium for 2015-2016 is \$13,410, which is \$645 more than last year. (See appendix A, Pages 19-24.)	

7.5 The superintendent will: Properly preserve and dispose of all records related to affairs or business of the District.	<i>In Compliance</i>
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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.	In Compliance
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 2015 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 33,377 pounds of material. <i>(See Appendix N)</i>	
Indicator 2: Required records are retained, available and accessible.	In Compliance
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)</i>	
Indicator 3: Disposal of records follows a protocol that maintains security and privacy.	In Compliance
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 33,377 pounds 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 T)</i>	

7.6 The superintendent may not: Unnecessarily expose the District, the Board or staff to legal liability.	<i>In Compliance</i>
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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.	In Compliance
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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.

- 1,388 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.
- There were no paid out losses by our insurance carrier for the 2015. The District has Errors and Omissions coverage as part of the overall insurance coverage for the District. 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. *(See Appendix A, Pages 28-30)*

Indicator 2: The District carries educator legal liability insurance.	In Compliance
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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 error and/or omissions by District staff and/or Board members. There were no losses due to legal actions for 2015. *(See Appendix A, pg. 30)*

7.7 The superintendent may not: Invest funds in investments that are not secured or that are not authorized by law.	<i>In Compliance</i>
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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: The District uses legal services to minimize investment losses to the District.	In Compliance
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 2014-15 Audit Report, Pages 29-31)	
Indicator 2: No losses are incurred by the District on deposits and investments.	In Compliance
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 2015. (See the 2014-15 Audit Report, Pages 29-31)	

7.8 The superintendent may not: Dispose of personal property except as associated with the normal course of business.	<i>In Compliance</i>
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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.	In Compliance
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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. During 2015, the amount of books that were weeded amounted to 19,511.
- The Department of Buildings and Grounds used scrap metal vendors (Miller Compressing) to dispose of or recycle District personal property. As of December 2015, \$11,634.25 was received from the sale of scrap metal.

Indicator 2: The sale of surplus property uses a fair and public process.	In Compliance
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Evidence: No sales were conducted this year.

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 2015-16 action plan includes:

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: A method for protecting intellectual property of the District has been developed in coordination with legal counsel. District administration will begin submitting logos, trademarks and other intellectual property for protection.

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

Capacity Building - Funding/Staffing:

1. A plan has been developed to digitize physical records and archives at an estimated cost of \$500,000. This plan will be implemented based on the availability of funds and this budget item will be included as part of the 2016-17 budget priorities list.

NOTE: The Superintendent requests that the Governance Committee consider moving Policy OE-7.7 to OE-6-External because it is an aspect reviewed as part of the annual District financial audit.



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

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

Date: February 15, 2016

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:

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

Executive Summary:

This report monitors OE-5 policy for November 1, 2014-October 31, 2015. This monitoring report is in compliance. All Financial Planning Operational Expectations were met and complied with. 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.

Signed: 
Superintendent

Date: 2/10/15

BOARD OF EDUCATION ACTION

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

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

Summary statement/motion of the Board: Ms. Handrow moved, Ms. Plache seconded, to approve the Operational Expectations- 5 (Financial Planning) Monitoring Report as being in compliance. All were in favor. The motion to approve passed.

Signed: 
Board President

Date: 16-February-2016



Racine Unified School District
Operational Expectations Monitoring Report
DATE: February 15, 2016

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>In Compliance</i></p>
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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 2015-16 Interim Budget documents provided to the Board on June 15, 2015, and the 2015-16 Original Budget documents provided to the Board on October 27, 2015 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 document.</p>	
<p>Indicator 2: The budget document outlines initiatives and expenditures related to certain Operational Expectations and the Board’s Results Priorities.</p>	<p>In Compliance</p>
<p>Evidence 1: The 2015-16 Interim and Original budget documents and presentations outlined key initiatives and how the budget allocations addressed educational and operational needs of the District. The FY16 Original Budget presentation on October 27, 2015 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 2015-16 budget document includes references as to how sections of the budget relate to Operational Expectations. The 2015-16 Original budget document also indicates how key budget allocations related to Operational Expectations or Results priorities. (<i>FY16 Original Budget, Page 51</i>)</p>	

5.2 The superintendent will develop a budget that: Credibly describes revenues and expenditures.	<i>In Compliance</i>
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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 2015-16 Interim Budget documents provided to the Board on June 15, 2015, and 2015-16 Original Budget documents provided to the Board on October 27, 2015, 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 2015-16 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>FY16 Original Budget, Page 47</i>). Required 2015-16 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>
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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, 2013, until June 30, 2014.
- Current fiscal year: The period of time from July 1, 2014, until June 30, 2015.
- Next fiscal year: The period of time from July 1, 2015, until June 30, 2016.

<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 2015-16 Interim Budget documents provided to the Board on June 15, 2015 and the 2015-16 Original Budget documents provided to the Board on October 27, 2015, 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>FY16 Original Budget, Pages 19-24</i>) and special education fund (<i>FY16 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 2015-16 Interim Budget documents provided to the Board on June 15, 2015 and the 2015-16 Original Budget documents provided to the Board on October 27, 2015, included financial information for 2011-12; the most recently completed fiscal year of 2013-14; current year 2014-15; and the proposed budget for the next year of 2015-16. (<i>See 2015-16 Interim Budget and 2015-16 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 2015-16 budget documents (<i>FY16 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 2015-16 budget reports were also filed with the state utilizing WUFAR.</p>	

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

<p>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.</p>	<p>In Compliance</p>
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<p>Evidence: The 2015-16 Interim Budget documents provided to the Board on June 15, 2015 and the 2015-16 Original Budget documents provided to the Board on October 27, 2015, contain the following:</p> <ul style="list-style-type: none"> • a list of budget assumptions used to prepare the budget (<i>FY16 Original Budget, Page 2</i>); • budget assumptions for: <ul style="list-style-type: none"> - state revenue limit (<i>FY16 Original Budget, Page 49</i>), - state general aid (<i>FY16 Original Budget, Page 50</i>), - changes to state and federal funding (<i>FY16 Original Budget, Page 2</i>); • student enrollment estimates (<i>FY16 Original Budget document, Page 4</i>); • projected District equalized property valuation changes and the resulting tax levy impact (<i>FY16 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>FY16 Original Budget, Page 2</i>).
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5.5 The superintendent will develop a budget that: Assures fiscal soundness in future years.	<i>In Compliance</i>
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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 May 4, 2015.	
Indicator 2: A budget is submitted to the Board that maintains sufficient fund balances to meet financial obligations.	In Compliance
Evidence: The 2015-16 budget documents include tables summarizing balances in each fund (<i>FY16 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 June 5, 2015, bond rating by Moody’s Investors Service maintained the District’s bond rating as Aa3 which is considered very strong credit worthiness. On July 16, 2014, Moody’s assigned 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>	<p><i>In Compliance</i></p>
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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>	<p>In Compliance</p>
<p>Evidence: The 2015-16 Interim Budget documents provided to the Board on June 15, 2015 and the 2015-16 Original Budget documents provided to the Board on October 27, 2015, 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>FY16 Original Budget, Page 2</i>). Health, OPEB, and dental benefit costs are based on figures provided by District insurance consultants.</p>	

<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.</p>	<p><i>In Compliance</i></p>
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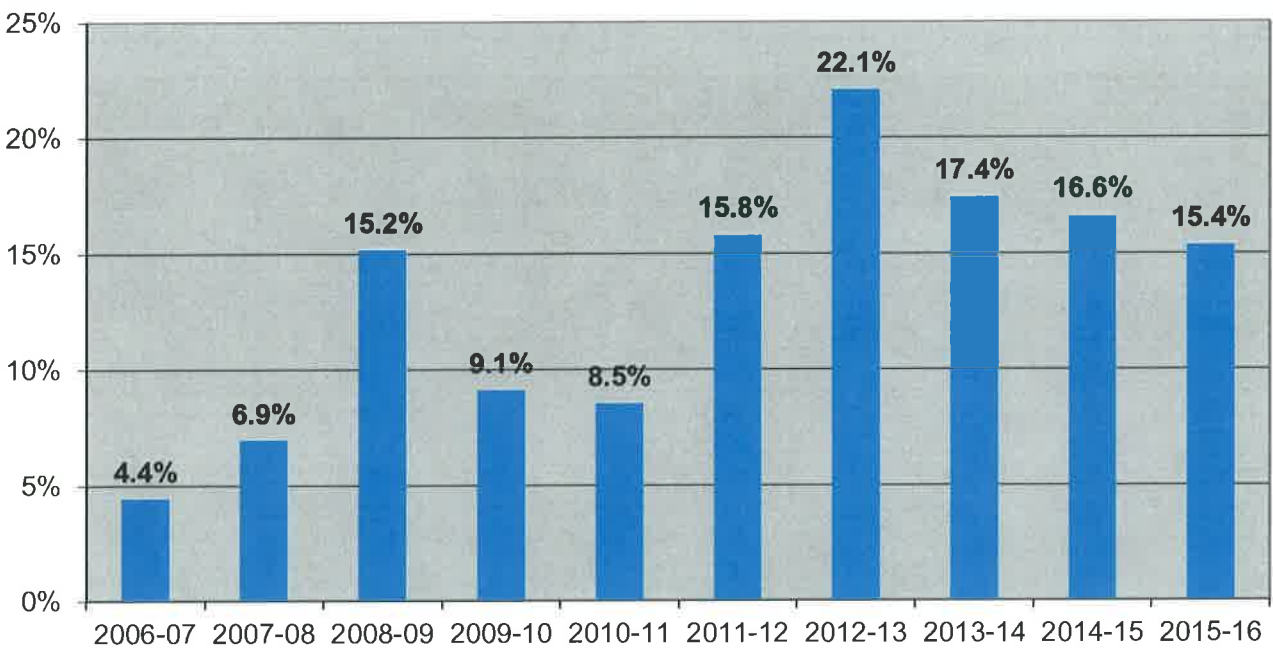
Interpretation: The Board of Education expects the superintendent to assure that the general fund balance is 15-20% of the budgeted expenditures and that variances are approved by the Board.

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

<p>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.</p>	<p>In Compliance</p>
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Evidence: Year-end 2014-15 financial statements reflect calculated ending fund balances to be an estimated 16.6% of annual General Fund expenditures and the General Fund transfer to the Special Education Fund. The FY16 Original budget also estimates an ending fund balance of 15.4%.

**RUSD General Fund Balance
FY07 through FY16**



Note: The percentage for 2015-16 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>
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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 2015-16 Interim Budget documents provided to the Board on June 15, 2015 and the 2015-16 Original Budget documents provided to the Board on October 27, 2015, included a table outlining the differences in FTE by employee group for the current fiscal year and prior fiscal year. <i>(See FY16 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 FY16 Original Budget that explain FTE changes <i>(Page 10)</i> .	

Action Plan to Improve/Enhance OE-5:

No changes are deemed necessary.

Capacity Building – Funding/Staffing:

Further enhance reporting on how the budget is linked to district priorities, Results Priorities, and Operational Expectations of the Board of Education.

NOTE: The Superintendent requests that OE-5 (Financial Planning) be considered by the Board of Education in November which would align the monitoring with the approval of the Original Budget in October.



Racine Unified School District
Operational Expectations Monitoring Report

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

Date: April 18, 2016

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, 2015-March 31, 2016. This monitoring report is in compliance. The Superintendent was away from the office and unable to fulfill her leadership responsibilities on 17 occasions. 100% of these were either appropriately covered by District administrators who acted as Superintendent, or the Superintendent was available by telephone.

Signed: [Signature] Superintendent

Date: 4/11/16

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. Plache moved, Ms. Handrow seconded, to accept the Operational Expectation-2 (Superintendent Succession) as being in compliance. All were in favor. The motion passed.

Signed: [Signature] Board President

Date: 19-April-2016



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

DATE: April 18, 2016

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>
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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 Deputy Superintendent 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>
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<p>Evidence:</p>		
<p><u>Date of Absence</u></p>	<p><u>Purpose</u></p>	<p><u>Acting Superintendent</u></p>
<p>April 3</p>	<p>Vacation</p>	<p>None – Available via phone</p>
<p>April 6-10</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>May 21-25</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>June 29-July 3</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>July 9</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>July 13-16</p>	<p>ASSA National Conference</p>	<p>Eric Gallien</p>
<p>August 2-3</p>	<p>What’s Right in Education Conference</p>	<p>Dave Hazen</p>
<p>August 14</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>September 3-8</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>November 4-7</p>	<p>District Administrator Leadership Institute.....</p>	<p>Eric Gallien</p>
<p>November 19-20</p>	<p>Menomonee Falls Visit</p>	<p>None – Available via phone</p>
<p>November 25</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>December 3-4</p>	<p>Vacation</p>	<p>Eric Gallien</p>
<p>February 8-12</p>	<p>AASA National Conference.....</p>	<p>Dave Hazen</p>
<p>February 24.....</p>	<p>Jury duty</p>	<p>Eric Gallien</p>
<p>March 11</p>	<p>AASA PD Redesign Panel</p>	<p>Eric Gallien</p>
<p>March 29-30</p>	<p>Vacation</p>	<p>Eric Gallien</p>

<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>
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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 18, 2016

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)
<u> X </u>	Not in Compliance

Executive Summary:

This report monitors OE-10 (Part 1) policy for May 1, 2015 – April 30, 2016. This monitoring report is **non-compliant** with four of eight expectations. The District continues to make progress toward compliance with the Curriculum Review Cycle underway in Year 2.

Many indicators reported as non-compliant are connected to the Curriculum Review Cycle. The last monitoring cycle showed 64% of the indicators in compliance. This monitoring cycle shows 68% of the indicators in compliance. As the Curriculum Review Cycle expands to Year 3, we anticipate 80% or more of the indicators will be in compliance by the Spring of 2017. The CAO Office of Professional Development is planning significant training in culturally relevant teaching practices and the special education department continues to work on a continuum of services that provides for the least restrictive environment for more of our special needs students.

Signed: 
Superintendent

Date: 4/12/16

BOARD OF EDUCATION ACTION

With respect to Operational Expectations 10.1-10.8 (Instructional Program – Part 1), the Board:

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

Summary statement/motion of the Board

Ms. Handrow moved, Dr. Frontier seconded, to accept OE-10 Part 1 (Instructional Program) as presented as being not in compliance. All were in favor. The motion passed.

Signed: 
Board President

Date: 19-Apr-2016



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

DATE: April 18, 2016

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>
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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.	
Indicator 2: 100% of the District curricula scheduled for the current year are reviewed for alignment with best practices.	In Compliance
Evidence: Template evaluation <i>(See Appendix G)</i> .	
Indicator 3: All Evaluation Reports Committees include teachers, community members and parents to assure an objective evaluation process with many perspectives. Administrators can also be members of these committees.	In Compliance
Evidence: 100% of Evaluation Committees are represented by teachers, community members and parents. <i>(See Appendix H)</i>	

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

<p>Indicator 1: 100% of the Common Core State Standards (CCSS) are reflected in RUSD’s reading, writing and math curriculum.</p>	<p>Not In Compliance</p>
<p>Evidence: The current reading, writing and math standards do not fully reflect the CCSS. This is the current work of the curriculum committees.</p> <p>Note: <i>RUSD Math curriculum will be aligned to CCSS beginning Fall 2016. (See Appendix I)</i> <i>RUSD English/Language Arts (ELA) and writing will be aligned to CCSS beginning Fall 2017. (See Appendix J)</i></p>	
<p>Indicator 2: 100% of the Next Generation Science Standards (NGSS) are reflected in RUSD’s science curriculum,</p>	<p>Not In Compliance</p>
<p>Evidence: The current science curriculum does not reflect the NGSS. This committee work begins Fall 2016.</p> <p>Note: <i>RUSD Science curriculum will be aligned to NGSS beginning Fall 2018. (See Appendix K)</i></p>	
<p>Indicator 3: 100% of the Wisconsin Model Early Learning Standards (WMELS) are reflected in RUSD’s Early Childhood Curriculum.</p>	<p>In Compliance</p>
<p>Evidence: 100% of the District’s Early Childhood Curriculum is aligned with the WMELS. <i>(See Appendix B).</i></p>	
<p>Indicator 4: 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above.</p>	<p>Not In Compliance</p>
<p>Evidence: Not all curricular areas are aligned with the State of Wisconsin Academic Standards.</p> <p>Note: <i>RUSD Physical Education and Health curriculum will be aligned to Wisconsin State Standards beginning Fall 2016.</i> <i>Social Studies, music and art will be aligned to Wisconsin State Standards beginning Fall of 2018.</i></p>	

10.3 The Superintendent will: Effectively measure each student’s progress toward achieving or exceeding the standards.	<i>In Compliance</i>
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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 research-based 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>
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Interpretation: The Board of Education expects the Superintendent to offer all students, as part of the school day, 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 2015-16 school year, there is an increase in overall enrollment (30%) in specialized programs compared to the 2014-15 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>
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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: The 2013-2014 DPI Indicator 5 data: School Age Educational Environment for students age 6 through 21 (<i>source: https://apps4.dpi.wi.gov/spedprofile</i>)</p> <ul style="list-style-type: none"> • (✓) Inside the regular classroom with nondisabled peers 80% or more of the time = 70.38%; DPI target > 62% • (X) Inside the regular classroom with nondisabled peers less than 40% of the time = 12.94%; DPI target < 9.9% • (✓) Served in separate schools, residential facilities, or homebound/hospital placements = 0.60%; DPI target < 1.2% <p><i>Last year RUSD only met criteria in 3rd bullet, this year we also met the criteria in the 1st bullet.</i></p>	
<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: A systematic plan to train teachers and implement culturally relevant classroom practices will begin in May 2016 and continue in the 2016-17 school year.</p>	
<p>Indicator 5: Alternatives to traditional classroom learning environments exist in RUSD.</p>	<p>In Compliance</p>
<p>Evidence: A complete list of school options exist in elementary, middle and high school levels. A systematic process is available for parents to select and staff to recommend these programs. (<i>See Appendix P</i>)</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>In Compliance</i>
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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
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Evidence: At least two new programs were implemented during the 2015-16 school year:

- Project Lead the Way – High School expansion (Principles of Biomedical Science and Introduction to Computer Science).
 - PBS taught at 3 high schools in 4 classes with 104 students.
 - ICS taught at 3 high schools in 5 classrooms with 125 students.
- Full day 4K – offered in 4 classrooms in 2 schools, serving 72 students. Full day locations include: REEC and RCLA.

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).	In Compliance
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Evidence: 100% of new programs meet intended outcomes (√)

Status of programs implemented 2014-2015:

- West Ridge Elementary School - in candidate phase for IB implementation, formal certification site visit scheduled for April 28/29, 2016 (√)
- International Baccalaureate Career-related Programme - Case High School is in the candidacy phase for the International Baccalaureate Career-related Programme (IBCP). Final application for authorization due November 15, 2016 with expected authorization visit summer 2017. (√)
- Credit Recovery - There was an increase in the average number of credits recovered per student. All high schools have students enrolled in credit recovery. (√)

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016 to date
Number of Students in Cohort	1538	1,499	1,680	1,671	1,775
CR Courses Enrolled	17	32	268	442	683
CR Credits Earned	17	23	192	412	514

<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>
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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 1 and Year 2 of the 3-year curriculum program review cycle are in progress. • 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, English/Language Arts, Music, Art, Drama, Summer School Dual Language/ELL programming, • 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:</p> <ul style="list-style-type: none"> • 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. Year 2 of the 3-year curriculum program review cycle began September 2015. 100% of the areas under review included this teaching strategy review. • Complete compliance expected by Spring 2017. 	

<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>
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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: Expectations and methods to prevent disruptions to the academic day are provided to all principals in writing by the Chief Academic Officer and Chief of Schools.</p>	<p>Not In Compliance</p>
<p>Evidence: Baseline measures to begin in the 2016-17 school year.</p>	
<p>Indicator 2: All CAO directed curricular writing projects occur outside of the student school day.</p>	<p>In Compliance</p>
<p>Evidence: No teachers were hired by the Office of Curriculum and Instruction to write district curriculum during the student academic 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 • End of semester 1 2015-2016: Total of 8,811 hours 	

Action Plan to Improve/Enhance OE-10 (Part 1) Areas of Non-Compliance:

Through the office of the Chief Academic Officer, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 1). The 2016-17 action plan includes:

10.2:

- Comprehensive professional development will ensure that all teaching staff plan mathematics instruction based on the Common Core State Standards (CCSS) with the implementation of the new Mathematics curriculum.
- The Career and Technical Education (CTE) Office will work with teachers to align the CTE curriculum to the Wisconsin Career and Technical Education Standards.

10.3:

The best practice to satisfy this expectation would be to have Standards based grading K-12 in place. This work is ongoing in the Office of Curriculum and Instruction. The Curriculum Review Cycle began in the Fall of 2014 addressing one third of the curriculum and programs. Each year, another third of the curriculum undergoes revision. This work includes addressing the need for common standards based assessments. Beginning in the Fall of 2016, mathematics will be the first revised curriculum aligned to our standards. Once fully implemented in all curricular areas, we will be able to effectively measure student progress towards District goals.

10.5:

- Differentiated Instruction (DI) and Response to Intervention (RTI) are important ongoing 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 have been identified and provided for math and reading at Tier 1, 2 and 3 K-8 and additional resources for intervention continue to be acquired to address interventions (Indicator 1). High school block scheduling will allow time for freshman who need academic support to have intervention time for literacy and numeracy beginning Fall 2016.
- Beginning Fall 2016, 9th and 10th grade students will create personalized learning plans and participate in data chats using their own ASPIRE data.
- The Special Education Department continues to develop more levels of classroom support structures that allow special education students to be placed in their least restrictive environment. (Indicator 2)
- The Office of Professional Development is planning a multi-year professional development strategy for Culturally Responsive Teaching and Learning for school staff starting May 23, continuing through the 2016-2017 school year and beyond. To support this work, Dr. Sharroky Hollie (a nationally recognized expert in Culturally Relevant Teaching Practices) and Dr. Anthony Muhammad (a highly regarded national educational consultant) will conduct initial sessions with administrators, district leaders, coaches and teachers focusing on:
 - Concretely defining culturally and linguistically responsive teaching
 - School culture enhancement for diverse school communities
 - Effective instructional strategies that validate and affirm underserved students

10.8:

A systematic collection of data related to interruptions to the classroom will begin in September 2016. This data will be reviewed monthly during principal meetings with the Chief of Schools Office personnel.

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. Template 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
- P. List of Alternative Programs



Racine Unified School District
Operational Expectations Monitoring Report

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

Date: May 16, 2016

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:

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

EXECUTIVE SUMMARY:

The Chief Academic Office has made strides in this second part of the Operational Expectations (10). Of the ten policy expectations, one standard is not compliant in one indicator, 10.10.2, which is rapidly remedying itself through the Curriculum Review Cycle process.

