



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

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

**Date:** January 23, 2017

**SUPERINTENDENT CERTIFICATION**

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

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

**Executive Summary:**

This report monitors OE-6 (Financial Administration-External) policy for July 1, 2015-June 30, 2016 and is brought to the Board of Education upon completion of the annual financial audit following the closure of the fiscal year. The External Audit for the 2015-16 fiscal year was performed by Schenck CPAs and the audit opinion was “unmodified” which under accounting terms is considered a “clean” opinion. There were also no material weaknesses and no internal control findings. The “Management Letter” included a “finding” that processes and procedures be improved related assuring staff are properly licensed for the positions they hold. The plan to address this finding is under the Office of Human Resources.

Improvements were made related to findings and recommendations made in the 2014-15 audit.

- The perennial finding that the District be able to prepare and interpret financial reporting was removed due to enhanced capacity in the Department of Finance.
- A recommendation by the auditor to implement financial reconciliation structures was also completed.
- Policies and procures are being developed and implemented related to funds and bank accounts at schools.

Therefore, while OE-6 was accepted as “In Compliance with Exception” for 2014-15 (9 out of 10 areas compliant), for 2015-16 OE-6 is submitted as being “In Compliance”.

Signed:   
Superintendent

Date: January 26, 2017

**BOARD OF EDUCATION ACTION**

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

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

**Summary statement/motion of the Board** Mr. Hooper moved, Mr. Nielsen seconded, to approve OE-6 as in compliance and add a commendation including Mr. Nielsen’s comments for the record. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wisser, Wittke, Duchow). Noes – 0. The motion passed.

Commendation: The Board would like to acknowledge the efforts of the Superintendent and Mr. Duff to have this report in full compliance; in the past the report has been a challenge. This work shows the community that the District has come a long way and the Board appreciates Administration's hard work and diligence.

Signed:   
Board President

Date: 1-26-2017





**Racine Unified School District**  
**Operational Expectations Monitoring Report**  
**DATE: January 23, 2017**

**OE-6 (FINANCIAL ADMINISTRATION-EXTERNAL)**

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

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

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

<b>6.1 The Superintendent will:</b> Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all District funds and accounts.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to provide the auditors with all requested information, access to District's financial systems and support as the auditors perform the annual financial audit.

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

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

<b>6.2 The Superintendent will:</b> Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to keep all financial records compliant with Generally Accepted Accounting Principles (GAAP).

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

<b>Indicator:</b> The Auditor's opinion indicates compliance with accounting principles.	<b>In Compliance</b>
<b>Evidence:</b> The auditor's statement in the Annual Financial Report, Appendix C indicates compliance with accounting principles. <i>(See page 1 of the Annual Financial Report - Appendix C)</i>	

<b>6.3 The Superintendent will:</b> Publish a financial condition statement annually.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to publish the official audited financial report prepared each fiscal year and make it available on the District website.

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

<b>Indicator 1:</b> Annual Financial Report, Appendix C, is presented to the Board for acceptance and submitted to DPI each year on or before the due date.	<b>In Compliance</b>
<b>Evidence 1:</b> The Annual Financial Report - Appendix C, was accepted by the Board on December 19, 2016.	
<b>Evidence 2:</b> The Audited Financial Statement was submitted by the auditor to DPI on December 19, 2016. <i>(See School Financial Services - Appendix B)</i>	
<b>Indicator 2:</b> The Annual Financial Report - Appendix C, is published on the District's website immediately after acceptance of the Board.	<b>In Compliance</b>
<b>Evidence:</b> The Annual Financial Report - Appendix C, was made available on the District website on December 20, 2016.	

<b>6.4 The Superintendent will:</b> Include in the monitoring report the action plan and timeline of the auditor recommendations in the Annual Financial Report.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to act on auditor recommendations to bring the findings or recommendations into compliance.

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

<b>Indicator:</b> No auditor recommendations for FY 2015-16	<b>In Compliance</b>
<b>Evidence 1:</b> The Management Letter of the auditor does not include recommendations related to financial administration of the District. The audit did include a finding related to processes and procedures associated with staff licensing and how that affects special education aid allowable costs. The issue of staff licensing was included as part of OE-4 related to personnel administration.	

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

<p><b>6.5 The Superintendent may not:</b> Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds, and tax anticipation notes.</p>	<p><i>In Compliance</i></p>
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**Interpretation:** The Board of Education expects the Superintendent to disallow deficit spending in the General Fund (Fund 10, the District's operating fund).

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

<p><b>Indicator 1:</b> Funds that were expended over what had been received in which fund balances were used were approved and authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The General Fund (Fund 10) operating revenue balance on June 30, 2016 was \$264,244,809. The General Fund (Fund 10) operating expense and fund transfers was \$263,424,230 which is a difference of \$820,579 or .31%. (See page 16 of the Annual Financial Report - Appendix C.)</p>	
<p><b>Indicator 2:</b> Fund 10 fund balance at 6/30/2015 is less than the previous 6/30 fund balance with Board authorized fund balance use.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Fund 10 balance on June 30, 2016, is \$820,579 more than on June 30, 2015. (See page 16 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Fund 10 balance equals \$41,525,124</li> <li>• 6/30/15 Fund 10 balance equals \$40,704,545</li> </ul>	
<p><b>Indicator 3:</b> Capital Projects Funds on 6/30/16 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Capital Projects fund balance on June 30, 2016 is \$330,592 greater than on June 30, 2015. (See page 16 of the Annual Financial Report - Appendix C. BOE approval of use of reserve funds part of adoption of the FY16 Original Budget and budget adjustments approved May 16, 2016.)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Capital fund balance equals \$7,940,105</li> <li>• 6/30/15 Capital fund balance equals \$7,609,513</li> </ul>	
<p><b>Indicator 4:</b> Other Government Funds on 6/30/16 are less than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Other Government fund balance on June 30, 2016 is \$414,952 less than on June 30, 2015. (See page 16 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Other Government fund balance equals \$3,928,278</li> <li>• 6/30/15 Other Government fund balance equals \$4,343,240</li> </ul> <p>Note: The reduction in Other Governmental Fund balance is largely due to expenditures in the Food Service Fund related to construction of the central kitchen.</p>	
<p><b>Indicator 5:</b> Fiduciary Funds on 6/30/16 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Fiduciary Fund balance on June 30, 2016 is \$389,871 greater than on June 30, 2015. (See pages 18-19 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Fiduciary fund balance equals \$8,659,786</li> <li>• 6/30/15 Fiduciary fund balance equals \$8,269,915</li> </ul>	

<b>6.6 The Superintendent may not:</b> Permanently transfer money from one fund to another.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to seek Board approval prior to implementing a permanent transfer between funds, except to the Special Education Funds (Fund 27) as required by state statute or as part of grant indirect cost proceeds.

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

<b>Indicator:</b> Any fund transfer indicated in the Annual Financial Report - Appendix C, was approved by the Board of Education, except as required for special education fund or as part of grant indirect cost proceeds.	<b>In Compliance</b>
<b>Evidence 1:</b> The Fund 10 to Fund 27 required transfer was \$33,766,792. <i>(See page 49 of Annual Financial Report - Appendix C)</i>	
<b>Evidence 2:</b> Interfund transfers, other than for the Special Education Fund, amounted to \$43,953 <i>(See page 30 of the Annual Financial Report - Appendix C)</i> . Those transfers were approved by the Board of Education as part of adoption of the Original Budget and budget adjustments approved May 16, 2016.	

<b>6.7 The Superintendent may not:</b> Allow any required reports to be overdue or inaccurately filed.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to file all financial reports with DPI in a correct manner and within required due dates including authorized extensions.

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

<b>Indicator:</b> 100% of DPI Status and Due Dates report show compliance and accuracy.	<b>In Compliance</b>
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<b>Evidence:</b> All finance reports indicated in the DPI Status and Due Dates table were submitted by the designated due date. (See <i>School Financial Services - Appendix B</i> )
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*Note: This was an area that was reported as being not in compliance on the last monitoring report.*



<b>6.8 The Superintendent may not:</b> Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures or statute.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to ensure that controls are in place to assure compliance to accounting rules and that when audited, the controls have no material weaknesses.