- 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 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.

The curriculum and course outlines will be in place for Fall 2016 for mathematics, physical education and health with all other curricular areas to follow in Fall 2017 or 2018.

We are pleased to report that all other areas are in compliance. We continue to place a priority on the effective use of the instructional day. The safety of our students in their use and access to technology remains a primary focus.

Signed: [Signature] Superintendent Date: 5/5/16

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 10.9-10.18 (Instructional Program – Part 2), 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. Wisner moved, Mr. Nielsen seconded, to approve the Operational Expectations–10, Part 2, Monitoring Report as being in compliance with one exception in Section 10.10.2 and to thank Dr. Haws, Mrs. Daca and the other staff members for a clear, concise, and comprehensive report.

Signed: [Signature] Board President Date: May 16, 2016



Racine Unified School District
Operational Expectations Monitoring Report
DATE: May 16, 2016

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>	<p><i>In Compliance</i></p>
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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>	<p>In Compliance</p>															
<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>	<p>In Compliance</p>															
<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>	<p>In Compliance</p>															
<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>	<p>In Compliance</p>															
<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>	<p>In Compliance</p>															
<p>Evidence: Passing times for each school are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Gilmore – 3 minutes</td> <td style="width: 33%;">Case - 4 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 – 3 minutes</td> <td></td> <td></td> </tr> <tr> <td>Starbuck – 4 minutes</td> <td></td> <td></td> </tr> </table>		Gilmore – 3 minutes	Case - 4 minutes	REAL – 5 minutes	Jerstad-Agerholm – 4 minutes	Horlick – 5 minutes	Walden – 5 minutes	McKinley – 4 minutes	Park – 5 minutes		Mitchell – 3 minutes			Starbuck – 4 minutes		
Gilmore – 3 minutes	Case - 4 minutes	REAL – 5 minutes														
Jerstad-Agerholm – 4 minutes	Horlick – 5 minutes	Walden – 5 minutes														
McKinley – 4 minutes	Park – 5 minutes															
Mitchell – 3 minutes																
Starbuck – 4 minutes																
<p>Indicator 6: Time to address individual student needs exists in the elementary school day.</p>	<p>In Compliance</p>															
<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>	<i>Not In Compliance</i>
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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 defined in the Curriculum Program Review Cycle. Criteria includes evidence of 1) direct alignment to achievement of **Results** policies, 2) consistency of textbook series and/or resources across all grades, and 3) direct alignment to District curriculum and program standards.

<p>Indicator 1: 100% of new textbooks and teaching resources 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>	In Compliance
<p>Evidence: Mathematics, Physical Education and Health resources were the adopted textbooks in the 2015-2016 year and were selected consistent with defined selection criteria identified through the Curriculum Program Review Cycle.</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>	Not In Compliance
<p>Evidence: Few District curriculum and course outlines have specified reference to adopted textbooks and teaching resources. <i>Note: RUSD Mathematics, Physical Education and Health Curricula will contain standards references beginning Fall 2016.</i></p>	
<p>Indicator 3: As new instructional programs are adopted, a consistent expectation for use across the District exists.</p>	In Compliance
<p>Evidence:</p> <ul style="list-style-type: none"> • Kindergarten and 1st grade and 2nd grade consistently use the Foundations reading program. • The RtI intervention tools are consistently used across Kindergarten through 8th grade. Specifically: <ul style="list-style-type: none"> - Earobics - Unique Learning Systems - Istation (K-5) Dual Language 	

<p>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.</p>	<p><i>In Compliance</i></p>
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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.

<p>Indicator 1: With the 3-year Curriculum Program Review Cycle, 100% of District-adopted textbooks and recommended teaching materials have or will be approved for use as a result of an evaluation for re-adoption, replacement or supplement within the last three years.</p>	<p>In Compliance</p>
<p>Evidence: With the new 3-year Curriculum Program Review Cycle, Mathematics, Physical Education and Health resources have undergone a systematic selection process. These programs will continue in the cycle to be reviewed for any needed supplemental material and eventual replacement as the 3-year review cycle continues. All other curricular areas will undergo the same continuous selection and review process.</p>	
<p>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.</p>	<p>In Compliance</p>
<p>Evidence: RUSD received no formal request from the public to review curriculum this year.</p>	

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

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

<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>In Compliance</i></p>
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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: 100% of textbook evaluation, enhancement and adoption decisions include evidence of input from stakeholders.</p>	<p>In Compliance</p>
<p>Evidence: 100% of the recommended resource adoptions are based on input from teacher and community member committees. <i>(Mathematics, Health and Physical Education recommendations have been made using a Tregoe decision- making process)</i></p>	

<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>
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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: The Annual Review for 2015-16 identified no needed closings, one boundary adjustment and 3 school facility construction projects. One facility construction project was related to enrollment (Gifford).</p>	<p>In Compliance</p>
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<p>Evidence: The Board approved one boundary adjustment and construction for Gifford K-8 to include middle school grades within the existing elementary boundary beginning in the 2016-2017 school year. The other two facility construction projects (Knapp and Olympia Brown) were not related to enrollment needs or changes.</p>

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

<p>Indicator: Every teacher receives a written reminder about teaching controversial topics, with the policy attached in the beginning of the school year.</p>	<p>In Compliance</p>
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Evidence: Administrators were provided with information to share with teachers via Superintendent Tuesday Update on September 29, 2015. A second reminder was sent to all teachers and administrators via Friday Focus on October 2, 2015. (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>
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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: 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. <i>(See Appendix O)</i></p>	

10.17 The Superintendent may not: Change the basic grade configuration of District schools.	<i>In Compliance</i>
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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, 9-12 and 6-12 composition of District schools.

Indicator: All grade configuration changes are approved by the Board of Education.	In Compliance
Evidence: The Board approved the addition of middle school to Gifford Elementary (for 2016-2017) when the construction of Gifford K-8 addition was approved.	

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

<p>Indicator: Every school boundary change is based on a Board vote for approval.</p>	<p>In Compliance</p>
<p>Evidence: On November 16, 2015, the Board approved one boundary adjustment: for Gifford K-8 to include middle school grades within the existing elementary boundary beginning in the 2016-2017 school year.</p>	

Appendix

M. CIPA

N. Controversial teaching policy

O. Business and community partnerships



Consumer Guide

Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.

- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company's (USAC) Schools and Libraries Division (SLD) at www.sl.universalservice.org. SLD also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.



Filing a complaint

You have multiple options for filing a complaint with the FCC:

- File a complaint online at <https://consumercomplaints.fcc.gov>
- By phone: 1-888-CALL-FCC (1-888-225-5322); TTY: 1-888-TELL-FCC (1-888-835-5322)
- By mail (please include your name, address, contact information and as much detail about your complaint as possible):

Federal Communications Commission
Consumer and Governmental Affairs Bureau
Consumer Inquiries and Complaints Division
445 12th Street, S.W.
Washington, DC 20554

Accessible formats

To request this article in an accessible format - braille, large print, Word or text document or audio - write or call us at the address or phone number above, or send an email to fcc504@fcc.gov.

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This document is for consumer education purposes only and is not intended to affect any proceedings or cases involving this subject matter or related issues.

Last Reviewed: 1/22/15





Instruction and Curriculum

Chief Academic Officer - Rosalie Daca

October 2, 2015

Below you will find the relevant School Board policies around teaching controversial materials. A thorough understanding of administrative regulations 6144.31 and 6144.32 will help you prepare for teaching these materials.

c) Study of controversial issues (6144.3)

1) Guidelines for teacher when making a decision to study controversial materials (6144.31)

- a. The issue being discussed should not be beyond the maturity level of the pupils.
- b. The issue should be of interest to the pupils.
- c. The issue should be socially significant and relevant to the curriculum taught at this grade level.
- d. The issue should be one which the teachers feels can be handled successfully from a personal standpoint.
- e. The issue should be one for which adequate study materials can be obtained.
- f. Adequate time should be available to justify the presentation of this issue.
- g. The issue should not be one which will clash with community customs and attitudes.

2) Guidelines for teachers when teaching controversial issues (6144.32)

- a. The presentation of a diversity of points of view is essential to education in a democracy.
- b. Students should have an opportunity to express ideas and exchange information and attitudes with peers.
- c. Care must be taken not to force points of view on controversial issues upon the student.
- d. An open forum atmosphere should be encouraged in the classroom and in the school with pursuit of truth an objective in all study and discussion.
- e. A student's views on controversial matters should not influence the grade given in the subject. However, a grade may be based on how well that student supports the opinion.
- f. The presentation of controversial matter should be straightforward and factual, and based upon the principle of "fair play".

Administrative regulations adopted: April 11, 1977, reviewed August 21, 2000

If you sense a topic is potentially controversial, please discuss the topic with your principal prior to planning for the lesson. You can also contact the Chief Academic Office should you have questions at 664-8735.

Sincerely,

Rosalie M. Daca, Chief Academic Officer

**Racine Unified School District
2015-2016 Partnerships**

Community Organizations	Social Service Agencies	Local Businesses	Churches/Public Offices Services	Institutions of Higher Education	National Organizations
Accelero Head Start Academy	ARC (Disability Advocacy Group)	Badger Meter	Attonement Lutheran	Amerstate University Ltd	Academies of Nashville
Alliance for the Great Lakes	Bethesda Thriftshop	CCB Technology	Emmaus Lutheran Easy	Carthage College	Academies of Rockford
Almost Home Academy II	Disability Rights Wisconsin (DRW)	Educator's Credit Union	Lincoln Lutheran	Concordia University	Ford Next Generation Learning (NGL)
Bethany Apartments	Human Services	El Chess Academics	Peace Care Ministries	Gateway Technical College	West Ed
Big Brothers and Big Sisters	Professional Services Group	Higher Expectations	Racine Public Library	Milwaukee School of Engineering	
Bray Center Inc.	Ridgeway Adult Care	Johnson Foundation at Wingspread		UW Extension	
Brighthouse Childcare at SCJ	Safe Haven	Kranz Inc		UW Madison	
Careers Inc.		Mad Science of Milwaukee		UW Milwaukee	
City of Racine Parks and Recreation		Modine		UW Parkside	
COP Houses		Multiple partners: Career Expo and Business Roundtables			
Cops and Kids		Nelson Brothers and Strom			
Discovery Stage Preschool		On a Whim			
EcoJustice Center		Project CAPE			
Family Literacy of Racine (Girls Inc.)		Racine Area Manufacturers and Commerce			
Family Service of Racine		Wheaton Franciscan Healthcare			

OE 10
Appendix O

Family Smart Kid Friendly Partnership	Young Rembrandts	
Focus on Family and Schools Together (FAST)		
Goodwill Foster Grandparents		
Great Lakes Water Council		
Greening Greater Racine		
Higher Expectations		
Hispanic Business and Professionals Association		
John XXIII Educational Center		
Junior Achievement		
Kindercare		
Kiwanis Education Council		
Mead Street Cop House		
NAACP		
Next Generation Now		
Peace Learning Circles		
Racine Art Museum/Wustum		
Racine Community Outreach		
Racine County Economic Development		
Racine Family Literacy for Adult ESL and GED		
Racine Heritage Museum		
Racine Sister Cities Council		
Racine Symphony Orchestra		
Racine Theater Guild		
Racine Zoological Society		
Riverbend Nature Center		
Serendipity		
TLC TruLife Christian Childcare		

OE 10
Appendix O

United Way (Harwood Process, Schools of Hope)					
Voces de la Frontera					
Volunteer Center of Racine					
Why Gangs?					
Women's Resource Center					
YMCA					
Youth Collaborative Task Force					
Youth For Christ					



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

**OE-6 (FINANCIAL ADMINISTRATION-INTERNAL)
SUMMARY OF COMPLIANCE STATUS**

Date: September 26, 2016

SUPERINTENDENT CERTIFICATION

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

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

Executive Summary:

This report monitors OE-6 (Internal) policy for July 1, 2015 - June 30, 2016. This monitoring report relates to compliance with expectations that the District administration pays bills on time, pays employees accurately and on time, that we collect what is owed to us, and legal review be completed on major contracts. In addition, purchases are to be based on price and quality using bidding processes while making attempts to use local vendors. The Board has also required that they must approve all major purchases and debt issuances. Finally, reports must be provided to the Board on monthly revenues, expenses, and grant awards.

This monitoring report is recommended to the Board as "In Compliance". Just as was reported last year, Section 6.12 (Indicator 2), which relates to purchases utilizing a bid process, is reported as being in compliance with one minor exception. One purchase order, out of 305, did not use bids or quotes and exceeded the \$10,000 threshold by \$234.

Areas of compliance include:

- 100% of payrolls were promptly paid when due. Payrolls were run with 99.967% accuracy.
- 99.67% of purchases were based on comparative prices and considered cost and quality.
- 100% of state and federal revenues were collected. The write-off for non-payment of student fines and fees was only 1.76%.
- The Board of Education approved all debt issuances and major new contracted expenditures over \$100,000.

Signed:  Date: 9/27/2016
Superintendent

BOARD OF EDUCATION ACTION

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

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

Summary statement/motion of the Board

Mr. Wittke moved, Mr. Hanser seconded, to accept the Operational Expectations-6 Monitoring Report as in compliance. All were in favor. The motion to approve passed.

Signed:  Date: 9/27/2016
Board President



Racine Unified School District
Operational Expectations Monitoring Report
DATE: September 26, 2016

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 6.23: 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, and make a reasonable effort to utilize local vendors when possible. 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>
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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: 77,218 payroll checks and direct deposits were run with 99.967% accuracy. (See Appendix A)	
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 2015-16.	
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>
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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 or those that originally were expected to be under \$10,000 but eventually exceeded that amount by 10% or less.
- 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 more than \$10,000 use RFP, RFI, RFQ, bids or quotes for purchasing decisions.</p>	<p>In Compliance with 1 Exception</p>
<p>Evidence: 305 purchase orders over \$10,000 were issued. Of the 305 purchase orders, only one did not use bids or quotes (not including Sole/Single Source and Professional Services exemptions). The 1 exception was for \$10,234.54 of materials purchased from First Supply by the Building and Grounds Department. Bids were not used because, per the department director, the time-frame did not allow for other bids/quotes. Work was already completed on the maintenance project prior to requisition approval. It has been a practice for internal maintenance projects to acquire materials from First Supply as needed. <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 2015-16, three RFPs and nine 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>a. Reasonable efforts will be made to use local businesses that are owned by women, minorities, veterans, disabled individuals or local residents of the school district.</p>	<p><i>In Compliance</i></p>
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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 2015-16, there were 56 purchase orders that exceeded \$100,000, all of which were approved by the Board of Education, with the exception of 4, which were for on-going services for which BOE approval in the distant past is uncertain. (<i>See Appendix B</i>)</p> <ul style="list-style-type: none"> ● 29 of the purchases utilized a bidding, RFP or IFB process ● 12 were sole or single source providers ● 5 were a continuation of ongoing services previously approved by the Board ● 9 were part of cooperative purchasing contracts 	
<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 2015-16, there were 249 purchases valued \$10,000 - \$100,000. All original purchase orders \$10,000 - \$100,000 utilized a bid, RFP, RFQ, cooperative agreement, blanket PO or textbook adoption process. A quote was obtained by a contractor on our behalf, as noted below. (<i>See Appendix C</i>)</p> <ul style="list-style-type: none"> ● Note: Quotes for trade work were obtained by contractor on our behalf. Purchase order was for those (combined) services. 	

<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>
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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 1: Personal service agreements over \$50,000 for non-Teaching and Learning will have an RFI, RFP, State contract or be approved by the Board of Education.</p>	<p>In Compliance</p>
<p>Evidence: During the calendar year 2015, there were three 1099's issued over \$50,000.</p> <ul style="list-style-type: none"> ● RAZA of Racine, LLC: Bids received/Board approved (POs 128567, 131689) ● Education Elements Inc.: Board approved (PO 128792) ● Wisconsin Family Ties Inc.: Sole Source Vendor (DPI & Federal Government Approved) (PO 129316) 	
<p>Indicator 2: Professional services 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: There were five professional service agreements over \$50,000 all of which are exempt from competitive bidding requirements due to being temporary personnel services.</p> <ul style="list-style-type: none"> ● Lakeview Neuro Rehab Center: renewed services ● Soliant Health: renewed services/temporary personnel services ● Gordon Flesch Company: temporary personnel services ● All Source Recruiting Group: temporary personnel services ● Patina Solutions Group: temporary personnel services <p><i>(See Appendix B)</i></p>	

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

<p>Indicator 1: All State aid, local property taxes and Federal aid due to the District is collected.</p>	<p>In Compliance</p>
<p>Evidence: 100% of State aid and local property taxes were collected.</p>	
<p>Indicator 2: The write-off for nonpayment of student fines and fees and other receivables is less than 5% per year.</p>	<p>In Compliance</p>
<p>Evidence: Write-off of receivables, including student fines and fees, was at 1.76%. (See Appendix F)</p>	

<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>
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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: 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 16, 2015.</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>
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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 issued by the Purchasing Department are advertised locally to notify vendors of opportunity to bid.</p>	<p>In Compliance</p>
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Evidence: 100% of RFPs were advertised in the Racine Journal Times and posted to the District website.

Note: Indicator for percent of local purchases excluded in this monitoring report, which is different from last year’s report. See action plan for setting up system for tracking local bidders so this can be reported to the Board. Guidance would be helpful from BOE.

6.18 The superintendent may not: Indebt the organization.	<i>In Compliance</i>
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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
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Evidence: All debt issuances and authorizations for the 2015-16 school year were approved by the Board.

- \$28.09 million GO Bonds – BOE approved 12/7/15.
- \$5.225 million State Trust Fund Loan - BOE approved 4/18/16.
- \$15 million authorization for cash flow borrowing – BOE approved 9/28/16

<p>6.19 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>
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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: All vendor payments above \$100,000 are listed. <i>(See Appendix C)</i></p>	
<p>Indicator 2: Expenditures over \$100,000 that were approved by the Board were included as an agenda item sent to the Board 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 on the Board agenda as an action item sent to the Board 7 days in advance of the meeting. Materials related to the items are subsequently included in the Board packet.</p>	

<p>6.20 The superintendent may not: Execute a contract which includes financial incentives to a third party without Board approval.</p>	<p><i>In Compliance</i></p>
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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.

<p>Indicator: The District did not enter into any incentive contracts.</p>	<p>In Compliance</p>
<p>Evidence: No incentive contracts were entered into during 2015-16 fiscal year.</p>	

<p>6.21 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>
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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>
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<p>Evidence: All major new contracts were submitted to the District’s legal counsel for review. <i>(See Appendix H)</i></p>	
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<p>6.22 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>
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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. (See Appendix C)</p>	

<p>6.23 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>
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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: 100% of new grants above \$50,000 are approved through the Board Consent Agenda.</p>	<p>In Compliance</p>
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Evidence: All new grants above \$50,000 during the 2015-16 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 improve upon areas of compliance in OE-6 (Internal). The 2016-17 action plan includes:

6.15: Further utilize tools included in Infinite Campus to improve fee collection and expand upon online fee payment system.

6.17: Starting with the 2016-17 year, RFP/IFB bids over \$100,000 will be tracked to indicate how many local bids were received.

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

NOTE: The superintendent requests that the Board to 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).

6.12 & 6.13: The superintendent requests that the Board update policies that require bids or quotes for purchases over \$10,000 and increase the threshold to at least \$15,000. Authorizing this change can expedite the process for smaller purchases and allow staff to focus on high cost requisitions.



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

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

Date: October 17, 2016

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:

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

Executive Summary:

This report monitors OE-4 policy for July 1, 2015 –September 30, 2016.

The Office of Human Capital is working to improve compliance with Operational Expectation (OE) 4, Personnel Administration. Last year’s monitoring report showed compliance in 12 areas of OE-4. This monitoring report demonstrates compliance in ten areas of OE-4.

Ongoing contributing factors to non-compliance in sections 4.3 and 4.11 are based on state law that requires all staff assigned to certificated positions be appropriately licensed for their assignments. Due to the national teacher shortage in special education, bilingual education, math, reading, technical education and science, like many other district, we have not met this requirement. Until colleges/universities graduate enough teacher candidates in these areas to keep up with the demand this section of the monitoring report will continue to be non-compliant.

The Office of Human Capital continues to build upon the District evaluation processes to address non-compliance in sections 4.9 and 4.10. We are implementing a comprehensive electronic performance management system with appropriate evaluation instruments for all employee groups. As this process becomes established and implemented compliance in these sections will increase.

This monitoring report is being submitted “In Compliance with Exception”.


Specifically, areas not in compliance include:

Section 4.3: Title I staff is qualified for their job.

Section 4.9: Staff evaluations will be completed annually combining performance and department goals/objectives that are aligned to Operational Expectations for respective Office/Department.

Section 4.10: Principal and Teacher evaluations will have an overall rating which measures professional practice and student achievement using Education Effectiveness.

Section 4.11: All certificated staff will be licensed for their assignment as required by Wisconsin Department of Public Instruction.

Signed: 
Superintendent

Date: October 20, 2016

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 4 (Personnel Administration), 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

Mr. Hanser moved, Mr. Heckenlively seconded, to approve Operational Expectation-4 (Personnel Administration) as being in compliance with noted exceptions. All were in favor. The motion passed.

Signed: 
Board President

Date: 10/21/2016



Racine Unified School District
Operational Expectations Monitoring Report
DATE: October 17, 2016

OE-4 (PERSONNEL ADMINISTRATION)

The superintendent shall assure best practices in the recruitment, employment, development, evaluation and compensation of District employees 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.

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

<p>Indicator: All new employees successfully cleared all background checks prior to their start date.</p>	<p>In Compliance</p>
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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	Recommended/Hired	Rejected/Not Hired
Administrators	19	2
Teachers	185	0
Educational Assistants	43	0
Secretaries/Clerks	4	0
Building Service Employees	18	0
Substitute Employees	135	0
Total	404	2

<p>4.2 The superintendent will: Conduct background inquiries and checks prior to utilizing the services of any volunteers.</p>	<p><i>In Compliance</i></p>
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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 inquiries 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.