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

<b>Indicator:</b> Management report identifies no material weaknesses or deficiencies related to internal control.	<b>In Compliance</b>
<b>Evidence:</b> No material weaknesses were identified. (See pages 57 to 60 of the Annual Financial Report - Appendix C; and page 2 of the Management Communication - Appendix A)	
<b>Evidence:</b> No deficiency was identified related to the financial operations of the District. However, the auditors identified a deficiency related to staff licensing. (See page 2 of the Management Communication - Appendix A)	

<b>6.9 The Superintendent may not:</b> Commit to expenditures from an account without an adequate appropriation and/or budget transfers to accommodate the expenditure.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to stay within the approved budget and bring significant budget adjustments to the Board for approval and publication per DPI requirements.

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

<b>Indicator 1:</b> Significant budget adjustments were submitted to the Board of Education for approval.	<b>In Compliance</b>
<b>Evidence:</b> Budget adjustments of approximately \$1.2 million in revenues, \$1 million in expenditures and \$5.5 million in other financing sources were brought to the Board for approval. <i>(See Budget Adjustments 2015-16 May 16, 2016)</i>	
<b>Indicator 2:</b> The Annual Financial Report, Appendix C finds no material violations due to budgetary procedures used by the District.	<b>In Compliance</b>
<b>Evidence:</b> The Annual Financial Report - Appendix C found no material violations related to budget procedures. <i>(See page 50 of the Annual Financial Report - Appendix C)</i>	

<b>6.10 The Superintendent may not:</b> 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.

<b>Indicator 1: The District uses legal services to minimize investment losses to the District.</b>	<b>In Compliance</b>
<p><b>Evidence:</b> 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 2015-16 Annual Financial Report, Appendix C - Pages 27-29)</p>	
<b>Indicator 2: No losses are incurred by the District on deposits and investments.</b>	<b>In Compliance</b>
<p><b>Evidence:</b> 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 2016. (See the 2015-16 Annual Financial Report - Appendix C, Pages 27-29)</p>	

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

**1. Audit Finding:** Through the Office of Human Resources, the superintendent will address the audit finding related to staff licensure.

**2. Audit Recommendations:** The audit management communication includes a recommendation to develop internal control policies and procedures related funds and bank accounts at schools. The Finance Department has already begun work in this area and a study group has been convened to meet this objective. The recommendations of this study group may result in a restructuring of work in this area.



Racine Unified School District
Operational Expectations Monitoring Report

OE-7 ASSET PROTECTION
SUMMARY OF COMPLIANCE STATUS

Date: January 23, 2017

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:

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

Executive Summary:

This OE-7 Monitoring Report is for the reporting period of January 1, 2016 to December 31, 2016. All indicators are in compliance for assuring that organizational assets are protected, maintained, appropriately used, and not placed at undue risk, with the noted exception.

There is one indicator that remains non-compliant. This is one from the previous year.

- 7.4.2 Systems are not fully in place to protect physical records from damage or loss.

Signed: [Signature] Superintendent

Date: January 26, 2017

BOARD OF EDUCATION ACTION

With respect to Operational Expectation 7 (Asset Protection), 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. Heckenlively moved, Mr. Nielsen seconded, to approve OE-7 (Asset Protection) as in compliance with exception as noted. Ayes - 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wisser, Wittke). Noes - 0. Motion passed.

Signed: [Signature] Board President

Date: 1-26-2017



**Racine Unified School District**  
**Operational Expectations Monitoring Report**  
**DATE: January 23, 2017**

**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.

<b>7.1 The Superintendent will:</b> Maintain property and casualty insurance coverage on District property with limits equal to 100% of replacement value.	<i>In Compliance</i>
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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.

<b>Indicator 1: Property and contents insurance is at 100% replacement value.</b>	<b>In Compliance</b>
<b>Evidence:</b> Property and contents insurance is with Catlin Indemnity Company. Coverage is at \$638,942,573 replacement cost coverage with \$50,000 deductible and \$260,733 premium for 2016-2016, which is \$1,699 higher than last year. (See Appendix A, Page 1)	
<b>Indicator 2: District vehicles are insured for comprehensive and collision with claims settlement at actual cash value.</b>	<b>In Compliance</b>
<b>Evidence:</b> 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 \$61,981. (See Appendix A, Pages 2-6)	

<p><b>7.2 The Superintendent will:</b>  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.

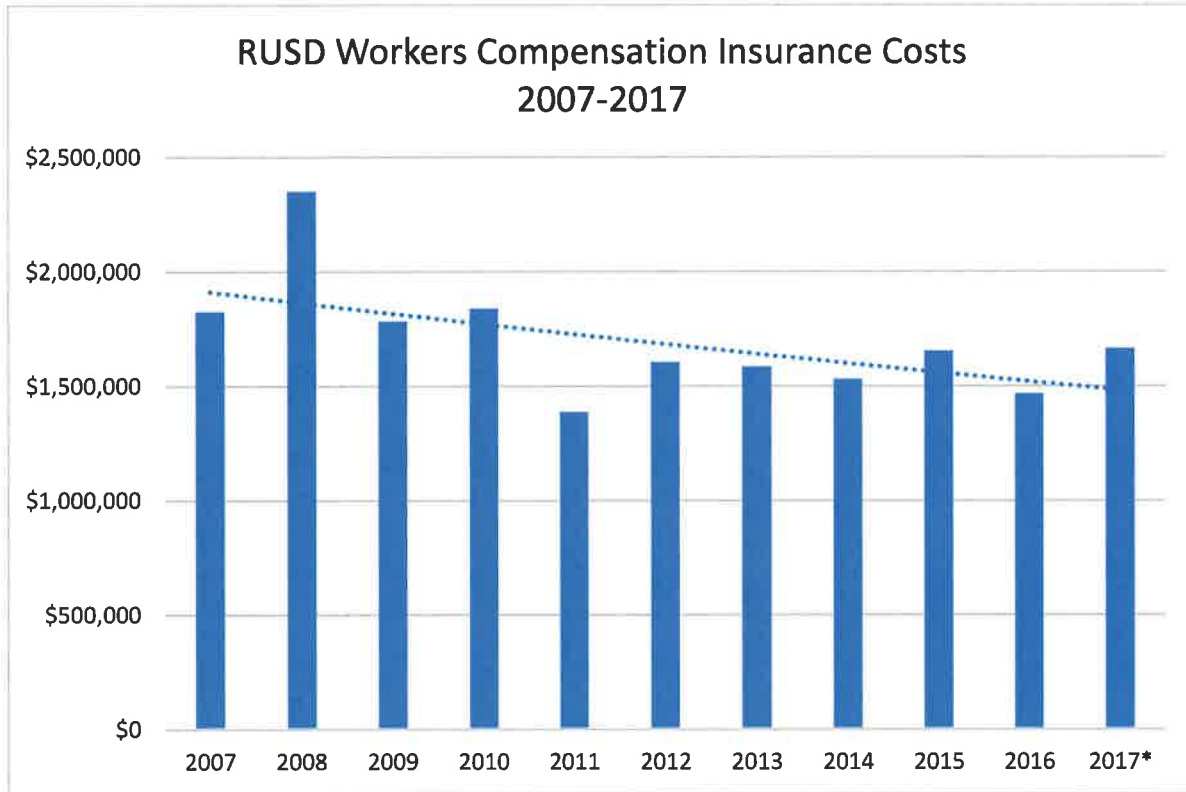
<p><b>Indicator 1:</b> The District has general liability insurance coverage in force with limits comparable to other school district.</p>	<b>In Compliance</b>
<p><b>Evidence 1:</b> The District’s General liability coverage policy is through Catlin Indemnity Company, along with an umbrella policy. The district carries a \$3,000,000 general liability policy and a \$9,000,000 umbrella policy. <i>(See Appendix A, Pages 13-16)</i></p> <p><b>Evidence 2:</b> Research indicates that other districts are carrying similar amounts of umbrella coverage:</p> <ul style="list-style-type: none"> <li>● Madison: \$8,000,000</li> <li>● Janesville: \$9,000,000</li> <li>● Waukesha: \$6,000,000</li> </ul>	
<p><b>Indicator 2:</b> The District maintains general liability coverage for employee benefits.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> 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. <i>(See Appendix A, Pages 17-18)</i></p>	
<p><b>Indicator 3:</b> The District maintains Education Legal Liability coverage.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> 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. <i>(See Appendix A, Page 19-20)</i></p>	