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

Volunteer Applications	Pass	Reject
5910	5040 (85%)	870 (15%)

<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>
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Interpretation: The Board of Education expects the superintendent to develop and implement a comprehensive recruitment plan and selection process that meets 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>In Compliance</p>
<p>Evidence: 100% of all new administrator hires were rehired. 19 new administrators were hired for 2015-16 school year and all were renewed.</p>	
<p>Indicator 2: 95% of all new teacher hires are rehired.</p>	<p>In Compliance</p>
<p>Evidence: 100% of all new teacher hires were rehired. 185 new teachers were hired for 2015-16 school year and all were renewed.</p>	
<p>Indicator 3: 90% of all new support staff hires are rehired.</p>	<p>In Compliance</p>
<p>Evidence: 90% of all new support staff hires were rehired. 43 new support staff were hired for 2015-16 school year 39 and were retained.</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>Not In Compliance</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 33 teachers.</p>	
<p>Indicator 5: The diversity percentage of staff increases annually.</p>	<p>Not In Compliance</p>
<p>Evidence: The diversity of staff decreased by 12.91% from 2014-15. (See chart below)</p>	

Diversity Percentage of Staff

Year	White	African American	Hispanic	Two or More Ethnicities	Asian
2014-15	70.80%	15.10%	10.68%	3.13%	3.00%
2015-16	81%	9%	7%	1%	2%
% of Change	10.2%	-6.1%	-3.68%	-2.13%	-1%

Year	% Minority
2014-15	31.91
2015-16	19
% of Change	-12.91

Student to Staff Percentage

2016-16	White	African American	Hispanic	Two or More Ethnicities	Asian
Students	42%	29 %	26%	1%	2%
Total Staff	81%	9%	7%	1%	2%

4.4 The superintendent will: Administer clear personnel rules and procedures for employees.	<i>In Compliance</i>
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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.	In Compliance
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.	In Compliance
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	2	0	1	1
Racine Educational Assistants Association	1	0	1	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>
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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: All formal complaints (dismissal hearing, EEOC cases, etc.) resulted in settlement or ruling in the District’s favor.	In Compliance
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	2	2	0	0
Workplace Bullying	0	0	0	0

4.6 The superintendent will: Maintain accurate job descriptions for all staff positions.	<i>In Compliance</i>
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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.	In Compliance
Evidence: 100% of job descriptions 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.	In Compliance
Evidence: 100% of job descriptions were reviewed/developed for alignment of roles and responsibilities for the Chief of Human Capital, Chief Information Office and Deputy Superintendent 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>
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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.	In Compliance
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.	In Compliance
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>
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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.

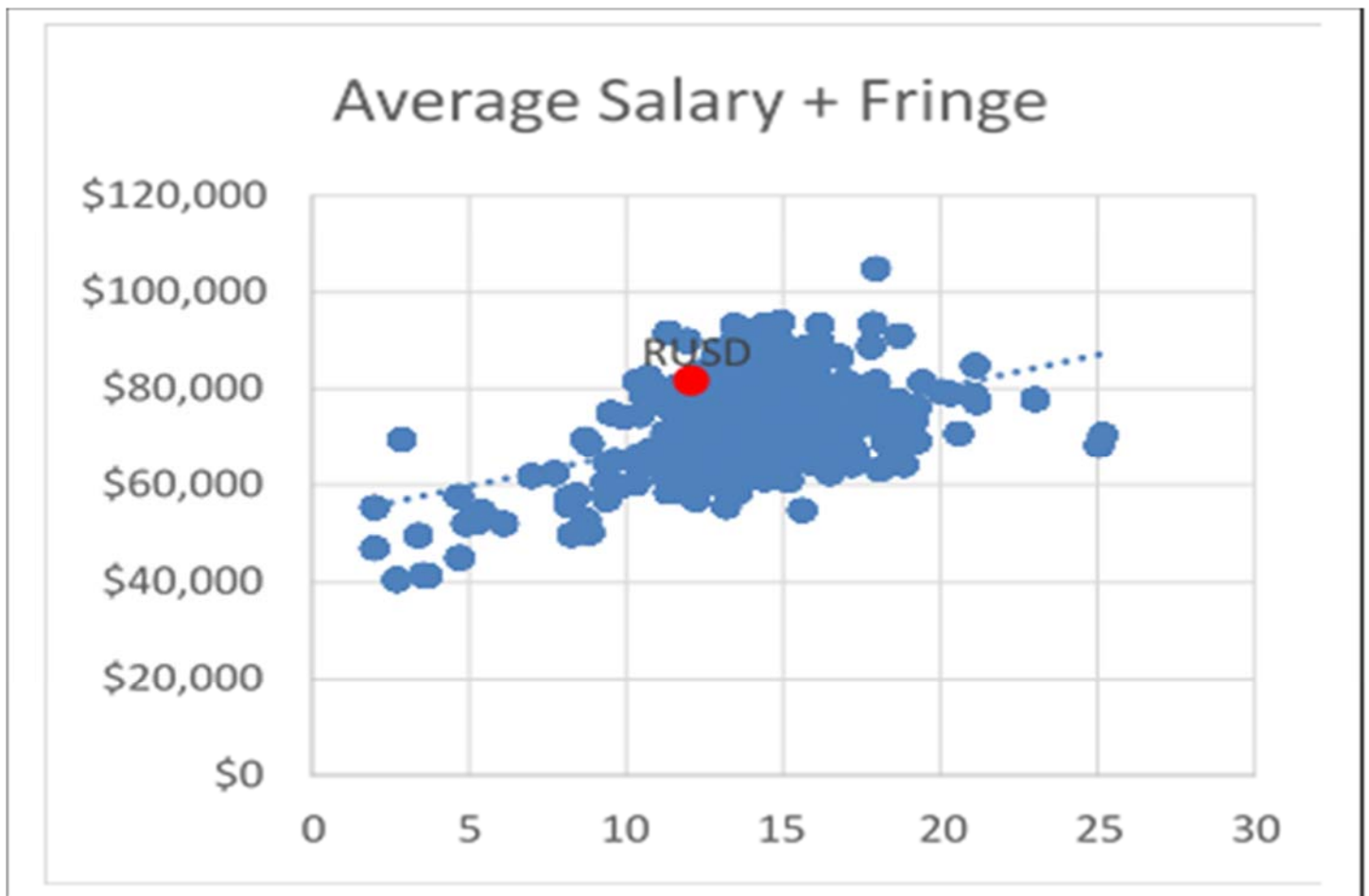
<p>Indicator 1: The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to peer Districts and geographically.</p>	<p>In Compliance</p>
<p>Evidence: The District ranks in the top 33% in the state when combining salary and fringe benefits as indicated on the Department of Public Instruction 2014-15 salary data report. <i>(See chart below)</i></p>	
<p>Indicator 2: The District will rank among the in the top 33% of salaries for principals and assistant principals in comparison to peer districts and geographically.</p>	<p>In Compliance</p>
<p>Evidence: The Department of Public Instruction salary data report 2014-15 and the comparable data collected by the Office of Human Capital in March, 2016 indicates the District is among the top 33% for principals and assistant principals.</p>	
<p>Indicator 3: The District’s average salaries for all other employee groups will benchmarked to the market to confirm salaries remain competitive.</p>	<p>In Compliance</p>
<p>Evidence: Comparable data collected by the Office of Human Capital in March, 2016 and CESA I School District Salary Survey, Wisconsin Department of Public Instruction Salary Data, Towers Watson Salary Surveys, CompData Benchmark Pro, Mercer Salary Surveys confirms the District’s salaries are competitive.</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>In Compliance</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 2014-2015 Salary Data*

Ranking	School District	Lowest Salary	Highest Salary	Average Salary	Average Fringe	Average Local Experience	Average Total Experience	Average Salary + Fringe
1	Kenosha	\$28,445.00	\$78,396.00	\$63,153.00	\$19,073.00	14.29	15.21	\$82,226.00
2	Sheboygan Area	\$30,541.00	\$90,099.00	\$61,914.00	\$26,402.00	14.19	14.19	\$88,316.00
3	Waukesha	\$40,556.00	\$90,887.00	\$61,464.00	\$22,226.00	11.54	14.47	\$83,690.00
4	Fond du Lac	\$37,000.00	\$74,855.00	\$58,248.00	\$24,851.00	13	15.5	\$83,099.00
5	La Crosse	\$24,790.00	\$82,495.00	\$57,056.00	\$20,540.00	12.51	14.7	\$77,596.00
6	Racine Unified	\$38,517.00	\$72,538.00	\$57,026.00	\$24,825.00	10.29	12.06	\$81,851.00
7	Janesville	\$36,000.00	\$78,605.00	\$55,239.00	\$14,827.00	11.27	13.45	\$70,066.00
8	Madison Metropolitan	\$32,109.00	\$82,048.00	\$53,714.00	\$21,976.00	10.88	13	\$75,690.00
9	Green Bay Area Public	\$25,960.00	\$78,929.00	\$53,204.00	\$21,430.00	12.02	14.52	\$74,634.00
10	West Allis-West Milwaukee	\$41,915.00	\$74,903.00	\$51,850.00	\$23,094.00	7.49	9.5	\$74,944.00
11	Oshkosh Area	\$33,019.00	\$79,807.00	\$50,500.00	\$22,243.00	10.12	11.6	\$72,743.00
12	Milwaukee	\$23,038.00	\$94,503.00	\$40,138.00	\$18,464.00	11.58	12.04	\$58,602.00

*Range for lowest to highest salary is 95% - 145% FTE.

Source: Extract Department of Public Instruction Website



<p>4.9 The superintendent will: Annually evaluate all employee performance with evaluation instruments that are aligned to department goals and <i>Operational Expectations</i>. Employee evaluations will measure progress toward achieving the Board’s <i>Results</i> policies as well as document excellent and unsatisfactory performance.</p>	<p><i>Not In Compliance</i></p>
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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.
- Unsatisfactory performance: A rating on the evaluation tools that initiates the development of a performance improvement plan (PIP).

<p>Indicator 1: 95% of classroom teachers, in their summary year, are evaluated with Educator Effectiveness tool.</p>	<p>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 72% of teachers were evaluated during their summary year using the corresponding evaluation tool for their employee group. (476 out of 662 teachers) <ul style="list-style-type: none"> ○ 75% of classroom teachers were evaluated using Educator Effectiveness, in their summary year, were evaluated through combining the teacher’s practice and student learning objectives. <ul style="list-style-type: none"> ▪ 426 out of 567 classroom teachers were evaluated in their summary year. ○ 53% of instructional support teachers were evaluated using the RUSD Teacher Inventory for Improvement, in their summary year were evaluated on their overall teacher practice. <ul style="list-style-type: none"> ▪ 50 out of 95 instructional support staff were evaluated in their summary year 	
<p>Indicator 2: 100% of building administrators are evaluated annually combining performance and student achievement data for an overall evaluation rating.</p>	<p>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 54% of building administrators were evaluated, in their summary year combining leadership practice and student learning objective for an overall evaluation rating. <ul style="list-style-type: none"> ○ 14 out of 26 building administrators were evaluated in their summary year. 	
<p>Indicator 3: 95% 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>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 21% of District-level administrators were evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations. <ul style="list-style-type: none"> ○ 21 out of 102 district level administrators were evaluated. • 58% of instructional support staff were evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations. <ul style="list-style-type: none"> ○ 256 out of 442 Educational Assistances were evaluated. 	

<p>Indicator 4: 95% 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>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 56% of non-academic personnel responsible for supporting the instructional program and daily operations of the District were evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations. <ul style="list-style-type: none"> ○ 68 of 149 clerical employees were evaluated ○ 121 of 190 Building Service Employees were evaluated 	
<p>Indicator 5: The number of teachers and staff receiving Encore awards for demonstrated excellence and improving student results will increase each year.</p>	<p>In Compliance</p>
<p>Evidence: The number of teachers and staff receiving Encore awards increased 18%.</p>	

ENCORE AWARDS

School Year	Teachers	Support Staff
2013-14	117	N/A
2014-15	128	N/A
2015-16	130	25

<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>Not in Compliance</p>
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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: 95% of all principals in their summary year will receive an overall rating which measures professional practice and school achievement using Educator Effectiveness.</p>	<p>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 54% of principal evaluations indicated success in meeting School Learning Objective goals as evidence by Educator Effectiveness. 	
<p>Indicator 2: 95% 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>Not In Compliance</p>
<p>Evidence:</p> <ul style="list-style-type: none"> • 75% of classroom teachers in their summary year will receive an overall rating which measures professional practice and Student Learning Objective using Educator Effectiveness. 	
<p>Indicator 3: 95% 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>Not In Compliance</p>
<p>Evidence: District was unable to collect evidence to support this indicator using Teachescape.</p>	

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

<p>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).</p>	<p>Not In Compliance</p>
<p>Evidence: 99% of licensed staff are qualified for their assignments. <i>(Three special education educational assistants were not qualified for their assignment). Source: DPI special education aid audit report.</i></p>	
<p>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).</p>	<p>Not In Compliance</p>
<p>Evidence: 99% 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</p>	
<p>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 assist them in becoming “highly qualified” or fully licensed by the end of the 2015-16 school year.</p>	<p>Not In Compliance</p>
<p>Evidence: 87% of the not “highly qualified” teachers completed a support plan for the 2015-16 school year.</p>	
<p>Indicator 4: All building principals and assistant principals are certified in the Danielson Framework as an Educator Effectiveness evaluator.</p>	<p>In Compliance</p>
<p>Evidence: 100% of all building principals and assistant principals are certified in the Danielson Framework as an Educator Effectiveness evaluator.</p>	
<p>Indicator 5: 100% of non-instructional staff are qualified for their jobs.</p>	<p>In Compliance</p>
<p>Evidence: Personal records maintained in the Department of Human Capital confirm employees have appropriate qualifications and skills for the position they hold.</p>	

<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>
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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: Staff will complete the District Climate Survey.</p>	<p>Baseline</p>
<p>Evidence: 47% 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: 47% either agreed or strongly agreed with the questions as indicated below. (2014-2015 46.39% either agreed or strongly agreed with the questions below)</p>	

District Climate Survey Results Spring 2016 – Baseline Year

Category		Question #	Scale of 1-5
A) Values individual differences of opinion and sharing ideas.	School	16	3.76
	District	15, 17	3.02
B) Reasonably includes people in decisions that affect them.	School	19	3.24
	District	18	2.65
C) Provides open and honest communication in all written and interpersonal interaction.	School	N/A	
	District	N/A	
D) Focuses on common achievement of the Board's Results policies.	School	21	3.70
	District	22	3.36
E) Maintains an open, responsive and welcoming environment.	School	23	3.73
	District	24	3.03
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	25, 27	3.6
	District	26, 28	2.95

4.13 The superintendent may not: Make changes to the Employee Handbook or addenda.	<i>In Compliance</i>
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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.	In Compliance
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Evidence: Changes to two sections of the Employee Handbook and changes to ten sections of the addenda, were recommended 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 November 16, 2015 and July 16, 2016.

4.14 The superintendent may not: Make changes to employee economic benefits.	<i>In Compliance</i>
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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.	In Compliance
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 2016-17 action plan includes:

Section 4.3: 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 Reading, Bilingual and Special Education so as to have 100% of all Title 1 schools staffed with highly qualified staff.

Sections 4.9 and 4.10: Implement an electronic performance management system that will support evaluators in tracking and managing their caseloads while also providing district level reports for accountability.

Section 4.11: 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.

Section 4.12: The District will conduct an all staff Climate Survey in December 2016 to monitor improvement.

Capacity Building to improve results on all OE's:

1. Formulate compensation work groups to review and update teacher salary schedules to position RUSD to remain competitive and in alignment with industry norms.
2. 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.
3. Create and implement a teacher residency program in collaboration with Wisconsin Department of Instruction and the University of Wisconsin.
4. Develop and implement a teacher pathway for current employees and new hires that interested in becoming teachers to meet the ongoing teacher staffing needs and diversity goals of the District.
5. 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 2016-17 school year for implementation at the start of the 2017-18 school year.
6. 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.



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

**OE-9 (COMMUNICATING WITH AND TREATMENT OF
EXTERNAL STAKEHOLDERS)
SUMMARY OF COMPLIANCE STATUS**

Date: October 17, 2016

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:

<u>XXX</u>	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, 2015-August 31, 2016. This monitoring report is "In Compliance."

Expanded work this year will include:

- In 2016-2017, the Office of Communication and Community Engagement will lead three major initiatives and efforts to engage our staff and community in two-way dialogue:
 1. Middle School Transformation (Thoughtexchange)
 2. School Start & End Times – follow-up and roll out
 3. Completion and roll out of *Raising Racine 2022*
- The Office of Communication and Community Engagement will continue to gather feedback from staff and community through the Studer Surveys, which focus on a model of continuous improvement.
- The Office of Communication and Community Engagement will develop an RUSD cell phone app for students and families to launch in 2017.

Signed:
Superintendent

Date: October 20, 2016

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 9 (Communicating with and Treatment of External Stakeholders), the Board:

<u>XXX</u>	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. Hanser moved, Mr. Nielsen seconded, to accept Operational Expectation-9 (Communicating with and Treatment of External Stakeholders) as in compliance. All were in favor. The motion passed.

Signed:
Board President

Date: 10/21/2016



Racine Unified School District
Operational Expectations Monitoring Report
DATE: October 17, 2016

**OE-9 (COMMUNICATING WITH AND TREATMENT OF
EXTERNAL STAKEHOLDERS)**

The superintendent shall assure that the public is adequately informed about the condition and direction of the District.

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:

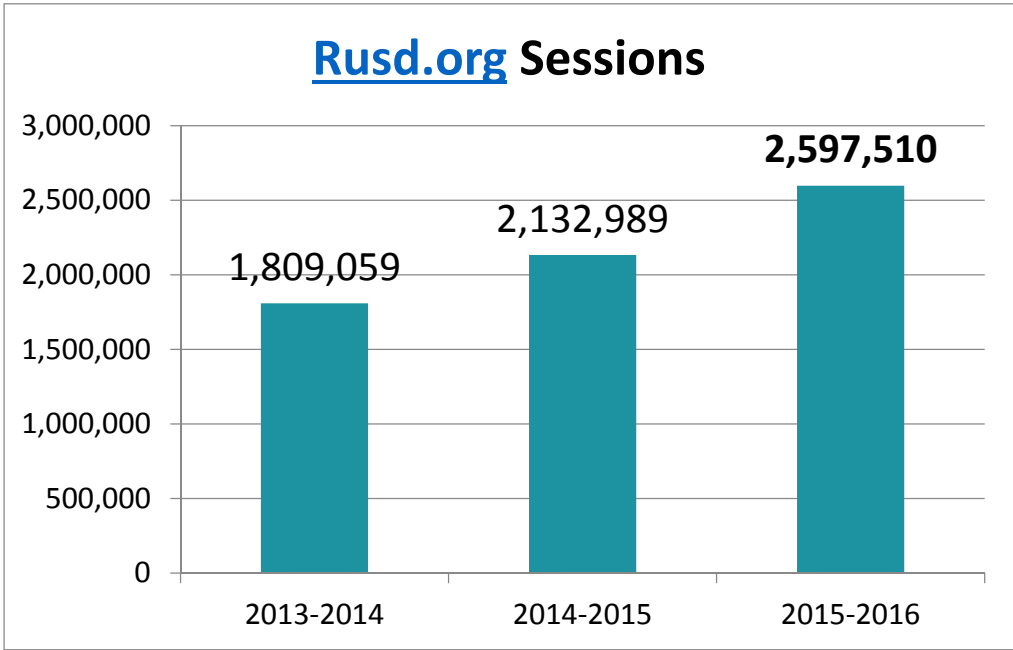
- **Public:** All District families and community stakeholders including, but not limited to the business community, collaborative partners, civic groups, minority communities and faith groups.
- **Condition of the District:** Current state of instruction and curriculum, student achievement, financial 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><i>In Compliance</i></p>
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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.

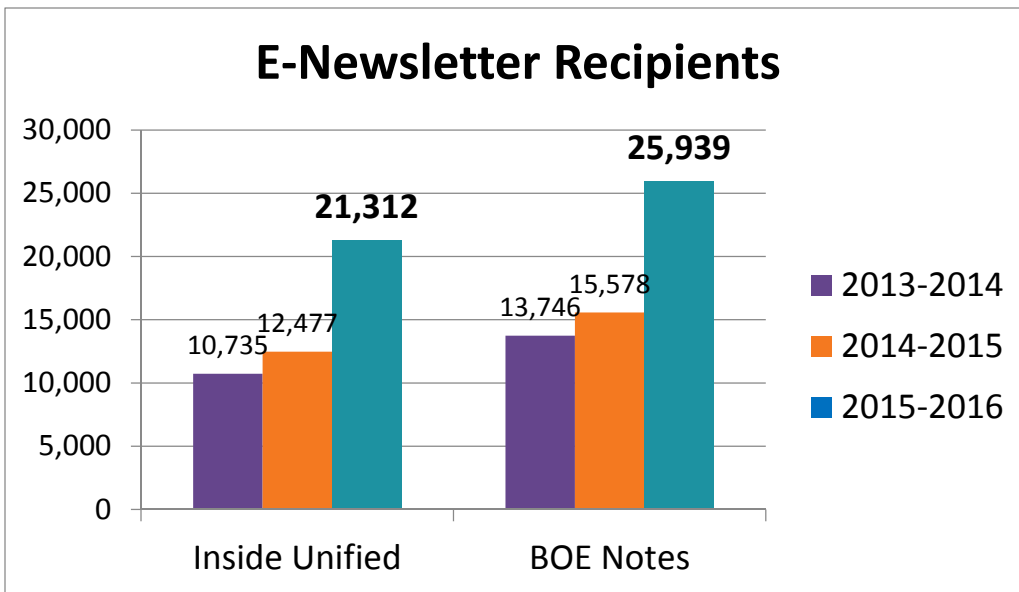
<p>Indicator 1: (TIMELY COMMUNICATION) The mean score of parents whose survey responses indicate that the communication they receive and communication they have with RUSD is timely increases year over year.</p>	<p>Baseline</p>
<p>Evidence: On a 5-point scale, the overall mean for District parents who took the survey was 3.73.</p>	
<p>Indicator 2: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) The number of sessions (visits) on the District website increases year over year by five (5) percent.</p>	<p>In compliance</p>
<p>Evidence: 2,597,510 sessions in 2015-16, a <u>22 percent increase</u> (464,521 more sessions) over the previous year.</p>	



Indicator 3: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) The number of people who receive the District’s electronic newsletters including BOE Notes and Inside Unified increases yearly by five (5) percent.	In Compliance
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Evidence:

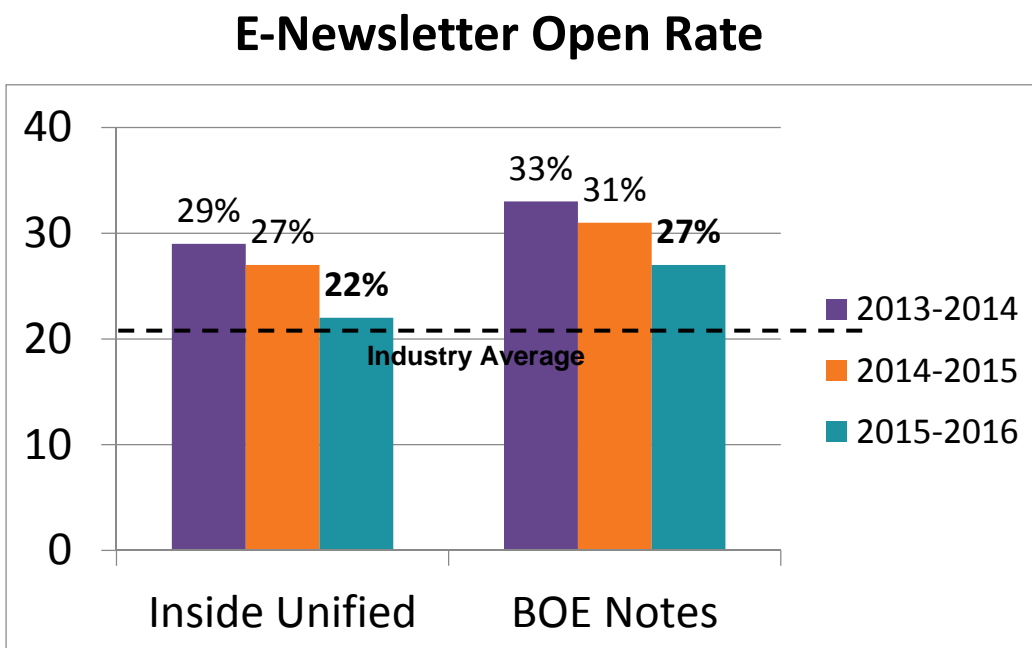
- Inside Unified (District e-newsletter): **Increase of 70% or 8,835 recipients** over 2014-15.
- Board of Education Notes (e-newsletter): **Increase of 67% or 10,361 recipients** over 2014-15.