**Indicator 4:** The District maintains workers' compensation insurance.

**In Compliance**

**Evidence:** Workers' compensation coverage is through Church Mutual Insurance Company, a February 1, 2016 – January 31, 2017 policy. The current premium is \$1,983,527, an increase of \$197,201 due to the final payroll audit. (See Appendix A, Pages 7-12)



*\* Figure represents the budgeted net workers' compensation insurance premium.*

<p><b>7.3 The Superintendent will:</b> 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><b>Indicator:</b> The District carries employee loss insurance.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 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 21.)</p>	

<b>7.4 The Superintendent will:</b> Protect intellectual property, information, files, records and fixed assets from loss or significant damage.	<i>Not In Compliance</i>
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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.

<b>Indicator 1: Intellectual Property:</b> The District protects all intellectual property from damage or loss and no legal complaints are received due to an employee violating intellectual property rights.	<b>In Compliance</b>
<b>Evidence:</b> The District received no legal complaints related to an employee violating intellectual property rights. The District logo has been copyrighted. <i>(See Appendix S)</i>	
<b>Indicator 2: Information:</b> The District’s data systems are backed up regularly to preserve data, property, documents and information that are in a digital form.	<b>In Compliance</b>
<b>Evidence:</b> The District experienced no loss or damage of digital data, documents, property or information. <ul style="list-style-type: none"> <li>• The District’s ERP system (Infor), is hosted off site and is backed up nightly. <i>(See Appendix I)</i></li> <li>• The District’s Student Information System (Infinite Campus) is hosted off site and backed up nightly <i>(see Appendix C)</i>.</li> <li>• 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></li> <li>• The District’s Transportation system (Edulog) is hosted locally and backed up nightly.</li> <li>• The District’s staff storage array is hosted locally and is backed up nightly.</li> </ul>	
<b>Indicator 3: Files:</b> The District fully protects digitized files from unauthorized access.	<b>In Compliance</b>
<b>Evidence:</b> There were no breaches of electronic files that resulted in damage or loss to the District. <i>(See Appendix B and E)</i>	
<b>Indicator 4: Records:</b> The District protects all physical records from damage or loss.	<b>Not In-Compliance</b>
<b>Evidence:</b> 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 Capacity Building)</i>	

<b>Indicator 5: <u>Fixed Assets</u>:</b> The District carries property insurance.	<b>In Compliance</b>
<p><b>Evidence 1.</b> Catlin Indemnity property policy covers equipment and data on an all risk basis, but does exclude breakdown. Coverage limits \$38,942,573, with a \$50,000 deductible. (<i>See Appendix A, Page 1.</i>)</p>	
<p><b>Evidence 2.</b> 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 2016-2016 is \$15,811, which is \$2,401 more than last year. (<i>See appendix A, Pages 22-27.</i>)</p>	

<b>7.5 The Superintendent will:</b> 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).

<b>Indicator 1:</b> Records are retained and disposed of per legal guidelines.	<b>In Compliance</b>
<b>Evidence 1:</b> 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>	
<b>Evidence 2:</b> Routine records disposal occurs in June and December. The District shredded approximately 93.471 tons of material. <i>(See Appendix N)</i>	
<b>Indicator 2:</b> Required records are retained, available and accessible.	<b>In Compliance</b>
<b>Evidence:</b> 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>	
<b>Indicator 3:</b> Disposal of records follows a protocol that maintains security and privacy.	<b>In Compliance</b>
<b>Evidence 1:</b> Records were disposed of as required in June and December according to requirements outlined by state and federal regulations. The latest disposal shredded approximately 93.471 tons of material and the Certificate of Destruction that assures confidential disposal was provided. <i>(See Appendix N)</i>	
<b>Evidence 2:</b> A self-audit of DPI record retention requirements was performed in December and indicates compliance. <i>(See Appendix T)</i>	

<b>7.6 The Superintendent may not: Unnecessarily expose the District, the Board or staff to legal liability.</b>	<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.

<b>Indicator 1: The District uses legal services to guard against losses to the District.</b>	<b>In Compliance</b>
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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.

- 1052.90 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.
- 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. No losses were paid out for 2016.

<b>Indicator 2: The District carries educator legal liability insurance.</b>	<b>In Compliance</b>
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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. No losses were incurred for 2016.

<b>7.7 The Superintendent may not:</b> 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.

<b>Indicator 1:</b> District personal property was disposed of fairly and appropriately according to administrative regulation 3230.	<b>In Compliance</b>
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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. 17,114 textbooks were resold or recycled this year.
- School librarians conducted the annual process of identifying and recycling severely outdated copies of library books through the Destiny software system. 31,942 outdated books were recycled in 2016.
- The Department of Buildings and Grounds used scrap metal vendors (Miller Compressing) to dispose of or recycle District personal property. As of December 2016, \$398.88 was received from the sale of scrap metal.

<b>Indicator 2:</b> The sale of surplus property uses a fair and public process.	<b>In Compliance</b>
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**Evidence: Evidence:** Surplus property was sold through an online public sector auction site for a total of \$6,093.50. (see Appendix M)

## **Capacity Building for OE-7:**

Through the Chief of Finance Office, Chief of Operations Office, and Chief of Information Office, the Superintendent will develop a plan to address areas of non-compliance in OE-7. The 2016-17 action plan includes:

1. A plan is being developed to digitize, store and protect all required records such as cumulative student folders and health records over the next 3 to 5 years. The plan will improve systems to track and protect physical files, records, and information as well. The plan started this year with the digitization of the school emergency cards. The plan will development of standard operating procedures for how the individual schools should keep and protect records. The plan will also assign a custodian of the different types of records, the process to be followed in keeping them, and the associated costs to do so. The board will be updated on the goals and the progress of the plan in the fall of 2017 and again in January of 2018 with the OE-7 monitoring report.
2. A plan has been developed to digitize physical records and administrative archives that are currently housed in the warehouse, such has payroll and HR files, 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 2017-18 budget priorities list.





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

**OE-10.1-10.8 (INSTRUCTIONAL PROGRAM – Part 1)  
April 24, 2017  
SUMMARY OF COMPLIANCE STATUS**

**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.

**EXECUTIVE SUMMARY**

This report monitors OE-10 (Part 1) policy for May 1, 2016 – April 30, 2017. This monitoring report is **non-compliant**. However, we have made progress toward compliance. There is an improvement in the number of indicators “in compliance” compared to last year’s report; specifically, an 8% increase. Areas of improvement include:

10.6 – 100% of new programs implemented effectively meet the intended outcomes for the programs.

10.7 – All curriculum programs PK-12 have undergone a review and analysis over the last 3 years and every district-endorsed and supported teaching strategy/teaching practice has been reviewed during the curriculum and review cycle.

Two indicators in 10.8 are “not in compliance” this monitoring cycle. We needed to increase the number of hours for professional development for critical training needs. Additionally, substitutes were provided for Freshman Seminar teachers to spend much needed time writing curriculum for this new course. More details can be found in the Capacity Building section of this report.

**With respect to Operational Expectation 10, Part I (Instructional Program), the Board accepts the report as being non-compliant via acceptance in Superintendent Consent Agenda on April 24, 2017.**

Section	IC / NIC	Directive	Notes
<i>The Superintendent will:</i>			
10.1	IC	Ensure that instructional programs are based on a comprehensive and objective review of best practices research.	
10.2	NIC	Align curriculum and instruction to academic standards that meet or exceed state and/or nationally recognized model standards.	Not in compliance with three indicators.
10.3	IC	Effectively measure each student’s progress toward achieving or exceeding the standards.	
10.4	IC	Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.	
10.5	NIC	Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.	Not in compliance with two indicators.
10.6	IC	Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.	
10.7	IC	Ensure that all instructional programs, including both content and practice, are regularly evaluated and modified as necessary to assure their continuing effectiveness.	
10.8	NIC	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.	Not in compliance with two indicators.

*IC = In Compliance    NIC = Not In Compliance*

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	16	16	18
<i>Indicators Not In Compliance</i>	9	9	7
<i>% In Compliance</i>	64%	64%	72%

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

<p><b>Indicator 1:</b> 100% of programs and curricula scheduled for the current year complete a comprehensive evaluation process with report to the Board of Education.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of programs and curricula on Curriculum Program Review Cycle are currently under review for evaluation. <i>(See Appendix A).</i></p>	
<p><b>Indicator 2:</b> 100% of the District curricula are reviewed for alignment with best practices.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Template evaluation <i>(See Appendix G).</i></p>	
<p><b>Indicator 3:</b> Curriculum review committees are comprised of teachers, community members, parents, administrators to reach achieve an objective, unbiased evaluation process.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Teachers, community members, parents and administrators comprise 100% of the curriculum review committees. <i>(See Appendix H).</i></p>	

<p><b>10.2 The Superintendent will:</b> 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><b>Indicator 1:</b> 100% of the Common Core State Standards (CCSS) are reflected in RUSD’s reading, writing and math curriculum.</p>	<p><b>Not In Compliance</b></p>
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**Evidence:** The current reading and writing standards do not fully reflect the CCSS.

*According to the curriculum program review calendar, the Office of Curriculum and Instruction’s program review is on schedule for Reading and writing curriculum to be aligned to standards reflecting the CCSS beginning 2017-2018. (Appendix I and J)*

<p><b>Indicator 2:</b> 100% of the Next Generation Science Standards (NGSS) are reflected in RUSD’s science curriculum.</p>	<p><b>Not In Compliance</b></p>
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**Evidence:** The current science curriculum does not reflect the NGSS.

*According to the curriculum program review calendar, the Office of Curriculum and Instruction’s program review is on schedule for Science curriculum to be aligned to standards reflecting the NGSS beginning 2018-2019. (Appendix K)*

<p><b>Indicator 3:</b> 100% of the Wisconsin Model Early Learning Standards (WMELS) are reflected in RUSD’s Early Childhood Curriculum.</p>	<p><b>In Compliance</b></p>
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**Evidence:** 100% of the District’s Early Childhood Curriculum is aligned with the WMELS. *(See Appendix B).*

<p><b>Indicator 4:</b> 100% of the Wisconsin State Standards are reflected in the curriculum for all subjects not listed above.</p>	<p><b>Not In Compliance</b></p>
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**Evidence:** Wisconsin State Standards are not reflected in all curriculum areas.

*The Office of Curriculum and Instruction introduced Wisconsin State Standards aligned curriculum for physical education and health in 2016-2017.*

*According to the curriculum program review calendar, the Office of Curriculum and Instruction’s program review is on schedule for art and music curriculum to be aligned to standards reflecting the Wisconsin State Standards beginning 2017-2018.*

*According to the curriculum program review calendar, the Office of Curriculum and Instruction’s program review is on schedule for world language and social studies curriculum to be aligned to standards reflecting the Wisconsin State Standards beginning 2017-2018.*

<b>10.3 The Superintendent will:</b> Effectively measure each student’s progress toward achieving or exceeding the standards.	<i><b>In Compliance</b></i>
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**Interpretation:** The Board of Education expects the Superintendent to measure student progress and achievement in academic standards for grades 4K-8 using assessments that are statistically reliable and valid.

- Effectively measure: The District uses valid and reliable assessment tools, common across all elementary, middle and K-8 schools to determine students’ progress in achieving the Board’s Results policies.

<b>Indicator 1:</b> The K-8 NWEA – MAP and K-2 CPAA (Measure of Academic Progress and Children’s Progress Academic Assessment) assessments are aligned to the Common Core Standards.	<b>In Compliance</b>
<b>Evidence:</b> See the NWEA Common Core Alignment Study. <i>(See Appendix C).</i>	
<b>Indicator 2:</b> The NWEA – MAP and CPAA assessment are reliable and valid measures of student growth.	<b>In Compliance</b>
<b>Evidence:</b> See the NWEA- Individual Growth and School Success. <i>(See Appendix D).</i>	
<b>Indicator 3:</b> Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children in the 4K programs in RUSD.	<b>In Compliance</b>
<b>Evidence:</b> See the Touring Guide for Teaching Strategies Gold <i>(See Appendix E)</i>	
<b>Indicator 4:</b> AimsWeb is a valid and reliable assessment of academic competencies for the purpose of progress monitoring of students in Response to Intervention (RtI).	<b>In Compliance</b>
<b>Evidence:</b> See the AimsWeb Alignment Study. <i>(See Appendix L).</i>	

<p><b>10.4 The Superintendent will:</b> Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.</p>	<p><i><b>In Compliance</b></i></p>
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**Interpretation:** The Board of Education expects the Superintendent to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent as part of their school day.

- 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><b>Indicator 1:</b> Multiple programs exist in specialty areas to meet the needs of RUSD students.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> See the Description of Specialized Programs. <i>(See Appendix F).</i></p>	
<p><b>Indicator 2:</b> The overall enrollment in these specialized programs increases every year.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> For the 2016-2017 school year, there is an increase in overall enrollment (4%) in specialized programs compared to the 2015-2016 school year. <i>(See Appendix F).</i></p>	

<p><b>10.5 The Superintendent will:</b> 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><b>Indicator 1:</b> Teachers plan instruction based on the personalized learning plans for all of their students.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of teachers K-8 work with students to set personalized learning goals for all students immediately following MAP/CPAA assessments for Fall testing. Annual goals are reviewed after Winter testing.</p>	
<p><b>Indicator 2:</b> All students with disabilities are placed in their least restrictive environment as appropriate.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> DPI Indicator 5: School Age Educational Environment for students age 6 through 21</p> <ul style="list-style-type: none"> <li>• (√) 71.11% of our special education students spend their time inside the regular classroom with nondisabled peers 80% or more of their day. The DPI target is more than 63.6%. RUSD exceeds the target.</li> <li>• (X) 12.09% of our special education students spend their time inside the regular classroom with nondisabled peers less than 40% of their day. The DPI target is less than 9.5%. RUSD falls short of the target.</li> <li>• (√) 0.73% of our special education students are served in separate schools, residential facilities, or homebound/hospital placements. The DPI target is less than 1.4%. RUSD exceeds the target.</li> </ul> <p><i>Data Source: Individual Student Enrollment System (ISES) October 1 Child Count (<a href="https://apps4.dpi.wi.gov/spedprofile">https://apps4.dpi.wi.gov/spedprofile</a>)</i></p>	
<p><b>Indicator 3:</b> A tiered level of services exists for all Bilingual and ESL students.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of parent requests for student placement in dual language, bilingual or ESL programs were accommodated.</p>	
<p><b>Indicator 4:</b> Principal observations document culturally relevant teaching practices evident in every classroom.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> A systematic plan to train teachers and administrators was implemented in targeted schools in the 2016-2017 school year. Additional training for remaining schools will be underway in 2017-2018.</p>	
<p><b>Indicator 5:</b> Alternatives to traditional classroom learning environments exist in RUSD.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The following school options exist in RUSD: Magnet, charter and virtual school (elementary, middle and high). Turning Point Academy (6-12), Racine Alternative Education Program (high school), Transition program (18-21 year olds), Transition Education Program (TEP, 9-12), Inspire (9-12), Special Education Options (SEO, 6-12), Homebound (elementary, middle and high). FreshStart (elementary), Course Options (elementary, middle and high). Youth Options (high school), ACT39 GED/HSED @ Gateway Technical College. Intensive Needs Classroom (INC, elementary, middle and high)</p> <p>A systematic process is available for parents to select and staff to recommend these programs.</p>	

<p><b>10.6 The Superintendent will:</b> Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.</p>	<p><i>In Compliance</i></p>
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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.