Indicator 4: (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 21 percent.	In Compliance
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Evidence:

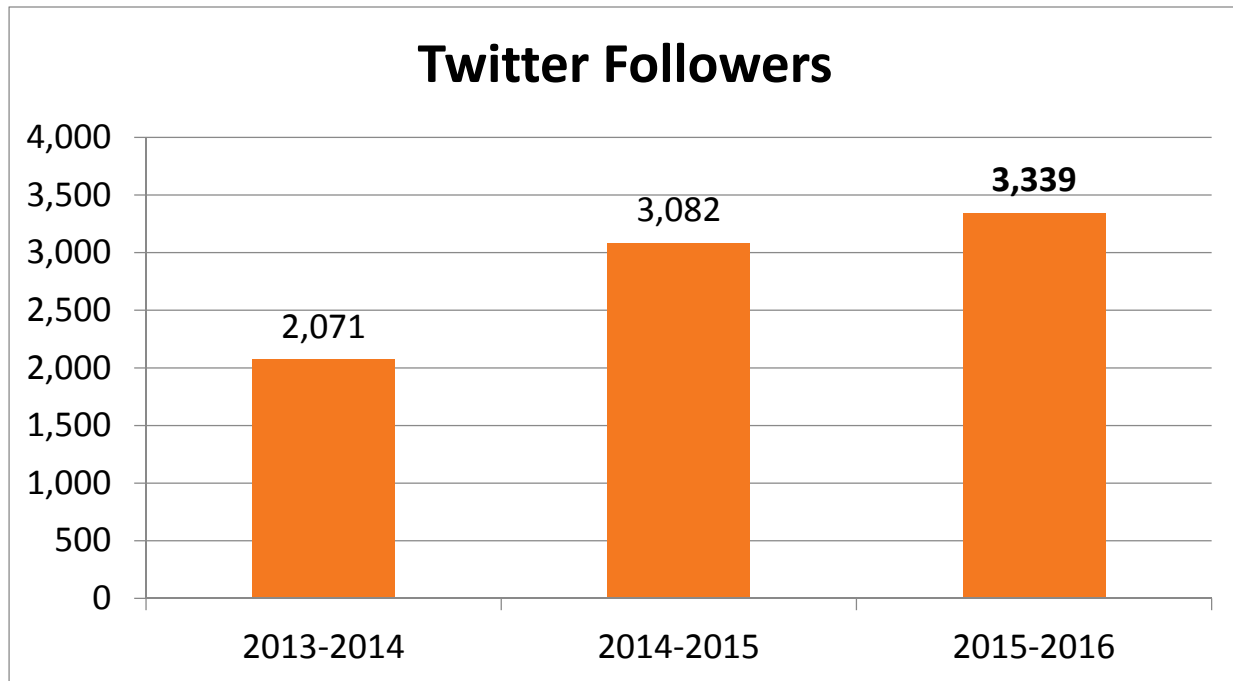
- Average open rate for Inside Unified e-newsletter is **22%** (1% higher than industry average).
- Average open rate for BOE Notes e-newsletter is **27%** (6% higher than industry average).



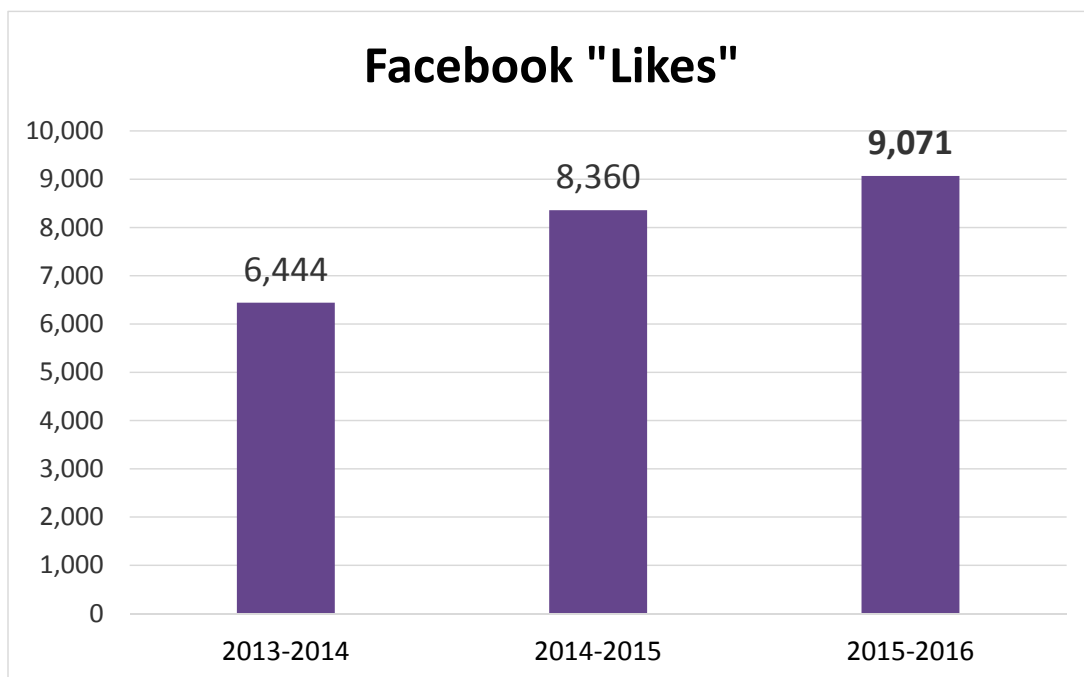
Indicator 5: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) Each year, the number of parents and community members who follow the District via social media (Twitter, Facebook) increases by 5 percent.

In Compliance

Evidence 1: 3,339 followers on Twitter; an increase of 8% or 257 followers.



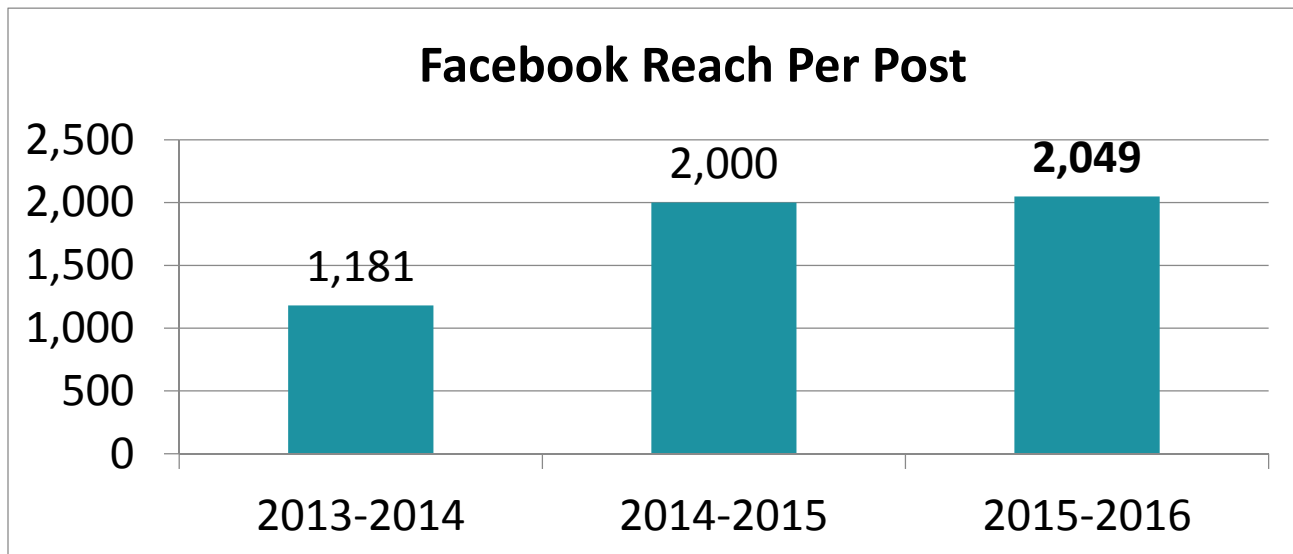
Evidence 2: More than 9,071 "likes" on our Facebook page, an increase of 8.5% or 711 "likes" from 2014-2015.



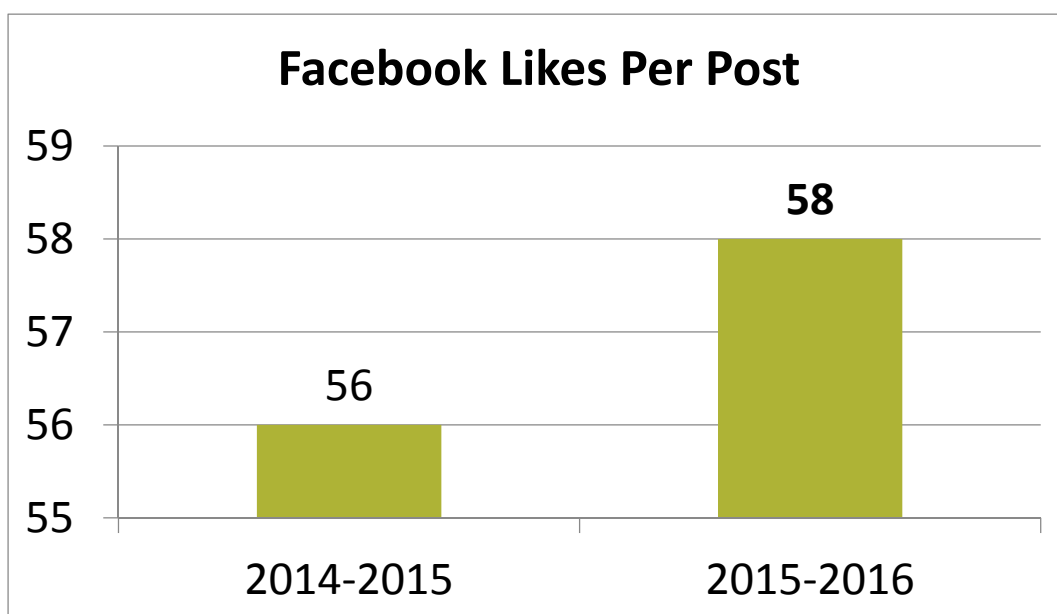
Indicator 6: (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) Each year, the average number of users reached by each Facebook post increases each year.

In Compliance

Evidence 1: Average “post reach” has increased by nearly 2.5 percent in the past year. Post reach is the total average number of people who see each of the District’s Facebook posts.



Evidence 2: This year we increased the average likes per post on Facebook by 3.6 percent from 56 to 58 average likes per post. This is the average number of people who like our Facebook posts.



Indicator 7: (INPUT/TWO-WAY DIALOGUE) The superintendent seeks input from and dialogue with community stakeholders and organizations at least 18 times per year.	In Compliance
Evidence: The superintendent presented to and engaged in dialogue at 54 meetings and events with community stakeholders and organizations during the 2015-2016 school year. See <i>Appendix A</i> .	

<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> <ul style="list-style-type: none"> a. Data indicating student progress toward accomplishing the Board’s <i>Results</i> policies; b. Information about School District strategies, programs and operations intended to accomplish the Board’s <i>Results</i> policies; c. Revenues, expenditures and costs of major programs and a review of the District’s financial condition. 	<i>In Compliance</i>
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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.

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.	In Compliance
Evidence: A published FY16 annual budget proposal and final budget were submitted to the Board of Education and posted here: http://www.rusd.org/district/budget-documents .	
Indicator 2: A link to the Annual School District Performance Report is posted annually to the District website for public review.	In Compliance
Evidence: The Annual School District Performance Report is available here: http://www.rusd.org/district/annual-school-performance-report .	
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.	In Compliance
<p>Evidence: The 2015 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. 10, 2015 • To local organizations (Racine Board of Realtors, United Way, etc.) 	
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.	In Compliance
Evidence: All BOE monthly business meetings were recorded and aired on District cable channel 20 (Time Warner).	

<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. The superintendent seeks additional opportunities to share results publicly.</p>	<p>In Compliance</p>
<p>Evidence: On several dates, Superintendent Haws and the chiefs made public presentations of the three-year <i>Raising Racine</i> plan and current progress and results.</p> <ul style="list-style-type: none"> • September 10, 2015 – Racine Taxpayers Association • September 29, 2015 – REMAX Newport • October 13, 2015 – RAMAC President’s Council • October 14, 2015 – West Racine Kiwanis • November 12, 2015 – Coming Together Racine • January 12, 2016 – Leadership Racine • July 26, 2016 – Local Community & Business Leaders (Wingspread) • July 27, 2016 – Young Professionals of Racine • August 2, 2016 – Elected Officials (Wingspread) 	
<p>Evidence: Raising Racine progress reports are also available on the District website: http://www.rusd.org/district/progress-reports</p>	
<p>Evidence: RUSD published a summary of <i>Raising Racine</i> Year 2 Results via an advertisement in the Oct. 25 Journal Times newspaper.</p>	

<p>9.3 The superintendent will: Effectively handle complaints.</p>	<p><i>In Compliance</i></p>
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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.

<p>Indicator 1: The Parent/Customer Complaint Forms and instructions are readily accessible to stakeholders.</p>	<p>In Compliance</p>
<p>Evidence: The Parent/Customer Complaint Form and instructions are accessible to all stakeholders via the District website: http://www.rusd.org/district/forms.</p>	
<p>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.</p>	<p>In Compliance</p>
<p>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>	

<p>9.4 The Superintendent will: Maintain an organizational culture that:</p> <ol style="list-style-type: none"> Treats all people with respect, dignity and courtesy; Values individual differences of opinion; Reasonably includes people in decisions that affect them; Provides timely and accurate 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. 	<p><i>In compliance</i></p>
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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>
<p>Evidence: The Superintendent Advisory Council meets monthly and has 70 active members representing various stakeholder groups. The Referendum Advisory Councils meet regularly (dependent on project needs) and are comprised of more than 250 active members representing various stakeholder groups on the following committees:</p> <ul style="list-style-type: none"> • Land Use – 6 members • Deferred Maintenance – 56 members • Sportsplex Feasibility – 23 • Olympia Brown – 39 members • Gifford – 42 members • Knapp – 43 members • Technology Advisory Council – 42 members 	
<p>Indicator 2: The mean score of respondents to the Parent Survey who indicate they feel their perspectives and opinions are valued by the District will increase every year.</p>	<p>Baseline</p>
<p>Evidence: On a scale of 1-5, the mean score for parents who took the survey was 3.3.</p>	
<p>Indicator 3: The mean score of respondents to the Parent Survey indicating that the District provides them with opportunities to give their input on decisions that will impact them/their child increases year over year.</p>	<p>Baseline</p>
<p>Evidence: On a scale of 1-5, the mean score for parents who took the survey was 3.55.</p>	
<p>Indicator 4: The mean score of respondents to the Parent Survey indicating that the District’s main focus is on preparing students in the following areas: Academic, Workplace Skills, Global Citizenship and Life Skills increases year over year.</p>	<p>Baseline</p>
<p>Evidence: On a scale of 1-5, the mean score for parents who took the survey was 3.55.</p>	

Indicator 5: The mean score of respondents to the Parent Survey indicate that when they visit their child’s school they feel welcome increases each year.	Baseline
Evidence: On a scale of 1-5, the mean score for parents who took the survey was 4.25.	
Indicator 6: The mean score of respondents to the Parent Survey indicate that when they visit their child’s school they are treated with respect will increase each year.	Baseline
Evidence: On a scale of 1-5, the mean score for parents who took the survey was 4.3.	
Indicator 7: The Superintendent will provide opportunities to include people in decisions that affect them.	In Compliance
Evidence: In winter 2016, the District engaged more than 8,450 stakeholders in gathering feedback on proposed changes to school start and end times.	

9.5 The superintendent may not: Take any action that damages the district’s public image or credibility.	<i>In compliance</i>
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Interpretation: The Board of Education expects the superintendent to ensure that decisions, processes and practices align with the District’s North Star vision and reflect the District’s Core Values. In addition, the superintendent supports and promotes credibility and a positive public image of the District through positive communication efforts, providing opportunities for public input and supporting positive school cultures.

Indicator 1: News coverage of District events and operations provide a positive public image of the district.	In compliance
Evidence: Of 1,368 media stories, mentions and posts on social media, 306 were positive, 822 were neutral and 240 were negative. <i>This is the first year of using this tool (Meltwater) which relies on computer software to determine news story sentiment. Beginning in fall 2016, we are working to review each story to ensure accurate sentiment tracking.</i>	
Indicator 2: Public opinion of RUSD schools as represented on the RUSD annual Parent Survey are positive and increase each year.	Baseline
Evidence: On the parent survey, the mean score in response to the statement “I am proud to say I have a child at this school” was 4.12 (on a 5-point scale).	
Evidence: On the parent survey, the mean score in response to the statement “I would recommend this school to other parents” was 4.07 (on a 5-point scale).	
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>	
Indicator 4: Superintendent consistently communicates information and messages about the District’s progress, goals and initiatives via Twitter, and increasing followers each year.	Baseline
Evidence: In her first year actively engaging the community via Twitter, Superintendent Dr. Haws garnered 308 followers.	

Capacity Building:

- In 2016-2017, the Office of Communication and Community Engagement will lead three major initiatives and efforts to engage our staff and community in two-way dialogue:
 1. Middle School Transformation (Thoughtexchange)
 2. School Start & End Times – follow-up and roll out
 3. Completion and roll out of *Raising Racine 2022*
- The Office of Communication and Community Engagement will continue to gather feedback from staff and community through the Studer Surveys, which focus on a model of continuous improvement.
- The Office of Communication and Community Engagement will develop an RUSD cell phone app for students and families to launch in 2017.

Appendix A

Community Conversations About the District September 1, 2015 - August 31, 2016

Date	Organization	Topic	Total
Sept-Aug	Parent Key Communicators		7
Sept-Aug	Superintendent's Advisory Council		12
9/8/15	Rep. Jesse Rodriguez	Urban Education Task Force	1
9/10/15	Racine Taxpayers' Assn	Raising Racine Y2 & Budget update	1
9/29/15	REMAX Newport	Raising Racine Y2 & Budget update	1
10/13/15	RAMAC President's Council	Raising Racine Y2 & Budget update	1
10/13/15	Urban Education Task Force		1
10/14/15	West Racine Kiwanis	Raising Racine Y2 & Budget update	1
10/16/15	Bill & Karen Boyd Lunch	General RUSD Updates	1
10/26/15	Project CAPE	High School Transformation	1
10/28/15	Pastor Ni'a, NAACP	Internet accesas for Racine communit	2
11/12/15	Coming Together Racine	Raising Racine Y2 & Budget update	1
11/20/15	Ernest Ni'a	Desegregation Policy	1
11/20/15	Gloria Rogers	Desegregation Policy	1
11/21/15	Bev Hicks	Desegregation Policy	1
11/21/15	Sturtevant Village President	Possible Montessori	1
1/7/16	County Executive	Partnership Facilities between RUSD & Racine County	1
1/9/2016	Sturtevant Village President	Possible Montessori Follow-up	1
1/12/2016	Leadership Racine	Raising Racine	1
1/13/2016	Bob Ratelis	Ideas for school system	1
1/14/2016	Montessori Team	Discuss possible Montessori	1
1/24/2016	Nora McCue	Career programs in high school	1
1/27/2016	Big Brothers/Big Sisters	How Big Brothers can help RUSD	1
1/28/2016	Robert Quam, Wind Point Village Trustee	Block Scheduling	1
3/1/16	AAUW	Positive things hapenning in RUSD	1
3/3/16	PDK Community Forum on Education	Panelist for Forum on Public Education	1
3/17/16	Jim Eastman	General RUSD Updates	1
3/22/16	NAACP Quaterly Meeting	RUSD Updates, data/progress	1
Jan-April	Diversity & Equity Task Force Meetings	Update District discrimination policy	4
6/13/16	Jonathan Delagrave, County Executive	General RUSD Updates	1
7/26/16	Raising Racine for Local Community & Business Leaders	Raising Racine-Year 3	1
7/27/16	Young Professionals Group	State of District and initiatives of the District	1
8/2/16	Raising Racine for Elected Officials	Raising Racine-Year 3	1
			54
	Done thru 8/31		

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

**Appendix B
Parent Complaints**

		LEVEL 1			LEVEL 2		LEVEL 3
School Year	Tracking #	Rcv'd at ASC	Response Date	Resolved	Complaint Rcv'd At	Complaint Resolved	Received / Resolved
2015-2016	001	7/29/15	8/5/2015	1	7/29/2015	8/17/2015	
2015-2016	002	8/24/15	8/27/2015	1			
2015-2016	003	9/4/15	9/4/2015	1			
2015-2016	004	9/14/15	9/16/2015	1			
2015-2016	005	9/21/15	9/25/2015	1			
2015-2016	006	9/22/15	9/25/2015	1			
2015-2016	007	9/24/15	9/24/2015	1			
2015-2016	008	9/28/15	10/2/2015	1			
2015-2016	009	10/1/15	10/2/2015	1			
2015-2016	010	10/5/15	10/7/2015	1			
2015-2016	011	10/8/15	10/12/2015	1			
2015-2016	012	10/9/15	10/12/2015	1			
2015-2016	013	10/12/15	10/12/2015	1			
2015-2016	014	10/14/15	11/20/2015	1			
2015-2016	015	10/21/15	10/21/2015	1			
2015-2016	016	10/21/15 (end of day)	11/20/2015	1			
2015-2016	017	10/23/15	10/27/2015	1			
2015-2016	018	11/3/15	11/5/2015	1			
2015-2016	019	11/9/15	11/13/2015	1			
2015-2016	020	12/1/15	12/10/2015	1			
2015-2016	021	12/3/15	12/10/2015	1	12/3/2015	12/10/2015	
2015-2016	022	12/9/15	12/15/2015	1			Received 12/9/15
2015-2016	023	12/10/15	12/18/2015	1			