<p><b>Indicator 1:</b> New programs are developed and implemented each year.</p>	<p><b>In Compliance</b></p>
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- Evidence:** Ten new programs were implemented during the 2016-17 school year:
- PACC - Concurrent College Enrollment implemented at Case High School – American Government (28 students)
  - Project Lead the Way - High School expansion (Human Body Systems) 6 classes, 117 students
  - Project Lead the Way – Middle School expansion (Introduction to Computer Science) 91 students at Starbuck
  - Project Lead the Way – Middle School expansion (Medical Detectives) – 57 students at Gilmore and Starbuck
  - Project Lead the Way – Middle School expansion (Flight and Space) – 74 students at McKinley and Starbuck
  - Engineering is Elementary (EIE) – Olympia Brown Elementary all grades (480 students)
  - FIRST (For Inspiration and Recognition of Science and Technology) Robotics – Walden HS (15)
  - Freshman Academy Structure including Freshman Seminar course – Park HS (338), Horlick HS (441), Case HS (479)
  - Junior Reserves Officers’ Training Corp (JROTC) – Park High School (37)
  - Montessori Program at Goodland – 80 three- and four- year old students

<p><b>Indicator 2:</b> 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).</p>	<p><b>In Compliance</b></p>
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- Evidence:** 100% of new programs meet intended outcomes (√)
- Status of programs implemented 2015-2016:
- Case High School is in the candidacy phase for the International Baccalaureate Career-related Programme (IBCP). Final application submitted November 2016. Authorization site visit expected May 31, 2017. (√)
  - Project Lead the Way – High School expansion (Principles of Biomedical Science and Introduction to Computer Science). (√)

<b>Principals of Biomedical Science</b>	<p><u>2015-2016 enrollment</u> 4 classes, 104 students</p>	<p><u>2016-2017 enrollment</u> 21 classes, 502 students</p>	<p>Enrollment increased 383%</p>
<b>Introduction to Computer Science</b>	<p><u>2015-2016 enrollment</u> 5 classes, 125 students</p>	<p><u>2016-2017 enrollment</u> 8 classes, 170 students</p>	<p>Enrollment increased 36%</p>

- Full day 4K – increased from 72 students in 2015-2016 to 100 students in 2016-2017. (√)



<p><b>10.7 The Superintendent will:</b> 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><b>In Compliance</b></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><b>Indicator 1:</b> Every PK-12 program is evaluated through a review and analysis process at least every three years.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Year 1, 2 and 3 of the 3 year curriculum program review cycle are in progress.</li> <li>• Areas under review include(d): 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,</li> <li>• Final reviews and analysis will be complete by June 1, 2017.</li> </ul>	
<p><b>Indicator 2:</b> Every District-endorsed and supported teaching strategy/teaching practice is reviewed and revised on a three-year basis.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of the areas under review in the 3 year curriculum program review cycle included a teaching strategy review.</p>	

<p><b>10.8 The Superintendent will:</b> 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><b>Indicator 1:</b> Disruptions to the academic day are addressed through clear, written expectations from the Chief Academic Officer and Chief of Schools.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Written expectations provided to high school principals via Tuesday Updates-November 1, 2016 (<i>Appendix M</i>)</p>	
<p><b>Indicator 2:</b> All curricular writing projects occur outside of the normal school day.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> Freshman Seminar curriculum writing occurred during the school day. Substitutes were provided.</p>	
<p><b>Indicator 3:</b> Monitoring of the professional development calendar minimizes the number of substitutes for professional development, training, etc. each day.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> The amount of teaching time missed due to professional development continues to decline annually.</p> <ul style="list-style-type: none"> <li>• 2012-13: Total of 41,305 hours</li> <li>• End of semester 1 2013-14: Total of 15,435 hours</li> <li>• End of semester 1 2014-15: Total of 10,828 hours</li> <li>• End of semester 2015-2016: Total of 8811 hours</li> <li>• End of semester 2016-2017: Total of 9950 hours</li> </ul> <p><i>Increase in hours attributed to: Non-violent Crisis Intervention (NVCi), Classroom Organization and Management (COMP), Middle School Transformation meetings, High School Transformation Professional development, Personalized/Blended Learning for middle schools, Guided Language Acquisition Training (GLAD), Racine Early Intervention (REI) literacy training, Junior Achievement, Advanced Placement (AP), Javit's Grant, Positive Behavioral Intervention and Supports (PBIS) and Gizmos (science pilot)</i></p>	

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

Through the office of the Chief Academic Officer, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 1). The 2017-2018 action plan includes:

**10.2:** The Office of Curriculum and Instruction is on target to have all subject areas reviewed, evaluated and updated by the beginning of the 2018-2019 school year. Work continues with teams of teachers, instructional coaches, administrators and community members throughout the school year and summer.

**10.5:** The Special Education Department continues work to ensure all students are placed in their least restrictive environment (LRE). Ongoing professional development with teachers and administrators will continue.

Planning continues to ensure the District provides additional ongoing training and support for staff in culturally relevant teaching strategies and cultural competence.

**10.8:** The Office of Curriculum and Instruction will review the need for curriculum writing for the summer of 2017 to ensure all work can be completed prior to the school year starting. For all work that requires additional time, plans will be made for the work to be completed outside of the school day.

The Department of Professional Learning will review the professional development plan for 2017-2018 to ensure a minimum number of initiatives require teachers to be pulled from their classrooms during the school day. It is important to note the increase in the hours outside of the classroom for this reporting period are directly related to the major initiatives RUSD has underway. These include:

- Non-violent Crisis Intervention (NVCi) – methods for dealing with students in crisis
- Classroom Organization and Management (COMP) - beneficial for new teachers and those struggling with management
- Middle School Transformation meetings
- High School Transformation Professional development – make up for those teachers who did not attend during the summer
- Personalized/Blended Learning for middle schools – teams planning for expanded implementation
- Guided Language Acquisition Training (GLAD) – language acquisition and literacy for dual language/ESL teachers
- Racine Early Intervention (REI) literacy training for elementary teachers
- Junior Achievement – required training for staff accompanying 8<sup>th</sup> grade students to Finance Park
- Advanced Placement (AP) –all AP teachers need to be up to date with training (within 3 years)
- Javit’s Grant – Gifted and talented grant program with DPI, Milwaukee and Kenosha. Initiative to increase the underrepresented Hispanic students in the GT program
- Positive Behavioral Intervention and Supports (PBIS) – methods for improving student behavior
- Gizmos- hands on science pilot for potential adoption 2018-2019

Where possible, future professional development sessions will be scheduled on early release and full PD days according to the RUSD calendar.

The Chief Academic Officer will request that the Superintendent ask the Board of Education to consider a work session topic to reassess the feasibility of adjusting start/end times and school year calendar to provide more time for planning and professional development as part of the teaching contract year.

**Funding/Staffing:**

- Funding for professional development for teachers implementing new curriculum.
- Curriculum Program Review Cycle – funding for curriculum writing budgeted for summer work.