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		LEVEL 1			LEVEL 2		LEVEL 3
School Year	Tracking #	Rcv'd at ASC	Response Date	Resolved	Complaint Rcv'd A	Complaint Resolved	Received / Resolved
2015-2016	024	12/10/15	12/18/2015	1			
2015-2016	025	12/16/15	2/17/2016	1			
2015-2016	026	12/16/15	1/7/2016	1			
2015-2016	027	12/17/15	1/15/2016	1			
2015-2016	028	12/22/15	12/22/2015	1			
2015-2016	029	12/23/15	1/8/2016	1			
2015-2016	030	1/8/16	1/7/2016	1			
2015-2016	031	1/11/16	2/22/2016	1			
2015-2016	032	1/19/16	1/20/2016	1			
2015-2016	033	1/21/16	1/28/2016	1			
2015-2016	034	1/26/16	1/15/2016	1			
2015-2016	035	1/26/16	2/4/2016	1			
2015-2016	036	1/29/16	2/5/2016	1			
2015-2016	037	1/29/16	2/18/2016	1			
2015-2016	038	2/3/16	2/5/2016	1			
2015-2016	039	2/3/16	2/8/2016	1			
2015-2016	040	2/4/16	2/8/2016	1			
2015-2016	041	2/5/16	2/10/2016	1			
2015-2016	042	2/5/16	2/3/2016, 7/28/2016	1			
2015-2016	043	2/8/16	2/9/2016	1			
2015-2016	044	2/8/16	2/11/2016	1			
2015-2016	045	2/9/16	2/11/2016	1			
2015-2016	046	2/11/16	2/11/2016	1			

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		LEVEL 1			LEVEL 2		LEVEL 3
School Year	Tracking #	Rcv'd at ASC	Response Date	Resolved	Complaint Rcv'd A	Complaint Resolved	Received / Resolved
2015-2016	047	2/11/16	2/11/2016	1			
2015-2016	048	2/15/16	2/19/2016	1			
2015-2016	049	2/16/16	2/18/2016	1			
2015-2016	050		3/8/2016	1			
2015-2016	051	3/8/16	3/16/2016	1			
2015-2016	052	3/9/16	3/10/2016	1			
2015-2016	053	3/16/16	3/17/2016	1			
2015-2016	054	3/17/16	3/18/2016	1			
2015-2016	055	3/23/16	4/18/2016	1			
2015-2016	056	4/8/16	4/17/2016	1			
2015-2016	057	4/12/16	4/13/2016	1			
2015-2016	058	4/12/16	6/30/2016	1			
2015-2016	059	4/18/16	Student transferred to Fratt 4/19/16.	1			
2015-2016	060	4/18/16	9/16/2016	1			
2015-2016	061	4/19/16	4/26/2016	1			
2015-2016	062	4/19/16	4/20/2016	1			
2015-2016	063	4/22/16	5/3/2016	1			
2015-2016	064	4/25/16	4/26/2016	1			
2015-2016	065	4/26/16	4/26/2016	1			
2015-2016	066	4/26/16	5/2/2016	1	5/3/2016		
2015-2016	067	4/26/16	Unable to connect w/parent.	1			
2015-2016	068	4/28/16	6/16/2016	1			

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		LEVEL 1			LEVEL 2		LEVEL 3
School Year	Tracking #	Rcv'd at ASC	Response Date	Resolved	Complaint Rcv'd At	Complaint Resolved	Received / Resolved
2015-2016	069	5/2/16	5/2/2016	1			
2015-2016	070	5/6/16	5/13/2016	1			
2015-2016	071	5/10/16	6/1/2016	1			
2015-2016	72	5/12/16	5/17/2016	1	5/19/2016	6/20/2016	
2015-2016	73	5/18/16	5/25/2016	1			
2015-2016	74	5/20/16	5/24/2016	1	5/24/2016	6/10/2016	
2015-2016	75	5/20/16	5/27/2016	1			
2015-2016	76	5/26/16	6/3/2016	1			
2015-2016	77	5/26/16	5/26/2016	1			
2015-2016	78	5/31/16	6/12/2016	1			
2015-2016	79	6/2/16	6/2/2016	1			
2015-2016	80	6/3/16	6/3/2016	1			
2015-2016	81	6/7/16	7/13/2016	1			
2015-2016	82	6/7/16	6/15/2016	1			



Racine Unified School District
Operational Expectations Monitoring Report
OE-3 (FACILITIES)
SUMMARY OF COMPLIANCE STATUS

Date: November 21, 2016

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:

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


Executive Summary:

This report monitors OE-3 policy for September 1, 2015 through August 31, 2016. 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. Last report had 3 sections not in compliance, this year there is only one section not in compliance. That one indicator is Section 3.2: Board Approval and Guidelines. Two (2) of nine (9) projects had the requested data included in the Board Packets. However, all of the information was collected and available for all projects.

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:

- Completion of 3 major construction projects involving construction of two new buildings and a major addition and remodeling at another. (Section 3.1)
- Developed building portfolio plans that detail operational parameters for use by the facility advisory committees to determine long-range planning and future building construction and renovation activities... (Section 3.1)
- Development of improvement plans for grounds appearance, exterior signage, playgrounds, security and accessibility. (Section 3.1)
- Development of plans to identify, prioritize and implement improvements in several key areas. These include the following: Grounds Improvement, Accessibility, Safety and Security, Building Portfolio Reports, and School Signage (November 2015 Capacity Development)
- Collaboration with the Highs School Transformation/Career Academies Committees to identify specific facility and equipment needs for Career Academies. (November 2015 Capacity Development)
- Collaboration 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. (November 2015 Capacity Development)

Signed: 
Superintendent

Date: November 22, 2016

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 3 (Facilities), 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

Mr. Heckenlively moved, Mr. Wittke seconded, to approve the OE-3 on Facilities as in compliance with exceptions as noted. All were in favor. Motion approved.

Signed: 
Board President

Date: 12/5/16



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

DATE: November 21, 2016

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 sufficient 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>In Compliance</i></p>
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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: May 2, 2016 and August 15, 2016. <i>See Appendix A</i></p>	
<p>Indicator 2: A report as to the completion of items from the previous year’s plan will be presented to the Board annually.</p>	<p>In Compliance</p>
<p>Evidence: A list of projects completed in 2015-16 was presented to the Board on August 15, 2016. <i>See Appendix A</i></p>	

<p>3.2 The superintendent will: 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> <ol style="list-style-type: none"> a. Percent of 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>Not in Compliance</i></p>
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Interpretation: The Board of Education expects the superintendent to provide the Board with information related to 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 prior to Board consideration of a construction or renovation project in excess of \$100,000 about

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

<p>Indicator: 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>Not in Compliance</p>
<p>Evidence: A total of 9 projects were brought forward to the Board for approval. Two projects: construction for the Kitchen Build out at ASC#1 and Starbuck MS seating replacement included the board the information collected in criteria identified in sections 3.2 a through h. This information was collected and available for review for the remaining Seven (7) projects but it was not included in the Board packages. <i>See Appendix B</i></p>	

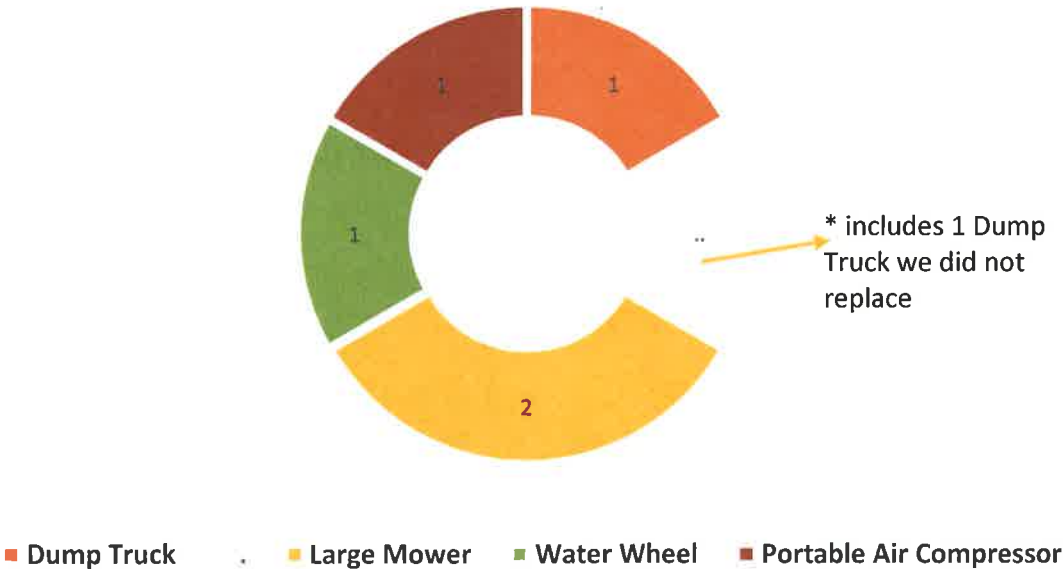
3.3 The superintendent will: Project life-cycle costs as capital decisions are made.	<i>In Compliance</i>
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Interpretation: The Board of Education expects the superintendent to assure the appropriate life-cycle analysis is completed before making decisions 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 2015-16 fiscal year six (6) pieces of equipment were identified for replacement. Five (5) pieces of equipment totaling were replaced. This represents 83% replacement as identified in the plan. <i>See Appendix C.</i>	
Indicator 2: Life-cycle/cost analysis is used to determine capital decisions for facility improvements.	In Compliance
Evidence: No projects met the criteria identified in the interpretation as requiring a life-cycle/cost benefit analysis. The only projects where life-cycle analysis was potentially useful were four (4) paving projects which were analyzed using life-cycle cost analysis. <i>See appendix C.</i>	

Age & Obsolescence- Replaced



3.4 The superintendent will: Assure that facilities are clean and safe.	<i>In Compliance</i>
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Interpretation: The Board of Education expects the superintendent to assure that every school and facility is clean, safe and kept in good repair.

- **Clean:** The facility inspection standard for cleanliness is a minimum of 3 on the Association of Physical Plant Administrators (APPA) Scale for custodial operations.
- **Safe:** Inspections conducted by the local fire departments identify no violations or if violations are found, they are corrected. Internal safety inspections of facilities are conducted on a 3-year cycle are completed and reviewed based on safety, security and prioritized for action and funding with in the calendar year scheduled.
- **Good Repair:** Repair work orders are completed in a timely manner and preventive maintenance is performed on critical equipment to prevent premature failure.

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 323 inspections were conducted by Building Services Supervisors. These inspections were conducted at all facilities and indicated that 97% of the areas inspected were at an APPA rating of level 3 or better. <i>See Appendix D.</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 that 90 days.	In Compliance
Evidence: Of the 12,660 work orders, 52% were completed within 7 days. The overall average completion work order time was 49.6 days. 97% of all work orders are completed within 6 months or less. The data indicates a total reduction of 5% (n=634) in reactive work orders from the 2014-2015 school year. This indicates the effect that the preventive maintenance program and the continued improvement of building conditions has on reducing reactive maintenance requests. <i>See Appendix D.</i>	
Indicator 3: Good Repair: 95% of critical building systems receive preventive maintenance service at prescribed intervals.	In Compliance
Evidence: A total of 2,743 preventive maintenance work requests were completed. This represents 96% of the 2,850 critical building systems received preventive maintenance on schedule. <i>See Appendix D.</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 2015-16 school year. Ten schools are scheduled for safety inspections during the 2016-17. <i>See Appendix D.</i>	
Indicator 5: Safe: A minimum of 3 facilities are added each year until 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.	In Compliance
Evidence: Ten (10) of 32 facilities have vestibule entry controls. This is an increase of 5 from the previous year.	

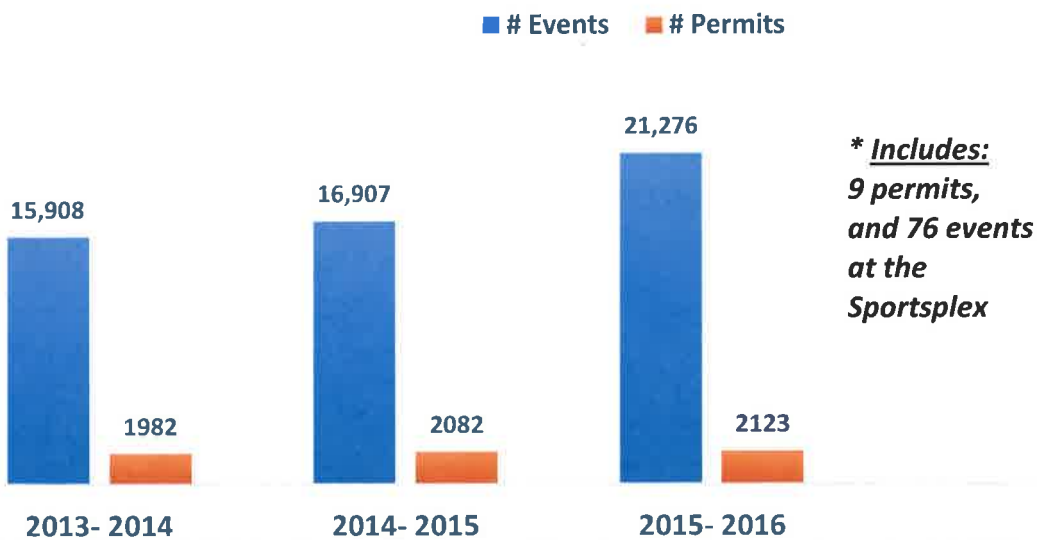
Indicator 6: Safe: The fire department conducts annual safety inspections at all buildings. 100% of identified violations are corrected.	In Compliance
Evidence: The fire department conducted annual safety inspections at all 32 schools and 100% of identified violations were corrected. A total of 38 inspections 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>3.5 The superintendent will: Develop and consistently administer facilities and equipment use guidelines delineating:</p> <ol style="list-style-type: none"> Permitted uses; The applicable fee structure; Clear user expectations, including behavior, cleanup, security, insurance and damage repair; Consequences and enforcement procedures for public users who fail to follow the established rules. 	<p><i>In Compliance</i></p>
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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: 2,123 permit requests were processed and issued within an average of 23.43 days. There were a total of 21,276 events (approximately 26% more than previous year of 16,907) for the 2015-16 school year.</p>	
<p>Indicator 3: Every procedural concern was addressed with facility users within 5 business days.</p>	<p>In Compliance</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. 	

SECTION 3.5 Permits/ Events



3.6 The superintendent may not: Build or renovate buildings	<i>In Compliance</i>
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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
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Evidence: <ul style="list-style-type: none"> • 9 major maintenance/renovation construction projects were approved by the Board. <i>See Appendix E</i>

<p>3.7 The superintendent may not: Purchase or sell real estate, including land and buildings, nor 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>	<p><i>In Compliance</i></p>
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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>	<p>In Compliance</p>
<p>Evidence: Purchase of the Sporst-plex located in Sturtevant was approved at April 28th, 2016. <i>See Appendix F</i></p>	

3.8 The superintendent may not: Authorize construction schedules and change orders that significantly increase cost or reduce quality.	<i>In Compliance</i>
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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.	In Compliance
Evidence: <ul style="list-style-type: none"> • No Projects had a significant increase. • 3 construction contracts (Gifford, Knap and Olympia Brown) are still underway and are tracking under budget. • 9 renovation or remodeling projects were completed at or under budget. • Punch Lists were developed and used to track completion of project scopes. 	

<p>3.9 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>
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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: Any denial of facility use is based on established Use and Permit Policies.</p>	<p>In Compliance</p>
<p>Evidence: Of the 2,123 building use requests received, a total of 3 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"> • School declined due to room use conflicts (1) • Personal Use (1) • Declined due to lack of building coverage (1) 	

Appendix G

Action Plan to Improve/Enhance OE-3 (Facilities) Areas of Non-Compliance:

Through the Office of Chief of Operations, the superintendent will continue to address areas of non-compliance in OE-3. The 2016-17 action plan includes:

- 1. Ensure that Board Packet submissions for construction projects requiring Board of Education approval include the Board Guidelines identified in Section 3.2. Although this information was collected for all projects and was available for discussion, it was not included for all projects submitted to the Board of education.**
- 2. Recommend that further interpretation of the Board Guidelines identified in Section 3.2 to identify a minimum project level of \$500,000 and above for application of the requirement.**

Capacity Building to Improve Results on All OEs:

- 1. Further development and implementation of capital planning through development of a rolling 2-3 year plan with project timelines, strong construction budget calculations, and commitment of funding. The Department will work with the Districts Riley Construction and Partners in Design/Zimmerman Architects as the District's identified professional partners to develop, implement and refine this plan on an on-going basis.**
- 2. Obtain Green Guard™ certification of cleaning processes as a further demonstration of the Districts' commitment to maintaining clean and safe facilities.**
- 3. Develop administrative policy for assessing costs for use of facilities to maximize budget for the improved maintenance**



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

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

Date: November 21, 2016

SUPERINTENDENT CERTIFICATION

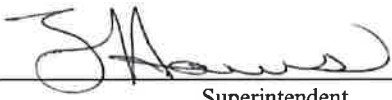
With respect to Operational Expectations 5 (Financial Planning), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

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

Executive Summary:

This report monitors OE-5 policy for December, 2015 to November, 2016. This monitoring report is in compliance for the second year in a row.

All Financial Planning Operational Expectations were met and in compliance. The District continues to improve budget documents so they are clear and comprehensive for the Board. 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.

Signed: 
Superintendent

Date: November 22, 2016

BOARD OF EDUCATION ACTION

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

XX **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. Hanser moved, Mr. Nielsen seconded, to approve OE-5 Financial Planning as being in compliance. All were in favor. The motion passed.

Signed: 
Board President

Date: 12/5/16



Racine Unified School District
Operational Expectations Monitoring Report
DATE: November 21, 2016

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 up to five years in the future. Plans need to identify the means by which the budget supports 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>In Compliance</i></p>
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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 2016-17 Interim Budget documents provided to the Board on June 20, 2016, and the 2016-17 Original Budget documents provided to the Board on October 31, 2016 were summarized by fund.</p>	
<p>Evidence 2: Explanations of assumptions used to develop the budget and notes outlining important aspects of the budget were included in provided sections of the budget document.</p>	
<p>Indicator 2: The budget document outlines initiatives and expenditures related to certain Operational Expectations and the Board’s Results Priorities.</p>	<p>In Compliance</p>
<p>Evidence 1: The 2016-17 Interim and Original budget documents and presentations outlined key initiatives and how the budget allocations addressed educational and operational needs of the District. The FY17 Budget Hearing presentation on August 15, 2016 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 2016-17 budget document includes references as to how sections of the budget relate to Operational Expectations. The 2016-17 Original budget document also indicates how key budget allocations related to Operational Expectations or Results priorities. (<i>FY17 Original Budget, Page 52</i>)</p>	

5.2 The superintendent will develop a budget that: Credibly describes revenues and expenditures.	<i>In Compliance</i>
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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 2016-17 Interim Budget documents provided to the Board on June 20, 2016, and 2016-17 Original Budget documents provided to the Board on October 31, 2016, 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 2016-17 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>FY17 Original Budget, Page 47</i>). The 2016-17 budget reports are required to be filed this month and will be filed on time. Due to the timing of the OE-5 report, an update will be given to the Board once the budget reports are filed.	

<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>
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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, 2014, until June 30, 2015.
- Current fiscal year: The period of time from July 1, 2015, until June 30, 2016.
- Next fiscal year: The period of time from July 1, 2016, until June 30, 2017.

<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 2016-17 Interim Budget documents provided to the Board on June 20, 2016 and the 2016-17 Original Budget documents provided to the Board on October 31, 2016, 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>FY17 Original Budget, Pages 17-24</i>) and special education fund (<i>FY 17 Original Budget, Pages 26-30</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 2016-17 Interim Budget documents provided to the Board on June 20, 2016 and the 2016-17 Original Budget documents provided to the Board on October 31, 2016, included financial information for; the most recently completed fiscal year of 2014-15; current year 2015-16; and the proposed budget for the next year of 2016-17. (<i>See 2016-17 Interim Budget and 2016-17 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 2016-17 budget documents (<i>FY17 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 2016-17 budget reports were also filed with the state utilizing WUFAR.</p>	

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

<p>Indicator: The budget documents and information provided to the Board of Education 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.</p>	<p>In Compliance</p>
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Evidence: The 2016-17 Interim Budget documents provided to the Board on June 20, 2016 and the 2016-17 Original Budget documents provided to the Board on October 31, 2016, contain the following:

- a list of budget assumptions used to prepare the budget (*FY17 Original Budget, Page 2*);
- budget assumptions for:
 - state revenue limit (*FY17 Original Budget, Pages 50-51*),
 - state general aid (*FY17 Original Budget, Page 51*),
 - changes to state and federal funding (*FY17 Original Budget, Page 2*);
- student enrollment estimates (*FY17 Original Budget document, Page 5*);
- projected District equalized property valuation changes and the resulting tax levy impact (*FY17 Original Budget, Pages 2,6*);
- budget impacts from state or federal policies (*FY17 Original Budget, Page 2, and by reported fund*);
- CPI figures and other estimates used to determine employee compensation costs (*FY17 Original Budget, Page 4*).

Evidence: Budget Assumption Tracking reports were provided to the Board monthly from July through October. These reports provided fiscal updates to the budget and variances over the interim budget.

5.5 The superintendent will develop a budget that: Assures fiscal soundness in future years.	<i>In Compliance</i>
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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 May 2, 2016.	
Indicator 2: A budget is submitted to the Board that maintains sufficient fund balances to meet financial obligations.	In Compliance
Evidence: The 2016-17 budget documents include tables summarizing balances in each fund (<i>FY17 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 December 4, 2016 bond rating by Moody’s Investors Service maintained the District’s bond rating as Aa3 which is considered very strong credit worthiness. On December 4, 2016, Moody’s assigned 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 using short-term cash flow borrowing from December 4, 2015 to December 7, 2015. (<i>2015-2016 Cash Worksheet</i>)	

<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>	<p><i>In Compliance</i></p>
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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 Board approved salary schedules, employee handbook provisions, and pay rates set by the Office of Human Resources.</p>	<p>In Compliance</p>
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Evidence: The 2016-17 Interim Budget documents provided to the Board on June 20, 2016 and the 2016-17 Original Budget documents provided to the Board on October 31, 2016, summarized assumptions related to budgeting for employee compensation costs and included benefit cost changes. The budget included the Board approved inflationary and salary schedule adjustments and health cost estimates (*FY17 Original Budget, Pages 4, 8-10*). Health, OPEB, and dental benefit costs are based on figures provided by District insurance consultants.