**Appendices:**

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

Racine Unified School District  
Chief Academic Office

**3 Year Curriculum Program Review Plan**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Comprehensive Curriculum Review and Evaluation	Business Ed, Technology Ed, Family/Consumer Science (FACE), Mathematics, Health/Physical Education, Library task force, Gifted/Talented programming, Magnet schools, Special education (continuum of services), Writing	Art, drama, ELA/Reading, music, Dual Language/ELL programming, credit recovery, Special education (related services), Summer school, Virtual Learning, Writing	Alternative education programs, Early childhood/4K programming, science, social studies, world languages, writing, dual enrollment, Lighted School House, Special education (service delivery), Title I, Instructional Educator Effectiveness Coaches		
Curriculum Development and Design		Business Ed, Technology Ed, Family/Consumer Science (FACE), Mathematics, Health/Physical Education, Library task force, Gifted/Talented programming, Magnet schools, Special education (continuum of services), Writing	Art, drama, ELA/Reading, music, Dual Language/ELL programming, credit recovery, Special education (related services), Summer school, Virtual Learning, Writing	Alternative education programs, Early childhood/4K programming, science, social studies, world languages, writing, dual enrollment, Lighted School House, Special education (service delivery), Title I, Instructional Educator Effectiveness Coaches	
Implementation and Monitoring			Business Ed, Technology Ed, Family/Consumer Science (FACE), Mathematics, Health/Physical Education, Library task force, Gifted/Talented programming, Magnet schools, Special education (continuum of services), Writing	Art, drama, ELA/Reading, music, Dual Language/ELL programming, credit recovery, Special education (related services), Summer school, Virtual Learning, Writing	Alternative education programs, Early childhood/4K programming, science, social studies, world languages, writing, dual enrollment, Lighted School House, Special education (service delivery), Title I, Instructional Educator Effectiveness Coaches

**Overview**

The development of the WMELS was guided by research in the field of early education and supported by content experts from institutions of higher education in the state. The WMELS provide a framework for families, professionals and policy makers to:

- Share a common language and responsibility for the well-being of children from birth to first grade;
- Know and understand developmental expectations of young children;
- Understand the connection of early childhood with K-12 educational experiences and lifelong learning.

The WMELS specify developmental expectations for children birth through entrance to first grade and address all the domains of a child's learning and development including:

- Health and Physical Development;
- Social and Emotional Development;
- Language Development and Communication;
- Approaches to Learning;
- Cognition and General Knowledge.

The developmental domains are highly interrelated. Knowledge and skills developed in one area of development impact the acquisition of knowledge and skills in other areas of development. Each domain is divided into sub-domains, which include developmental expectations, program standards, performance standards, and a developmental continuum, along with samples of children's behavior and samples of adult strategies.

The WMELS are intended to:

- Improve the quality of all early learning environments;
- Guide professional development activities and investments;
- Inform educators and caregivers in their decisions regarding approaches to curriculum development across all early learning environments;
- Guide communities as they determine local benchmarks at the district level. The local benchmarks assist to make decisions regarding curriculum and assessment that will determine instruction, interactions and activities.

The WMELS have been aligned with the Common Core State Standards: [http://ec.dpi.wi.gov/ec\\_oelindex-0](http://ec.dpi.wi.gov/ec_oelindex-0) (Scroll down to OEL Initiatives/Priorities and click on last bullet.)

**WMELS History**

- First edition published in 2003.
- Second edition re-written to include a developmental continuum, samples of children's behavior, samples of adult strategies and updating of resources in 2008.
- Third edition added a revised literacy section and an appendix section titled "Standards in the State of Wisconsin" in 2011.

**WMELS State and Regional Steering Committee**

Members of the WMELS Steering Committee represent the Office of Early Learning Department of Public Instruction (4K, 5K and Head Start), Department of Children and Families, Supporting Families Together Association, Wisconsin Early Childhood Association, Wisconsin Technical Colleges and Universities. The committee meets every other month throughout the year to strengthen lines of communication regarding the implementation of WMELS throughout the state of Wisconsin.

**WMELS Training and Courses for Credit**

More than 90 Approved WMELS Trainers are available to do training throughout the state of Wisconsin. WMELS Approved Trainers include: child care providers, teachers (classroom and higher education), program support personnel, training and technical assistance personnel, and administrators that represent the full-range of services offered to young children birth to first grade. The training is 15-18 hours and is offered over a period of days e.g. two whole days, three part days, five or more parts (2-3 hours) of days or in evenings. Training has been widely offered across the state and is incorporated into YoungStar quality rating evaluation criteria. WMELS Training is offered in both non-credit and for-credit delivery options. Many University, Private and Technical Colleges are utilizing the current WMELS Training Materials in early care and education coursework.

**WMELS Communities of Practice**

Wisconsin Early Childhood Collaborating Partners Community Collaboration Coaches assist communities as they partner to provide early childhood services. Each of the six regions has a WMELS Community of Practice that meets at least two times per year to support WMELS Approved Trainers within their region. A mentoring system has been established for new candidates who apply to be WMELS Approved Trainers.

**WMELS Webpage:** <http://www.collaboratingpartners.com/wmels-about.php>

For further information contact: Arlene Wright, WMELS Coordinator at [arlenewright@charter.net](mailto:arlenewright@charter.net)  
 Jill Haglund, Early Childhood Consultant at [jill.haglund@dpi.wi.gov](mailto:jill.haglund@dpi.wi.gov)  
 Katherine McGurk, Bureau of Quality Improvement, Supervisor, [kathy.mcgurk@wisconsin.gov](mailto:kathy.mcgurk@wisconsin.gov)



# Smarter Balanced Preliminary Performance Levels

## Estimated MAP Scores Corresponding to the Preliminary Performance Levels of the Smarter Balanced Assessment Consortium (Smarter Balanced)

Recently, the Smarter Balanced Assessment Consortium (Smarter Balanced) released a [document](#) that established initial performance levels and the associated threshold scale scores for the Smarter Balanced assessment. The report included estimated percentages of students expected to perform at each of the four performance levels, reported by grade and test subject (e.g., English Language Arts or Mathematics), based on preliminary field testing of the Smarter Balanced assessment conducted during the spring of 2014.

These threshold scale scores and expected percentages represent a preliminary attempt at standard setting, and Smarter Balanced may revise them after the spring 2015 testing term. Nevertheless, they represent the best information currently available about the cut scores that will be used during the spring 2015 testing term of the Smarter Balanced test.

Using the information provided within the Smarter Balanced report about the percentages of students expected to perform at each level, Northwest Evaluation Association™ (NWEA™) conducted a series of analyses to examine what Measures of Academic Progress® (MAP®) interim assessment scores might be associated with these performance level categories.

This was not an empirical study in the manner of our normal scale linking studies, because the Smarter Balanced assessment has not yet been fully implemented. NWEA intends to work with its partner school districts to conduct such a study, examining the relationship between MAP performance and Smarter Balanced performance for individual students, once Smarter Balanced has been fully implemented within NWEA partner districts.

NWEA analyses focused on the percentages of students expected to perform within each of the Smarter Balanced performance levels. NWEA compared these percentages to our own nationally representative normative distributions in order to estimate the MAP scores that would produce similar percentages of students as those expected to fall within the Smarter Balanced performance level categories. The approach taken here is quite similar to the approach used in many prior linking studies, and **can provide highly accurate estimates of cut scores.**