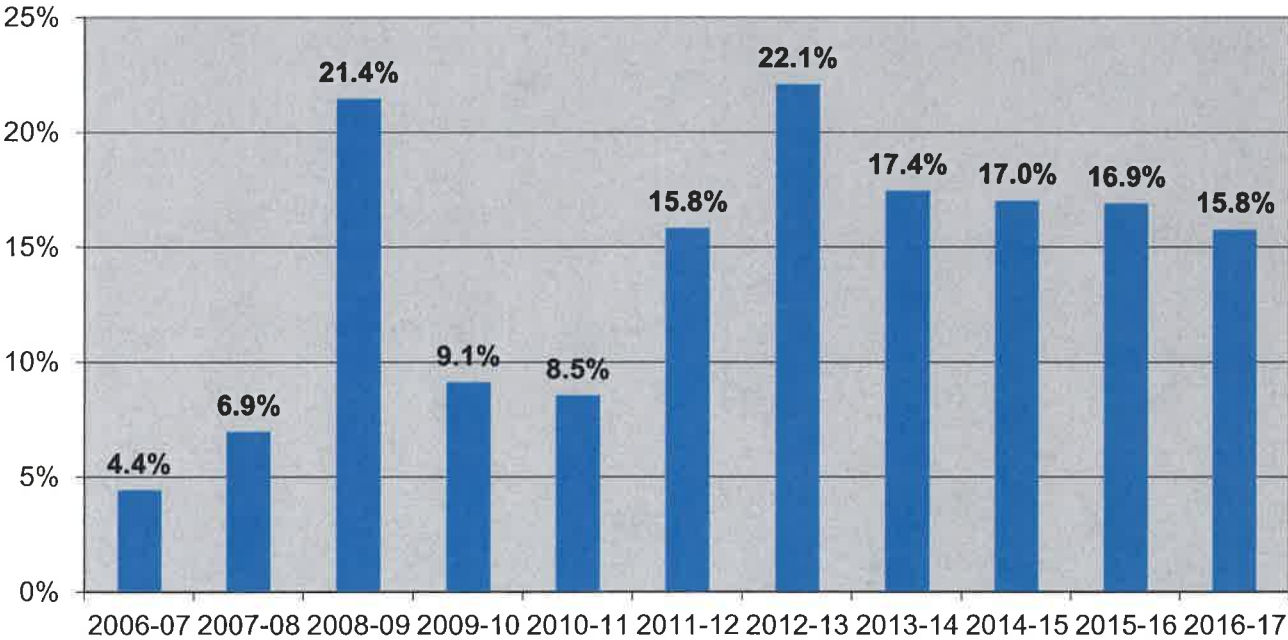
<p>5.7 The superintendent will develop a budget that: Maintains the General Fund (Fund 10) balance in a range of 15% to 20% of the annual General Fund (Fund 10) and Special Education Fund (Fund 27) budgeted expenditures.</p>	<p><i>In Compliance</i></p>
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Interpretation: 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.

<p>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.</p>	<p>In Compliance</p>
<p>Evidence: Year-end 2016-17 financial statements reflect calculated ending fund balances to be an estimated 16.9% of annual General Fund expenditures and the General Fund transfer to the Special Education Fund. The FY17 Original budget estimates an ending fund balance of 15.8%.</p>	

**RUSD General Fund Balance
FY07 through FY17**



Note: The percentage for 2016-17 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>
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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
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Evidence: The 2016-17 Interim Budget documents provided to the Board on June 20, 2016 and the 2016-17 Original Budget documents provided to the Board on October 31, 2016, included a table outlining the differences in FTE by employee group for the current fiscal year and prior fiscal year. *(See FY17 Original Budget document pages 8 & 9)*

Indicator 2: Explanations are included in the budget to report on the factors that may have caused changes to staffing patterns.	In Compliance
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Evidence: Notations are provided in the FY17 Original Budget that explain FTE changes *(Page 10)*.

Action Plan to Improve/Enhance OE-5:

No changes are deemed necessary.

Capacity Building – Funding/Staffing:

1. To enhance our District budget processes, we will work over the next five years on GFOA (Government Finance Officers Association) process to implement best practices for school budgeting. This will transform and improve the budgeting process in the District. It will be the goal to achieve the GFOA award affirming our utilization of best practices for school district best practices. Implementing this new budget process will include expenses for professional development from GFOA and adequate staffing levels in the Office of Budget and Grants.
2. We will begin the process of redesigning fiscal, budget and financial reporting to the Board of Education and the community. This redesigned report will provide a break-out of fiscal information by school and department. It is the goal to also align the format of this report to meet GFOA budget reporting standards. Implementing this restructured reporting process may require professional development and working with GFOA.



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

**OE-11 (LEARNING ENVIRONMENT/TREATMENT OF STUDENTS)
SUMMARY OF COMPLIANCE STATUS**

Date: December 19, 2016

SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11 (Learning Environment/Treatment of Students), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Executive Summary:

This report monitors OE-11 policy for September 1, 2015-August 31, 2016. This is the third OE-11 report that the Board has received since the policy was combined in 2012. This OE-11 Monitoring Report is submitted as "In Compliance with Exception".

The District has evidence to demonstrate that schools have increasingly created supportive climates for learning, provided excellent protection of student information, and continued to involve stakeholders in developing discipline policy. We also maintain compliance in informing stakeholders of disciplinary expectations, enforcing discipline policies and addressing adult behaviors that hinder student performance or well-being. The District continues to remain compliant in prohibiting corporal punishment and addressing any reports of such while also disallowing unnecessary or inappropriate collection of student information.

The one area of non-compliance for this report is:

- **11.1.4:** The affirmative responses to questions on the Youth Risk Behavior Survey indicating that students feel supported by their teachers will increase each year, with a goal of 90%.

Signed: 
Superintendent

Date: December 20, 2016

BOARD OF EDUCATION ACTION

With respect to Operational Expectations-11 (Learning Environment/Treatment of Students), the Board:

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

Summary statement/motion of the Board Mr. Wittke moved, Mr. Heckenlively seconded, to accept OE-11 as in compliance with exception as noted. All were in favor. The motion was approved.

Signed: 
Board President

Date: 12/22/16

Racine Unified School District
Operational Expectations Monitoring Report
DATE: December 19, 2016

OE-11 (LEARNING ENVIRONMENT/TREATMENT OF STUDENTS)

The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning.

Interpretation: The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners. In order for a school environment to be conducive to student achievement, it must be free of conduct that inhibits learning.

- Learning environment: An environment that is nurturing, welcoming and fosters academic achievement for all students; in school, after school, before school, playground, and bus.
- Safe: To be physically, emotionally, socially and academically secure and free from anxiety.
- Respectful: Demonstrate regard and value for all students, staff and visitors.
- Effective learning: Students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.

<p>11.1 The Superintendent will: Maintain a climate that is characterized by support and encouragement for high student achievement.</p>	<p>Not in Compliance</p>
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Interpretation: The Board of Education expects the Superintendent to provide a high level of pro-active strategies and support for students within the learning environment in order to promote learning and increase academic success. This includes creating effective school-wide Positive Behavior and Intervention Supports (PBIS) for all schools, social skills instruction and social-emotional development.

- Encouragement: Provision of positive support for students to access learning at their individualized academic level.
- Achievement: Demonstrating academic skills to maximum potential.

<p>Indicator 1: All schools will implement Positive Behavior and Intervention Supports at the Tier 1 level.</p>	<p>In Compliance</p>
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Evidence: All 31 schools have received Tier 1 training and are implementing PBIS Tier 1 strategies. Every school receives support from the district level through “external coaches” who work with individual school teams to progress toward fidelity of implementation. Every school has a PBIS team, including an administrator and an “internal coach,” who are responsible for leading the PBIS work. Using the Positive Behavior and Intervention Supports Assessment, “Benchmarks of Quality,” 22 of 31 schools are at fidelity of implementation. This increase, from 9 to 22 schools, is an increase from 25% to 70% in one year.

<p>Indicator 2: The number of schools implementing PBIS at the Tier 2 level will increase every year, with a goal of 100%.</p>	<p>In Compliance</p>
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Evidence: Two additional schools were trained in PBIS Tier 2 during the 15-16 school year. Tier 2 PBIS training also occurred in October 2016 for all Elementary and Middle Schools and all are currently implementing Tier 2 practices. That totals 26 of 31 schools trained in and implementing PBIS Tier 2 interventions, as compared to 8 schools in 14-15 and 10 schools in 15-16.

<p>Indicator 3: Every grade level band has programming and classroom strategies to create positive school and classroom climate and support student learning.</p>	<p>In Compliance</p>
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Evidence:

- Elementary: Many staff have been trained and are implementing “**Responsive Classroom**” in other schools. Building wide implementation in Responsive Classroom is in place at 5 schools, an increase from 4 in the 14-15 school year. There were 36 participants at the following schools: Fratt, RCLA, Gifford, Roosevelt, and West Ridge. Three elementary schools were trained in “**Trauma-Sensitive Schools**” (Janes, Dr. Jones, and Julian Thomas) and are implementing in the 16-17 school year. PBIS Tier 1 and “**Second Step**” are underway at every school.
- Middle: “**Developmental Designs**” at 4 schools (Gilmore, McKinley, Mitchell, and Starbuck). 28 additional staff from these four schools also participated in training. PBIS Tier 1 at every school, “**Second Step**” at every school (except Jerstad because they are the Comparison School), and “**SBIRT**” (Screening, Brief Intervention, Referral to Treatment) at every school.
- Senior High: “**Restorative Justice**”, Freshman Academy Model, and “**Link Crew**” at all comprehensive schools, “**Circle of Courage**” (Alternative Programs and one high school), “**SEP**” (School Engagement Program) at all three comprehensive schools and all Alternative Programs and “**SBIRT**” (Screening, Brief

<p>Intervention, Referral to Treatment) at every site. All staff trained in “Teaching on the Block” to prepare for block scheduling and necessary changes in instructional practices.</p> <ul style="list-style-type: none"> • <u>K-12</u>: All assistant principals trained to use “Motivational Interviewing”, and continued to participate in modeling sessions. 	
<p>Indicator 4: The affirmative responses to questions on the Youth Risk Behavior Survey indicating that students feel supported by their teachers will increase each year, with a goal of 90%.</p>	<p>Not in Compliance</p>
<p>Evidence 1: According to the Middle School YRBS, 57.2% of students in 2015 reported that they “agree or strongly agree that teachers really care about them and give them encouragement.” In 2016, the percentage grew to 61.2%, an increase of 3%.</p>	
<p>Evidence 2: According to the 2015 High School YRBS Survey, 64.1% of high school students responded “Yes”, that they have “at least one teacher or other adult in their school that they are able to talk to if they have a problem.”</p> <p>In 2015, Middle school students responded at 76.6% affirmatively. In 2016, the percentage decreased to 62.1% and 66.8% respectively, a decline of 2% at High School and 9.8% at Middle School.</p>	

<p>11.2 The Superintendent will: Protect confidential information.</p>	<p>In Compliance</p>
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Interpretation: The Board of Education expects the Superintendent to protect confidential student records and maintain the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- Protect: To restrict access to or release of student information
- Confidential: Student information that is legally prohibited from being shared without authorization.

<p>Indicator: Through the student Emergency Cards, all schools provide all parents public notice of the types of information designated as directory information. Parents are informed of their right to remove all or part of directory information that they do not wish to be available to the public without their consent by a time designated by the District.</p>	<p>In Compliance</p>
<p>Evidence: Student directory information, as outlined by state statutes, was defined on the Emergency Cards. All parents had access to the information and were able to opt out of sharing information by marking the cards as such.</p>	

11.3 Assure that all confidential student information is properly used and protected.	In Compliance
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Interpretation: The Board of Education expects the Superintendent to assure that all student educational records are maintained with safeguards to insure security of information. Only parents and/or guardians have access to this information because Family Educational Rights and Privacy Act (FERPA) requirements are enforced with fidelity.

- Confidential: Restricted information that is to be kept private.
- Protected: Confidential information will only be shared with legal guardians or others who have legitimate access under FERPA.
- Properly used: Professional staff are limited in access to student information based on specific purposes and use this information discretely while maintaining confidentiality.

Indicator 1: Student information and data, as described in Croft Administrative Regulations 4116.23, are protected, and any violations of those protections are handled by the Employee Relations Department.	In Compliance
Evidence: Three documented infractions of Croft Administrative Regulations 4116.23 for protection of student information were reported during the 2015-2016 school year. All three were substantiated and the Employee Relations Department appropriately addressed the matter with employees involved in the incident. In comparison, no infractions were documented in 2014-15.	
Indicator 2: The District assures that 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to District technology use.	In Compliance
Evidence: 100% of requests were honored by the Office of School Data.	

11.4 Appropriately involve teachers, administrators, students and the community in developing student discipline policy.	In Compliance
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Interpretation: The Board of Education expects the Superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development and publishing of any policy that focuses on student discipline.

- Appropriately: Communicating openly and widely across the organization about opportunities to gain information about or participate in any student discipline policy development.
- Student discipline policy: The Code Book of Rights and Responsibilities adopted by the Board August 2014.

Indicator 1: The annual committee for review and revision of the Code Book of Rights and Responsibilities consists of all stakeholders: administrators, teachers, educational assistants, and students.	In Compliance
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Evidence: Eighteen individuals from the mentioned stakeholder groups were invited to participate in the Code Book of Rights and Responsibilities Review Committee. Of those 18 people in the different stakeholder groups, the invitees who participated consisted of 3 teachers, 5 principals, and 4 Administrative service Center staff members. There was representation from each grade band.

Indicator 2: The committee was given multiple opportunities to provide feedback on the revision of the Code Book of Rights and Responsibilities.	In Compliance
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Evidence: Eleven meetings were held between February and July 2016. Google invitations were sent to all invitees for each meeting.

11.5 Assure that teachers, students and parents are informed of the disciplinary expectations of students	In Compliance
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Interpretation: The Board of Education expects the Superintendent to assure that staff, students and families are provided information on at least an annual basis about the behavior expectations outlined in the Code Book of Rights and Responsibilities.

Indicator: The Code Book of Rights and Responsibilities is provided annually to all teachers, parents, and students.	In Compliance
Evidence 1: All schools were provided an electronic copy and hard copies of the Code Book of Rights and Responsibilities by the end of September.	
Evidence 2: All secondary students were provided with Code Book of Rights and Responsibilities information and copies were provided.	
Evidence 3: All parents had the opportunity to receive a copy of the Code Book of Rights and Responsibilities in September; disseminated through backpack mail, grades K-12.	
Evidence 4: The Code Book of Rights and Responsibilities is always available on the District webpage for all stakeholders.	

11.6 Ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.	In Compliance
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Interpretation: The Board of Education expects the Superintendent to assure that the practices and strategies outlined in the Code Book of Rights and Responsibilities are followed with the same principles and with appropriate judgment for each student discipline case by all staff.

- Discipline: Behavior infractions that occur within the School District’s purview and responsibility for supervision.
- Enforced: Monitored and acted upon based on the guidelines of the Code Book of Rights and Responsibilities.
- Consistently: All staff follow the guidelines of the Code Book of Rights and Responsibilities as intended for all students.
- Reasonable judgment: All staff who address behavior infractions use the Code Book of Rights and Responsibilities for guidance.

Indicator: 100% of student infraction incidents follow due process while investigating and determining discipline action, especially suspensions and expulsions.	In Compliance
Evidence 1: 100% of the recommendations for expulsion followed due process procedures. Of the expulsion recommendations that were denied, none were denied due to failure to provide the student and/or family with due process.	
Evidence 2: All building administrators engaged in Students’ Right to Due Process training in September 2015 and a follow up in October 2016.	

<p>The Superintendent may not: 11.7 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.</p>	<p>In Compliance</p>
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Interpretation: The Board of Education expects the Superintendent to assure that any adult interaction with students responds with the best interest of the student in order to support and promote the academic performance. Any response, perception or viewpoint of the adult that prevents this performance will not be allowed.

- Tolerate: Negative adult behaviors, especially toward students, will not be allowed or go unaddressed.
- Behaviors, action or attitudes: Verbal comments/statements or physical actions toward students.
- Contact: Acting in the role of teacher, supervisor or support to students.

<p>Indicator: Every case of reported misconduct of an employee is addressed through the Employee Relations Department.</p>	<p>In Compliance</p>
<p>Evidence: In 2015-16, 27 reports of suspected adult misconduct toward a student were received by the Employee Relations Department. 100% were investigated and addressed with due process. 9 of 27 were substantiated and 2 are pending.</p> <p>This evidence compares with 2014-15 as follows: 43 of 78 received reports were substantiated in 2014-15; a 65% decrease in reported concerns and a 79% decrease in substantiated claims in 2015-16 compared to 2014-15.</p>	

11.8 Permit the administration of corporal punishment.	In Compliance
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Interpretation: The Board of Education expects the Superintendent to assure that no instance or act of physical discipline by any District employee is tolerated.

- Corporal punishment: Physically inflicting harm to the body for the purpose of correcting misbehavior, resulting in pain and/or embarrassment to a child.

Indicator: Every case of corporal punishment is investigated and addressed by the Employee Relations Department.	In Compliance
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Evidence: Two concerns of corporal punishment were reported to the Employee Relations Department. Both were addressed with due process. One of the two reports was substantiated

This evidence compares with 2014-15 as follows: 6 of 9 reported concerns were substantiated; a 78% decrease in reported claims and an 83% decrease in substantiated claims for 2015-16 compared to 2014-15.

11.9 Permit unnecessary or irrelevant collection of student information.	In Compliance
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Interpretation: The Board of Education expects the Superintendent to assure that requests to collect student information are reviewed for relevancy and purpose.

- Unnecessary and irrelevant: Information that is not relevant to the vision and mission of the District or in the best interest of students.

Indicator: All requests for collection of student information are reviewed by the Executive Director of Accountability as outlined in Board Policy 6141.6a.	In Compliance
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Evidence: Nineteen formal requests for student information were received and reviewed by the Office of Assessment and Accountability. Eleven were approved.
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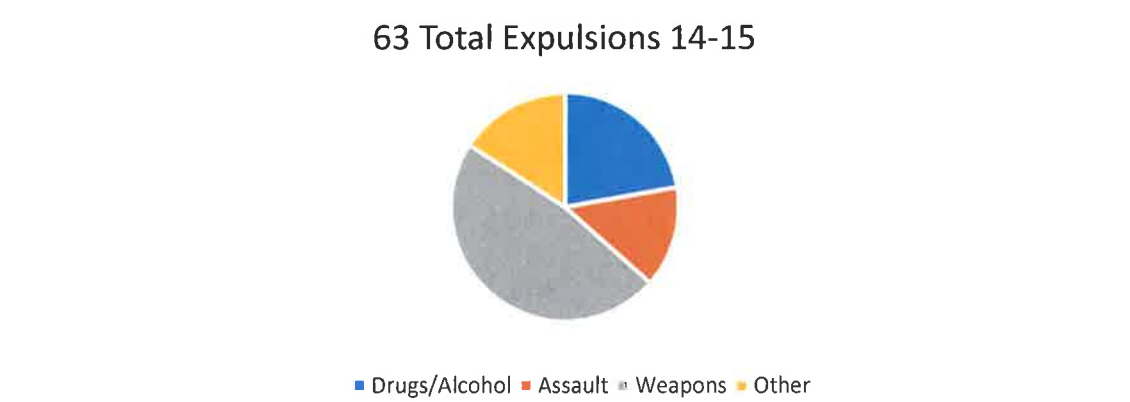
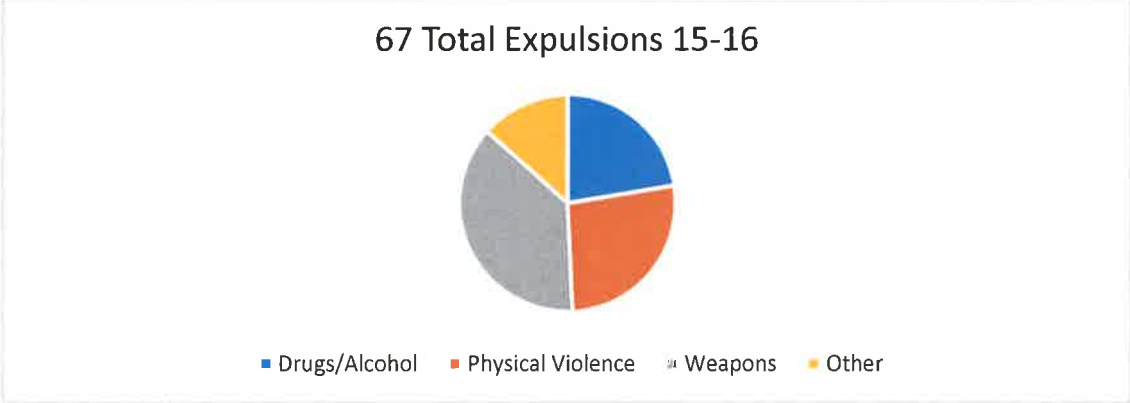
<p>11.10 Permit unruly student behaviors that disrupt learning. Prohibited behaviors include:</p> <ul style="list-style-type: none"> a. the use of drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events; b. the presence of firearms and other dangerous weapons on school property and at school-sponsored events; c. any form of bullying, disrespect or violence on school property and at school-sponsored events. 	<p>In Compliance</p>
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Interpretation: The Board of Education expects the Superintendent to reasonably prevent, discourage or ban any incident that negatively impacts student learning. As defined in a-c, the Board explicitly expects any illegal activity to be banned.

- Unruly: Behavior that disrupts or has a negative or unsafe impact on the learning environment or any school activity.
- Prohibited: Forbidden on school grounds and during any school-sponsored activity.

<p>Indicator 1: All prohibited behaviors are disciplined according to the Code Book of Rights and Responsibilities.</p>	<p>In Compliance</p>
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Evidence: 58 students were expelled for engaging in prohibited behaviors; i.e. drugs, alcohol, weapons or violent behavior. In comparison, 53 students were expelled in 2014-15 for these same reasons. The percentage of students expelled for reasons categorized as “other” was 16%, compared to 13% in 2015-16. See charts below.



Indicator 2: All chronic and/or extreme unruly student behavior is referred to the Office of Student Services for disposition.

In Compliance

Evidence: All 26 general education students referred to the Administrative Review Team received a disposition. Of these students, 17 were placed in an Alternative Educational program.