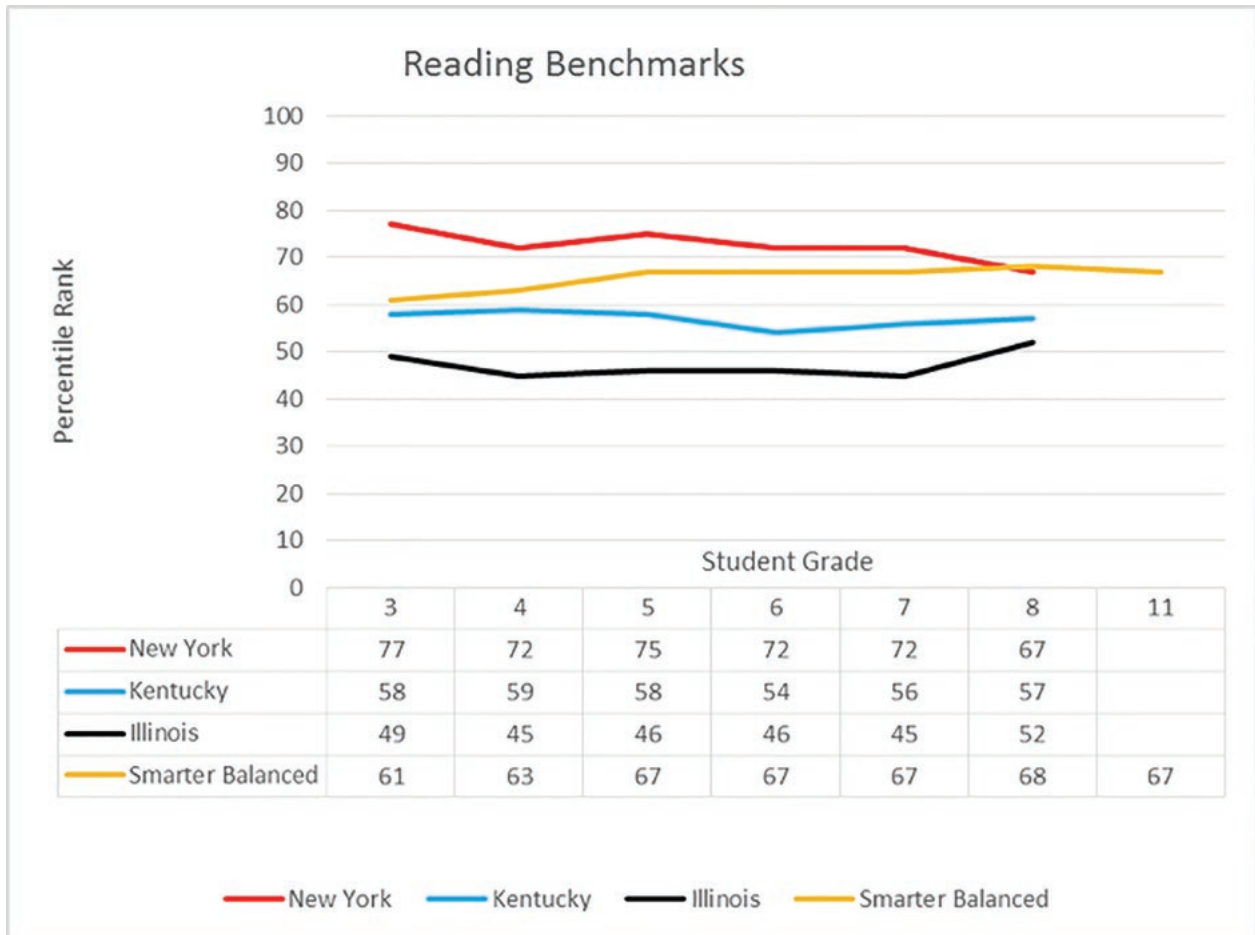
This approach relies on the assumption that the population of students who completed Smarter Balanced field testing reasonably reflect the nationally representative NWEA norming population. Because the Smarter Balanced report included little information about the students who comprised the field test sample, other than the fact that they came from 21 states and the U.S. Virgin Islands, it is not known whether that sample was sculpted or weighted to resemble a nationally representative distribution of students. Consequently, NWEA does not know whether the percentages of students within each performance level reported by Smarter Balanced closely reflect the U.S. student population in general.

Nevertheless, this assumption provided a basis for estimating the MAP scores that correspond to the preliminary threshold scale scores reported by Smarter Balanced. These resulting cut scores fell precisely within a range consistent with other summative state tests currently in use that have defined proficiency standards around “college and career readiness.” These summative state tests formed the basis for the NWEA October 2014 Guidance Document for predicting student performance on both the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced tests, **now updated to serve states who aren’t using Smarter Balanced assessments.**

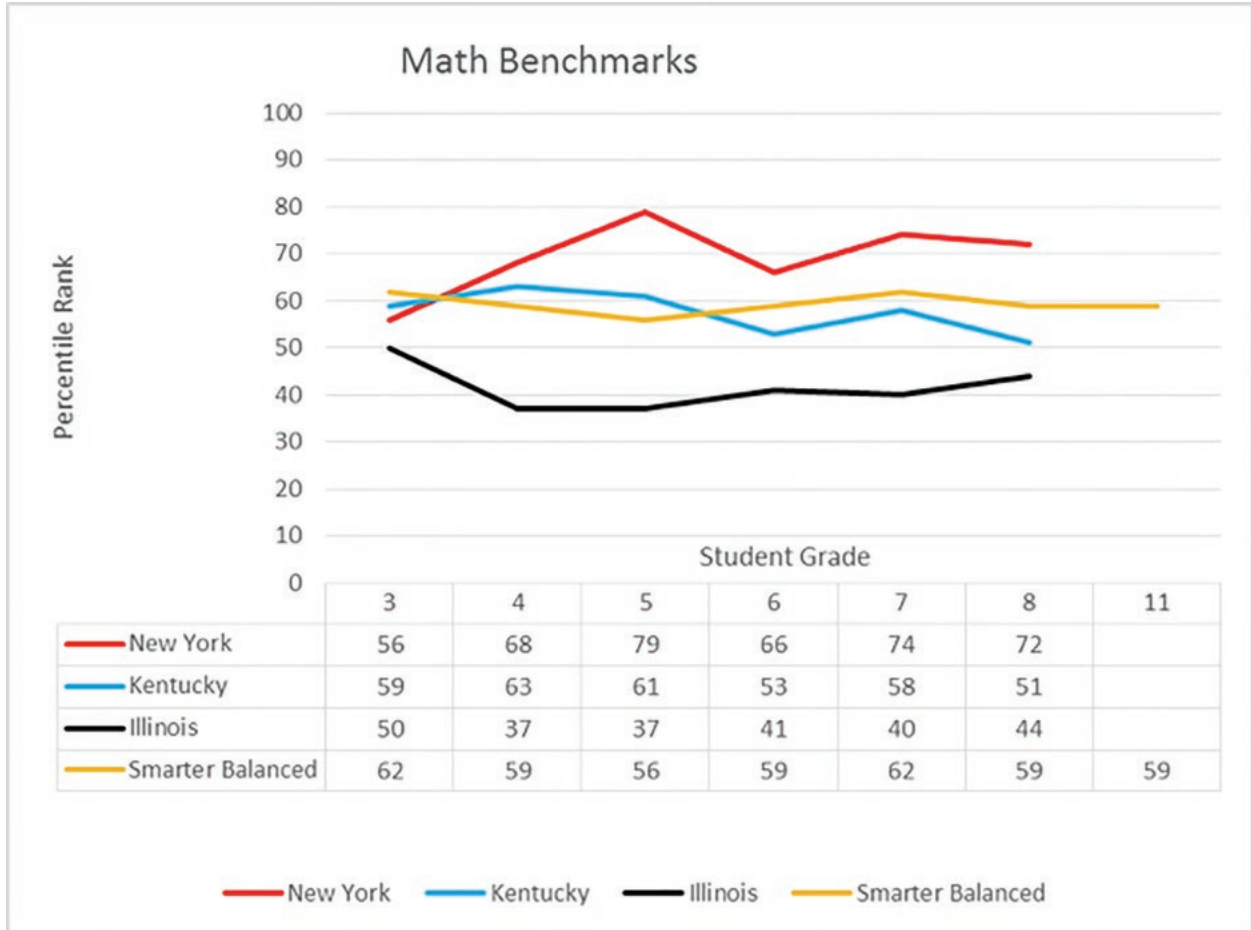
To offer a comparison, figures 1 and 2 show how NWEA estimates for the initial Smarter Balanced cut scores for Level 3 in reading and math, respectively, compare to the proficiency standards currently in use within three states with Common Core-aligned summative tests: New York, Kentucky, and Illinois. In these figures, the proficiency standards are expressed as normative percentile ranks, which convey the relative difficulty of the standards. The Smarter Balanced standards fall within the middle of the range established by the other three tests.