Manifestation Determination Review meetings were held for all Special Education students referred for behavioral reassignment to Alternative Education placements due to significant violations of the Code Book.

In comparison, 46 students were referred to the Administrative Review Team and 22 of those 46 were placed in Alternative Educational settings in 2014-15.

Action Plan to Improve/Enhance OE-11:

Through the offices of the Deputy Superintendent and Student Services, the Superintendent will continue to address areas of non-compliance in OE-11. The 2016-17 action plan includes:

11.1.1: Continue training and support of Positive Behavior and Intervention Support (PBIS) in every school by using an external coaching structure for tiered implementation of PBIS. The goal is to increase the number of Tier 2 and Tier 3 PBIS schools in the District.

11.1.1: Continue work toward fidelity of implementation of research-based successful models for establishing positive school climate as follows:

- a. Responsive Classroom Model: continue training and implementing in elementary schools, with an end goal of 100% of our schools engaging in the model. Provide on-going coaching at the schools.
- b. Developmental Design Model training for middle schools, increasing implementation to include all schools. On-going coaching at all schools.
- c. *Violence Free Zones* Model in four middle schools as a bridge from school to community. Restorative Justice Practices in the three comprehensive high schools and the alternative site for middle and high school.
- d. De-escalation training at middle and high Schools
- e. Circle of Courage philosophy to be implemented at all High Schools and the Alternative Education sites.

11.1.1: Continue use of District's Bully/Harassment Form to document and continue collecting data about incidents and investigations for use in program adjustments and developments.

11.1.4: Implement a new school climate student survey that will include all high school students, middle school students, and elementary school students.

11.2: Develop guidelines for outlining the protection of student information.

11.2: Every September, guidelines for protecting student confidentiality and the use of student names and information will be sent to all staff.

11.4: The Code Book of Rights and Responsibilities will be reviewed for feedback and recommendations by the Superintendent's Student Advisory Council.

11.4: Add parents to stakeholder group of Code Book Review committee.

11.4: Send community-wide invitation for all stakeholders to provide feedback to the Code Book Review committee.

11.5: School administrators will receive student due process disciplinary training. Student discipline referrals for suspension and expulsion will be monitored to insure due process is followed in every case.

11.5: Continue collecting the following two pieces of data to insure student due process for disciplinary actions:

- a. Number of Level 4 suspensions and Level 5 expulsion referrals with documented evidence of following due process.
- b. Number of discipline cases overturned because due process was not followed.

11.6: Train and certify RUSD CPI trainers to insure all building administrators and appropriate educational assistants and teaching staff receive CPI (restraint) training and certification. This includes recertification and refresher sessions.

Recommendations to Governance Committee for Changes to OE-11:

NOTE: The Superintendent requests that the Governance Committee consider the following changes to OE-11:

11.3: Remove 11.3 from policy and adopt an Administrative Regulation for employees to indicate annually their understanding of how to handle confidential student information.

11.7: Remove 11.7 from policy and adopt an Administrative Regulation (or develop one in the Department of Human Capital) that addresses expectations for adult behavior, attitude, or actions toward students.



**Racine Unified School District
Results Monitoring Report**

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

Date: November 21, 2016

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
_____	Making reasonable progress with the exceptions noted
<u>XX</u>	Failing to make reasonable progress

Executive Summary: This R-2 reporting period covers the 2015-2016 school year. RUSD students continue to make progress in mathematics according the annual MAP assessment.

MAP (Grades K-8)


- The percent of students scoring at or above the national average increased for all grades 6-8. The largest gains were in 8th grade (8.4% or 156 more students at or above the national average). Additionally, more of our kindergarten students are scoring at or above the national average.
- Disaggregated data shows that all but one subgroup shows an increase in the percent of students at or above the national average. The largest gains were with ELL students (an increase of 6.8% or 94 more students at or above the national average).
- Five of nine grades, K-8 showed increase in the percent of students scoring at or above the national average. The largest gains were in 8th grade (8.4%).

Forward (Grades 3 through 8)

- At this time, there is no basis for comparison. The 2015-16 school year is a baseline year. The District has already begun taking steps to address the results of this baseline assessment.

Aspire (Grades 9 and 10)

- The District has decreased the percent of students scoring “ready” on the Aspire Math assessment by 4.1% for 9th grade and increased 0.4% for 10th grade. The District is working with the middle and high schools to address the results of this assessment.

Signed: 
Superintendent

Date: November 22, 2016

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
- _____ Making reasonable progress with the exceptions noted
- XX _____ Failing to make reasonable progress

Summary statement/motion of the Board Mr. Heckenlively moved, Ms. Duchow seconded, to approve R-2 Mathematics report as failing to make reasonable progress. All were in favor. The motion carried.

Signed: Michael A. Junthe
Board President

Date: 12/8/2016



**Racine Unified School District
RESULTS Monitoring Report
November 21, 2016**

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.

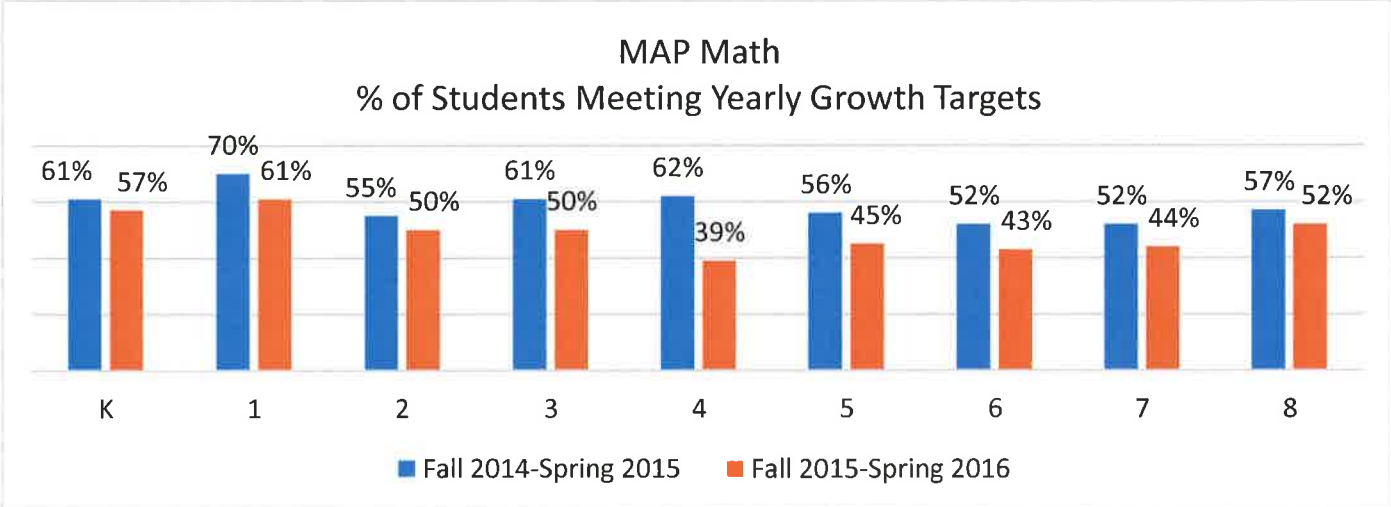
R-2.1 Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	<i>Improvement Needed</i>
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Interpretation: The Board expects high levels of performance in mathematics as a result of every student reaching annual personalized mathematics goals. Personalized mathematics goals will be established in the fall for all students K-8. Teachers collaboratively plan with students to set an annual personalized mathematics goal.

Indicator 1: The percent of all students K-8 with an annual personalized math goal based on assessment measures appropriate for the grade will increase each year.	Baseline
Evidence: During the 2015-16 school year, a system for data collection was developed. Baseline data collection will occur during the 2016-17 school year.	

Indicator 2: The percent of students in grades K-8 meeting or exceeding annual growth targets in math on the Measures of Academic Progress (MAP) assessments will increase each year.	Improvement Needed
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Evidence: There was a reduction in the percent of students meeting individual target goals in all grades K-8.



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

**Improvement
Needed**

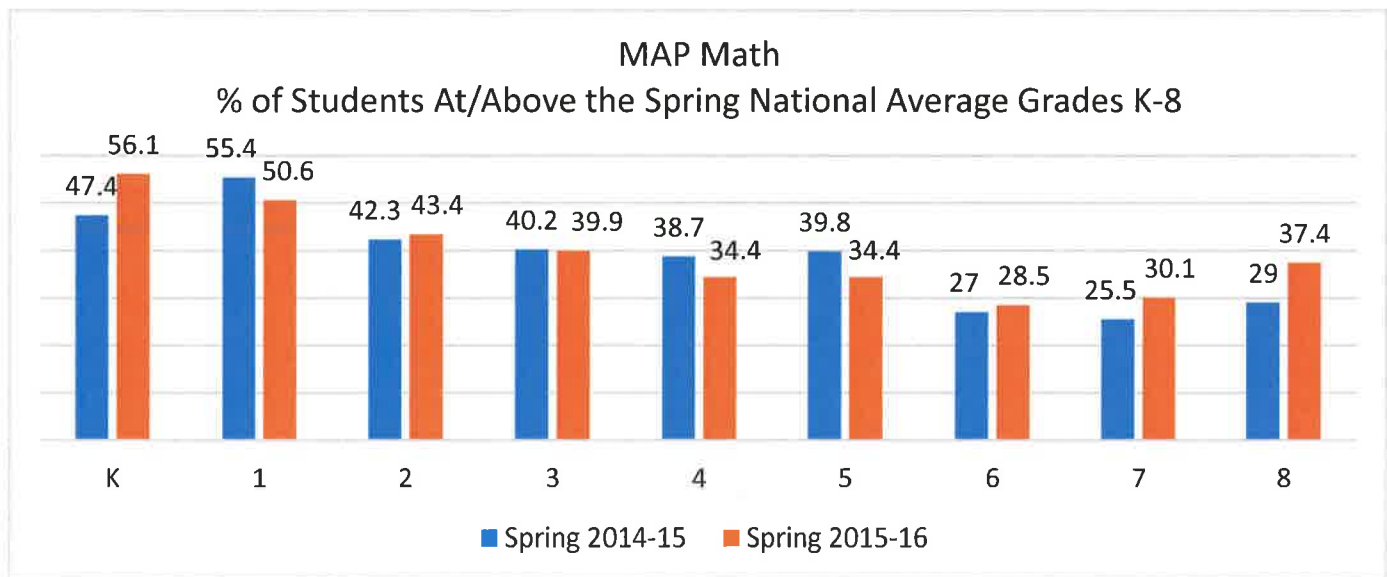
Interpretation:

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. The Board of Education also expects the District to reduce the gaps in performance based on race/ethnicity, English language proficiency and special education identification.

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: Five of nine grades K-8 demonstrate an increase in the percent of students at/above the spring national average.

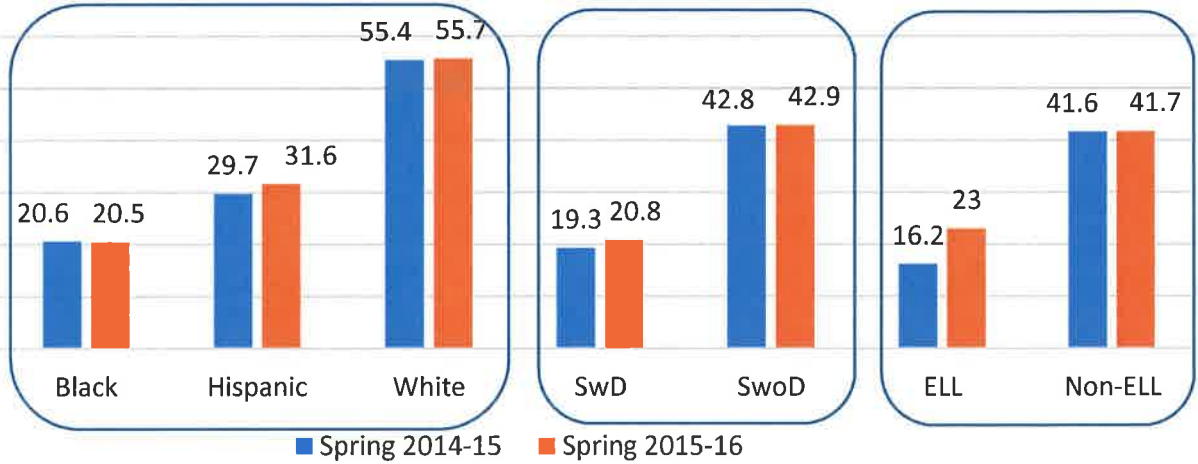


Indicator 2: The percent of students in each subgroup in grades K - 8 at the national average in mathematics on the MAP assessments will increase each year.

Reasonable Progress

Evidence: All but one subgroup increased the percent of students at/above the spring national average on the MAP assessment.

MAP Math % of Students At/Above the Spring National Average

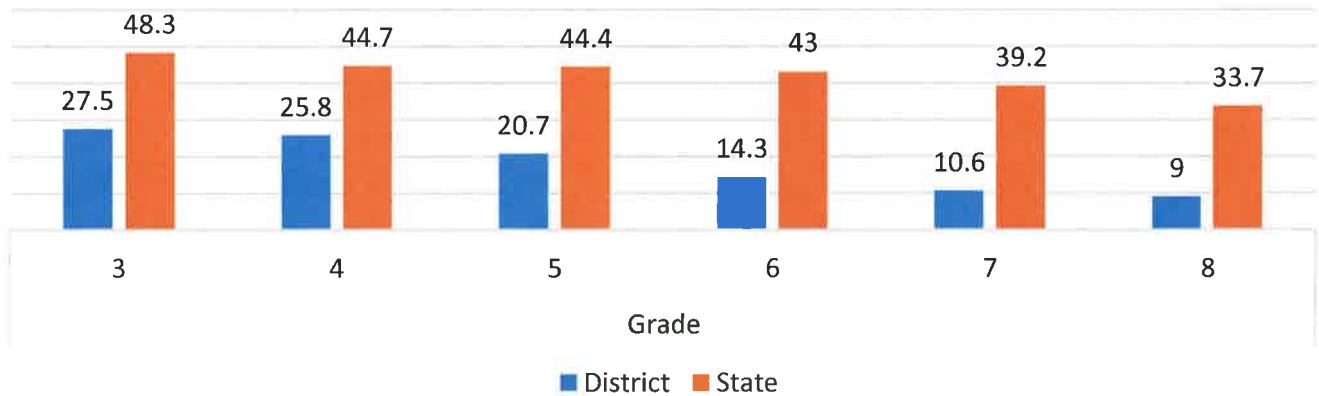


Indicator 3: The percent of students in grades 3-8 proficient/advanced on the Forward Exam Math assessments will increase each year.

Baseline

Evidence: The percent of students scoring proficient/advanced in mathematics on the Forward Exam is 18.3% compared to the state average of 42.2%.

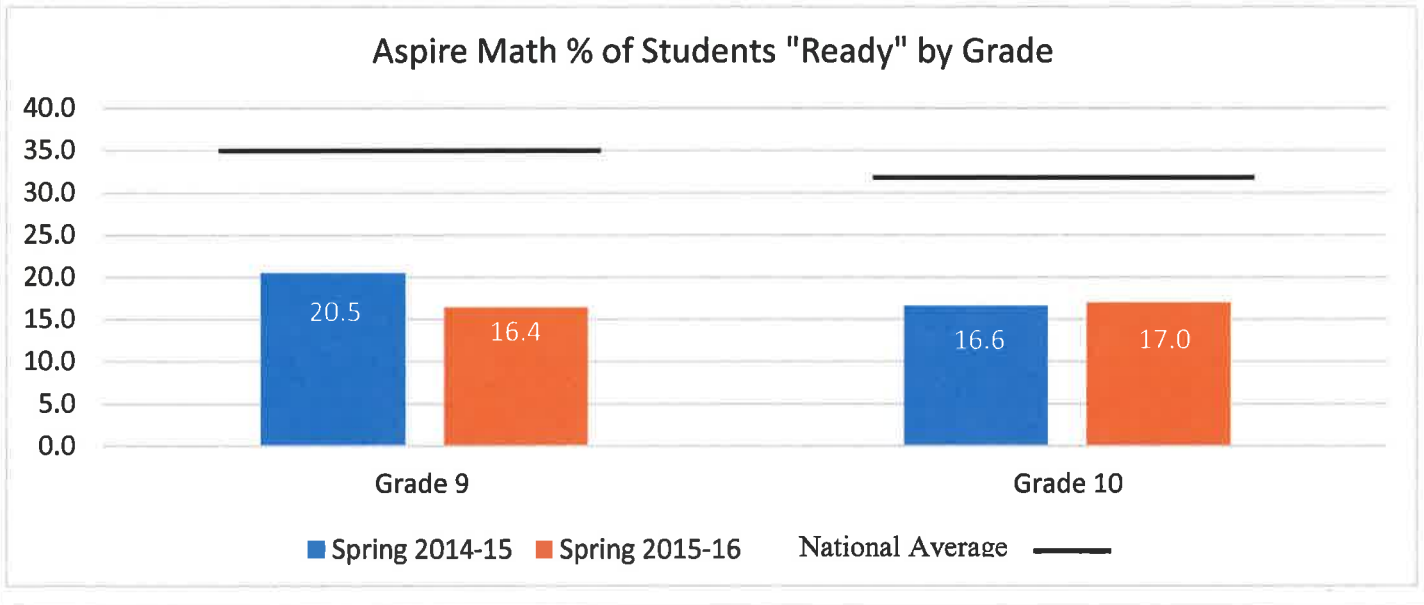
Forward Exam Math by Grade
% Proficient/Advanced



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

Improvement Needed

Evidence: The percent of students scoring “ready” on the Aspire Math assessment has decreased by 4.1% for 9th grade and increased 0.4% for 10th grade.



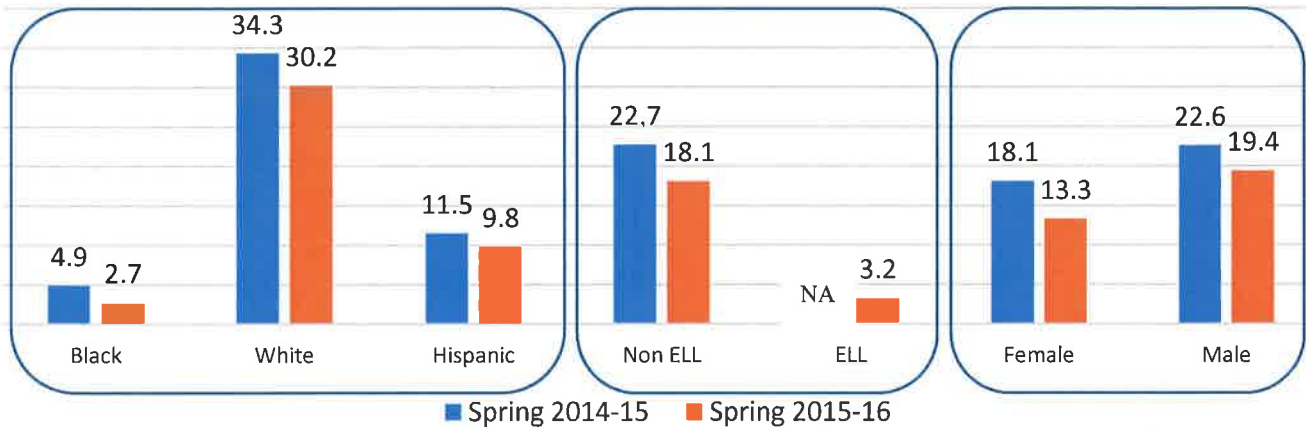
“Ready” means students are on track to meet the ACT College Readiness Benchmark in mathematics.

Indicator 5: The percent of students in each subgroup in grades 9 and 10 ready on the ACT Aspire Mathematics assessments will increase each year.

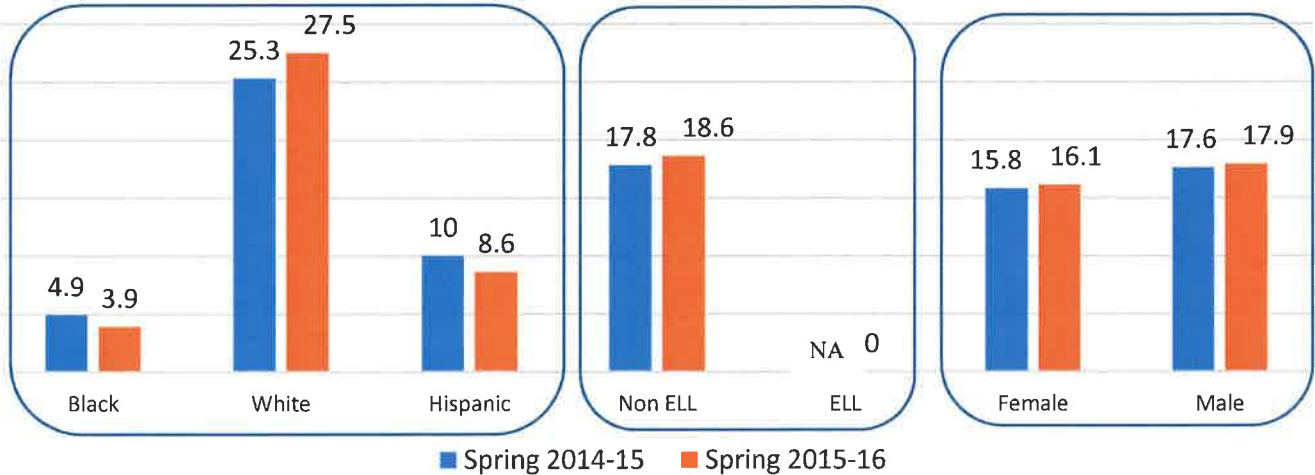
Improvement Needed

Evidence: There was a decrease in all subgroups in 9th grade on the Aspire mathematics assessment. There was an increase in 4 subgroups in 10th grade on the Aspire mathematics assessment.

Grade 9 Aspire Math % of Students "Ready" by Subgroup



Grade 10 Aspire Math % of Students "Ready" by Subgroup



*Note: Data not available for Students with Disabilities
Data not available in 2014-15 for English Language Learners.
National data not available by subgroups.*

Capacity Building:

R-2.1

- We have identified a process with our current Student Information System to record and track goal attainment for our K-8 students.
- Middle schools are expanding the focus of personalized learning to include all classrooms.

R-2.1

- Development and implementation English Language Learners (ELL) Curriculum updates are on track for the 2017-2018 school year.
- Expansion of the online virtual 6th grade math class to include all elementary schools with qualifying students.
- Continue to support and accelerate the Response to Intervention (RtI) processes for struggling and advanced students.
- A shift in focus to college and career ready standards in addition to the national norm will help staff better understand the standards.
- Standards based learning professional development throughout the 2016-2017 school year will also help teachers better understand and use the standards for lesson plan development.



**Racine Unified School District
Results Monitoring Report**

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

Date: November 21, 2016

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
_____	Making reasonable progress with the exceptions noted
<u>XX</u>	Failing to make reasonable progress

Executive Summary: This R-2 reporting period covers the 2015-2016 school year. RUSD students continue to make progress in reading according to PALS and annual MAP assessments.

PALS (Kindergarten to grade 2)

- The District notes progress in the Phonological Awareness Literacy Screening (PALS) data for both Kindergarten and grade 2. The percent of Kindergarten and grade 2 students meeting end of year benchmarks has increased with grade 2 showing the largest increase of 11% or 89 more students meeting the literacy benchmark than the prior year.

MAP (Grades K-8)


- The percent of students scoring at or above the national average increased for grades 6-8. The largest gains were at 8th grade (6.9% or 165 more students at the national average than the year prior).
- Disaggregated data show all subgroups the percent of students at or above the national average. The largest gains were with ELL students (an increase of 5.3% or 56 more students at or above the national average).
- Seven of nine grades showed an increase in the percent of students scoring at or above the national average. The largest gains were in 8th grade (6.9%).

Forward (Grades 3 through 8)

- At this time, there is no basis for comparison. The 2015-16 school year is a baseline year. The District has already begun taking steps to address the results of this baseline assessment.

Aspire (Grades 9 and 10)

- The District has decreased the percent of students scoring “ready” on the Aspire ELA assessment by 2% for both 9th and 10th grade. The District is working with the middle and high schools to address the results of this assessment.

Signed: 
Superintendent


Date: November 22, 2016

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
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress

Summary statement/motion of the Board Mr. Hanser, moved, Mr. Wisner seconded, to approve R-2 Reading report as failing to make reasonable progress. All were in favor. The motion carried.

Signed: 
Board President

Date: 12/12/2016



**Racine Unified School District
RESULTS Monitoring Report
November 21, 2016**

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.	Improvement Needed
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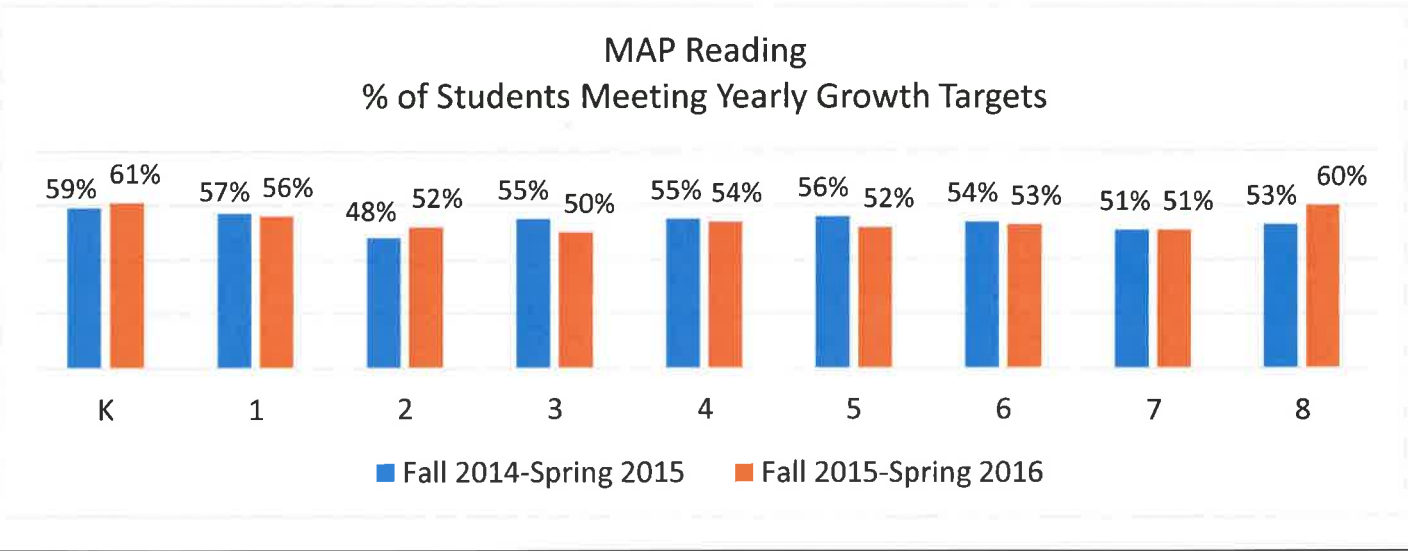
Interpretation: The Board expects high levels of performance in reading as a result of every student reaching annual personalized reading goals. Personalized reading goals will be established in the fall for all students K-8. Teachers collaboratively plan with students to set an annual personalized reading goal.

Indicator 1: Every student K-8 will have an annual personalized reading goal based on Fall assessment measures entered into the Student Information System.	Baseline
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Evidence: During the 2015-16 school year, a system for data collection was developed. Baseline data collection will occur during the 2016-17 school 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
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Evidence: 3 out of 9 grade levels demonstrate an increase in the percent of students meeting individual targets while 1 grade level remained constant.

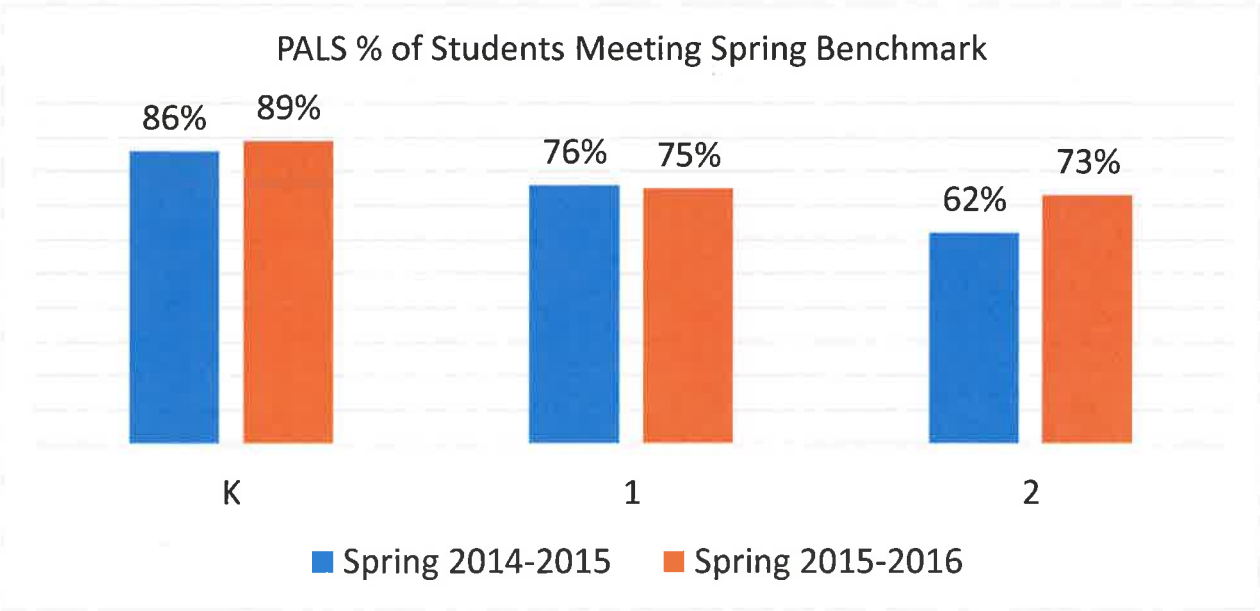


R-2.2 Each student will achieve at or above grade level in reading.	Reasonable Progress
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Interpretation: The Board expects that every student reads at or above grade level proficiency. The Board of Education also expects the District to reduce the gaps in performance based on race/ethnicity, English language proficiency and special education identification.

Indicator 1: The percent of students meeting benchmarks on the PALS assessment will increase each year.	Reasonable Progress
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Evidence: Kindergarten and grade 2 demonstrate an increase in the percent of students meeting/exceeding spring benchmarks.



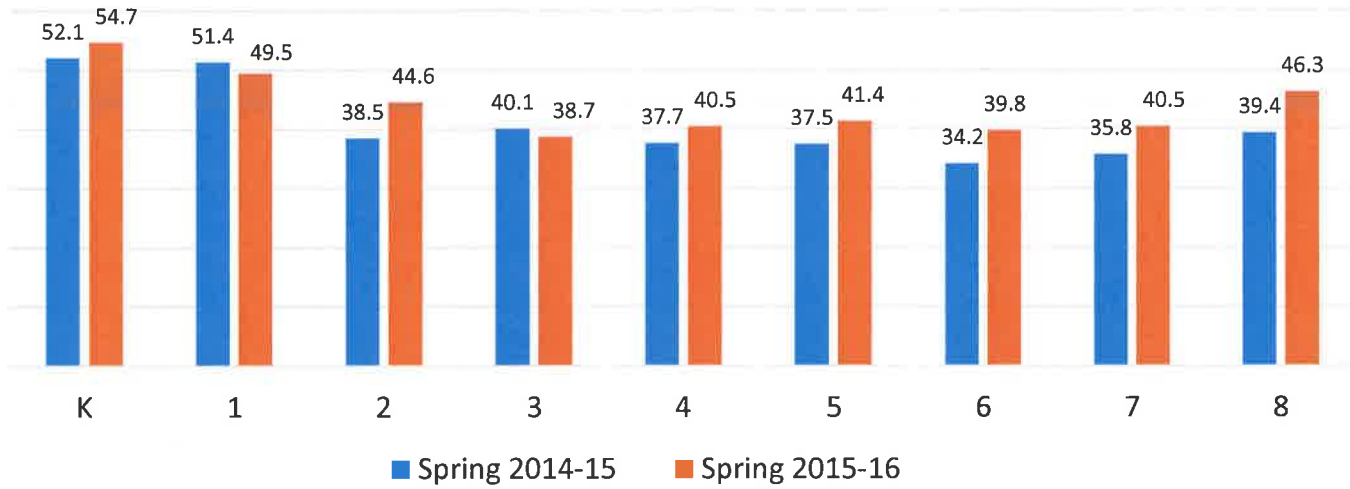
Note: PALS data will not be reported after this year.

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

Reasonable Progress

Evidence: 7 of the 9 grade levels demonstrate an increase in the percent of students at the spring national average.

MAP Reading % of Students at the Spring National Average Grades K-8

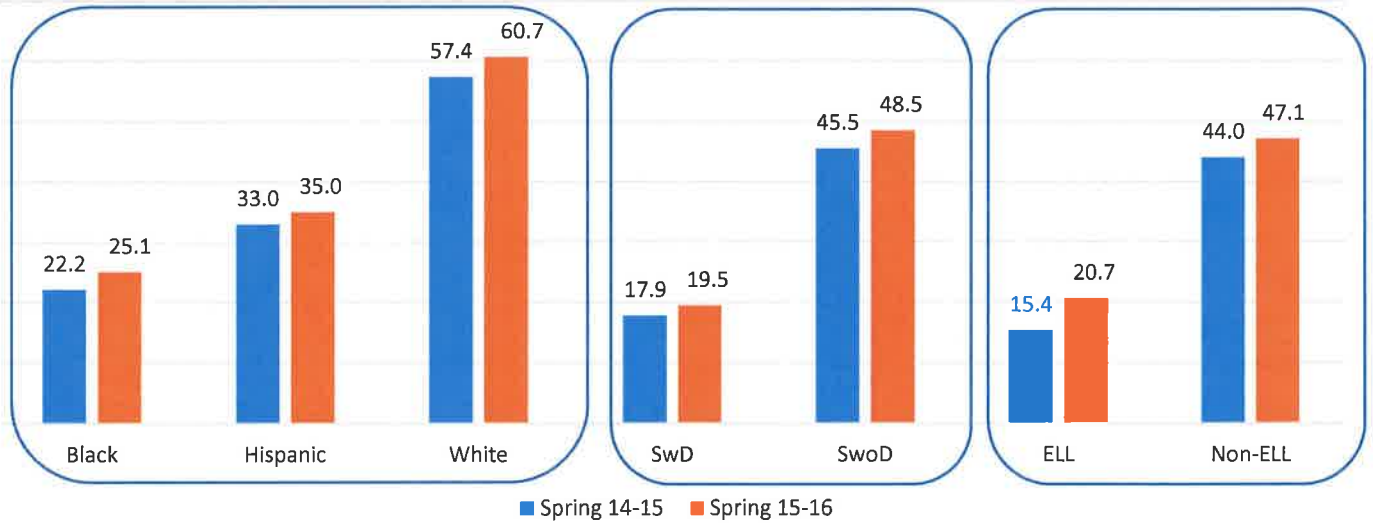


Indicator 3: The percent of students in targeted subgroup in grades K - 8 at the national average in reading on the MAP assessments will increase each year.

Reasonable Progress

Evidence: Every subgroup has increased the percent of students at/above the spring national average.

MAP Reading
% of Students At/Above the Spring National Average by Subgroups

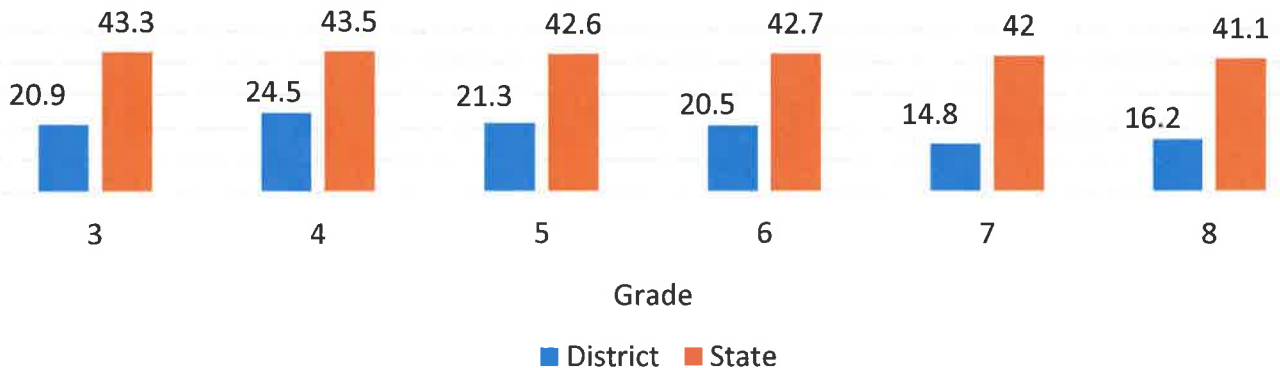


Indicator 4: The percent of students in grades 3-8 proficient/advanced on the Forward Exam ELA assessments will increase each year.

Baseline Data

Evidence: The percent of students scoring proficient/advanced in ELA on the Forward Exam is 19.8% compared to the state average of 42.5%.

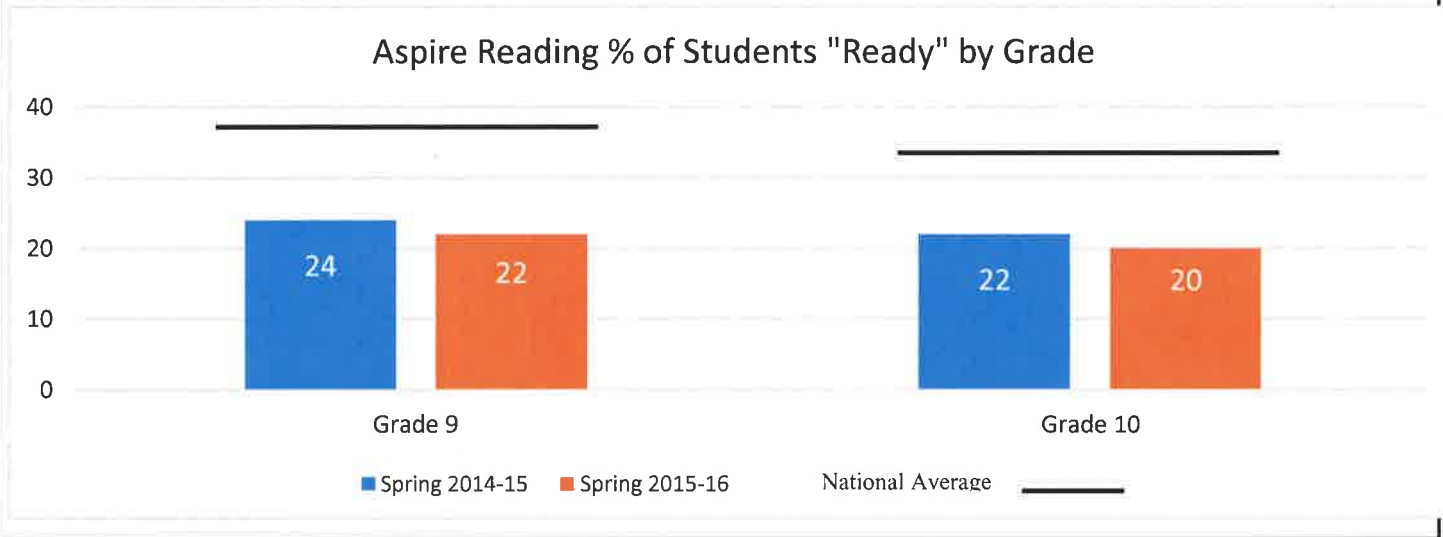
Forward Exam ELA by Grade
% of Students Proficient/Advanced



Indicator 5: The percent of students in grades 9 and 10 “ready” on the Aspire reading assessments will increase each year.

Improvement Needed

Evidence: The percent of students showing “readiness” on the Aspire reading assessment has decreased for both 9th and 10th grade.



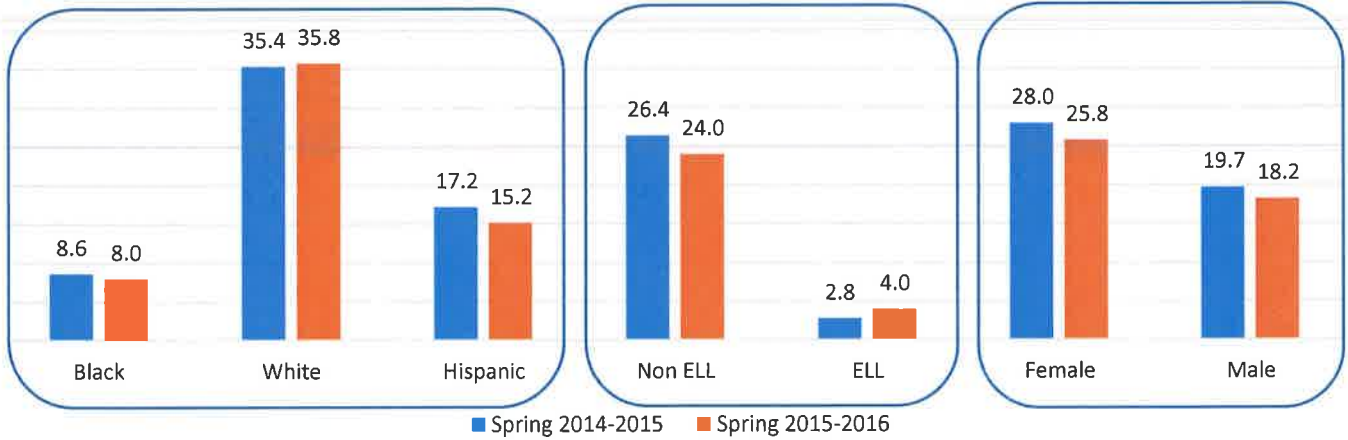
“Ready” means students are on track to meet the ACT College Readiness Benchmark in reading.

Indicator 6: The percent of students in each subgroup in grades 9 and 10 ready on the Aspire reading assessments will increase each year.

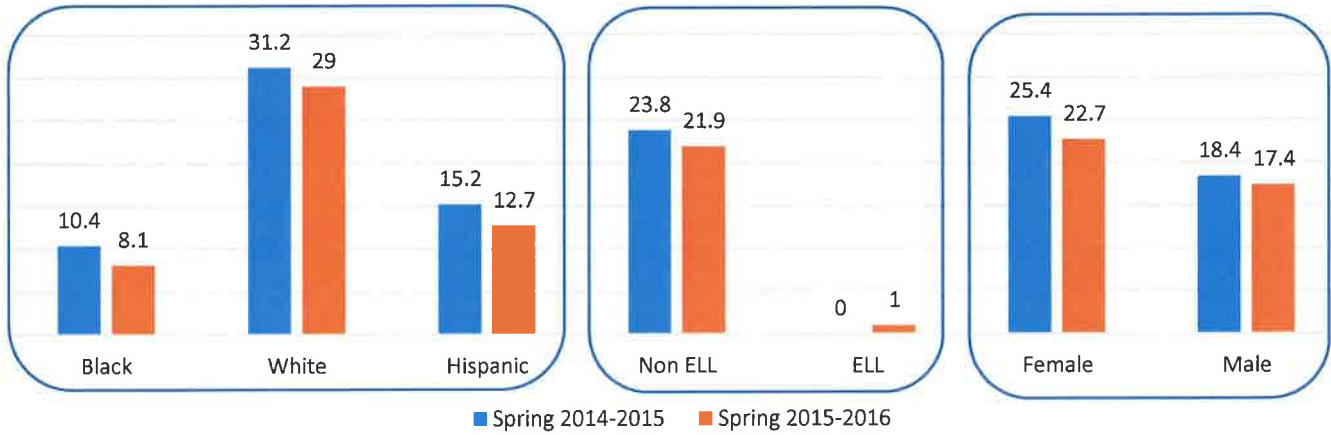
Improvement Needed

Evidence: There was a decrease in all but 2 subgroups on the Aspire reading.

Grade 9 Aspire Reading % of Students "Ready" by Subgroups



Grade 10 Aspire Reading % of Students "Reading" by Subgroup



*Note: Data not available for Students with Disabilities.
National data not available by subgroups.*

Capacity Building

R-2.1

- We have identified a process with our current Student Information System to record and track goal attainment for our K-8 students. Baseline data collection will be done during 2016-2017.
- Middle schools are expanding the focus of personalized learning to include all classrooms.

R-2.2

- Development and implementation of the English Language Arts (ELA) and English Language Learners (ELL) Curriculum updates are on track for the 2017-2018 school year.
- In 2016-2017, an additional 15 Racine Early Intervention (REI) reading teachers are being trained to provide more Title I teachers to work with students at or below a first grade reading level.
- Teachers are being taught how to study and use strand data for the MAP assessment, CPAA and specific triangulation of data with our state assessment.
- Continue to support and accelerate the Response to Intervention (RtI) processes for struggling and advanced students.
- A shift in focus to college and career ready standards in addition to the national average will help staff better understand the standards.
- The shift to standards based learning professional development throughout the 2016-2017 school year will also help teachers better understand and use the standards for lesson development.
- Professional development and intensive support for teachers on the current reading standards.