**Figure 1. “College and Career Ready” Proficiency Standards in Reading for Four Common Core-Aligned Summative Tests**



**Figure 2. “College and Career Ready” Proficiency Standards in Math for Four Common Core-Aligned Summative Tests**



# CUT SCORE AND PROBABILITY TABLES

Table Sets 1 through 3 provide estimated MAP RIT cut scores associated with the initial Smarter Balanced performance level threshold scale scores and tables that provide estimates of performing at or above Performance Level 3 (i.e., “Proficient”), given an observed MAP RIT score. The tables show the estimated threshold RIT scores associated with each Smarter Balanced performance level for spring, winter, and fall testing seasons, respectively. These tables can be used to identify students who may need additional help to perform well on these tests.

Table Sets 4 through 6 show the estimated probability of a student receiving a Level 3 or higher on the Smarter Balanced assessment in spring, winter, or fall, respectively, based on that student’s observed RIT score and the estimated threshold cut scores reported in the prior table sets. These tables can be used to assist in identifying students who are not likely to pass Smarter Balanced assessments, thereby increasing the probability that intervention strategies will be planned and implemented. These tables can also be useful for identifying target RIT-score objectives likely to correspond to successful Level 3 performance on the Smarter Balanced assessment.

## Table Set 1 – Estimated Fall MAP RIT Cut Scores Corresponding to the Smarter Balanced Assessment Consortium (Smarter Balanced) Performance Levels

### MATH – FALL SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
<b>2*</b>	<172	172	32	181	61	193	88
<b>3</b>	<186	186	32	195	61	207	88
<b>4</b>	<195	195	27	208	63	218	87
<b>5</b>	<207	207	35	219	67	227	85
<b>6</b>	<213	213	35	226	67	236	86
<b>7</b>	<219	219	36	233	67	244	87
<b>8</b>	<225	225	38	238	68	249	87
<b>9*</b>	<229	229	40	241	67	255	89
<b>10*</b>	<229	229	40	242	67	257	89
<b>11</b>	<231	231	40	245	67	261	89



## READING – FALL SEASON

### Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
<b>2*</b>	<170	170	35	180	62	190	82
<b>3</b>	<184	184	35	194	62	203	82
<b>4</b>	<195	195	37	203	59	213	82
<b>5</b>	<201	201	33	209	56	222	85
<b>6</b>	<204	204	30	215	59	230	89
<b>7</b>	<210	210	34	220	62	236	92
<b>8</b>	<210	210	28	222	59	239	91
<b>9*</b>	<212	212	28	225	59	240	89
<b>10*</b>	<214	214	28	226	59	242	89
<b>11</b>	<214	214	28	227	59	245	89

\*Note: Smarter Balanced does not test students in grades 2, 9, and 10. The values shown in these grades are estimated MAP RIT scores indicating that the student is on track to perform at the designated performance level when tested on Smarter Balanced in subsequent years, so long as the student maintains consistent standing relative to U.S. achievement norms.

## Table Set 2 – Estimated Winter MAP RIT Cut Scores Corresponding to the Smarter Balanced Assessment Consortium (Smarter Balanced) Performance Levels

### MATH – WINTER SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
<b>2*</b>	<179	179	32	189	61	200	88
<b>3</b>	<192	192	32	202	61	213	88
<b>4</b>	<200	200	27	213	63	224	87
<b>5</b>	<212	212	35	224	67	233	85
<b>6</b>	<217	217	35	229	67	239	86
<b>7</b>	<222	222	36	235	67	247	87
<b>8</b>	<227	227	38	241	68	252	87
<b>9*</b>	<230	230	40	243	67	257	89
<b>10*</b>	<230	230	40	244	67	258	89
<b>11</b>	<231	232	40	246	67	261	89

### READING – WINTER SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
<b>2*</b>	<178	178	35	188	62	197	82
<b>3</b>	<189	189	35	199	62	208	82
<b>4</b>	<198	198	37	206	59	216	82
<b>5</b>	<203	203	33	212	56	224	85
<b>6</b>	<206	206	30	217	59	232	89
<b>7</b>	<212	212	34	222	62	238	92
<b>8</b>	<212	212	28	224	59	241	91
<b>9*</b>	<213	213	28	225	59	241	89
<b>10*</b>	<214	214	28	227	59	242	89
<b>11</b>	<214	214	28	227	59	245	89

\*Note: Smarter Balanced does not test students in grades 2, 9, and 10. The values shown in these grades are estimated MAP RIT scores indicating that the student is on track to perform at the designated performance level when tested on Smarter Balanced in subsequent years, so long as the student maintains consistent standing relative to U.S. achievement norms.

## Table Set 3 – Estimated Spring MAP RIT Cut Scores Corresponding to the Smarter Balanced Assessment Consortium (Smarter Balanced) Performance Levels

### MATH – SPRING SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<185	185	32	194	61	206	88
3	<197	197	32	206	61	218	88
4	<204	204	27	217	63	228	87
5	<215	215	35	227	67	236	85
6	<219	219	35	232	67	243	86
7	<224	224	36	238	67	250	87
8	<229	229	38	243	68	254	87
9*	<231	231	40	244	67	259	89
10*	<231	231	40	245	67	260	89
11	<233	233	40	247	67	263	89

### READING – SPRING SEASON

Cut Scores and Norm Percentiles for Each Performance Level

Grade	Level 1	Level 2		Level 3		Level 4	
	Cut Score	Cut Score	Percentile Rank	Cut Score	Percentile Rank	Cut Score	Percentile Rank
2*	<184	184	35	194	62	203	82
3	<193	193	35	203	62	212	82
4	<202	202	37	210	59	219	82
5	<206	206	33	214	56	227	85
6	<208	208	30	219	59	234	89
7	<213	213	34	224	62	240	92
8	<213	213	28	225	59	242	91
9*	<213	213	28	226	59	242	89
10*	<214	214	28	227	59	244	89
11	<214	214	28	228	59	245	89

\*Note: Smarter Balanced does not test students in grades 2, 9, and 10. The values shown in these grades are estimated MAP RIT scores indicating that the student is on track to perform at the designated performance level when tested on Smarter Balanced in subsequent years, so long as the student maintains consistent standing relative to U.S. achievement norms.

# Table Set 4 – Estimated Probability Of Scoring At Level 3 Or Higher On The Smarter Balanced Test, Given A Student’s Observed MAP RIT Score In Spring

## MAP MATH TEST TAKEN IN SPRING

RIT Range	2	3	4	5	6	7	8	9	10	11	
130	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	<p>*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the spring season. Example: if a fifth grade student scored 200 on a MAP test taken during the spring season, her/his estimated probability of achieving at least Level 3 is 8%.</p> <p><b><i>Bold italics</i></b> refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.</p>
135	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
140	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
145	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
150	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
155	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
160	4%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
165	6%	2%	1%	0%	0%	0%	0%	0%	0%	0%	
170	10%	3%	1%	0%	0%	0%	0%	0%	0%	0%	
175	16%	5%	2%	1%	0%	0%	0%	0%	0%	0%	
180	23%	8%	3%	1%	1%	0%	0%	0%	0%	0%	
185	33%	13%	5%	2%	1%	1%	0%	0%	0%	0%	
190	45%	20%	8%	3%	2%	1%	1%	1%	1%	0%	
195	57%	29%	12%	5%	3%	2%	1%	1%	1%	1%	
200	69%	40%	18%	8%	5%	3%	2%	1%	1%	1%	
205	78%	52%	27%	12%	8%	4%	3%	2%	2%	2%	
210	86%	64%	38%	18%	12%	7%	4%	4%	4%	3%	
215	91%	75%	50%	27%	18%	11%	7%	6%	6%	5%	
220	94%	83%	62%	38%	27%	17%	11%	10%	9%	8%	
225	96%	89%	73%	50%	38%	25%	17%	16%	14%	12%	
230	98%	93%	82%	62%	50%	36%	25%	23%	22%	18%	
235	99%	96%	88%	73%	62%	48%	36%	33%	31%	27%	
240	99%	97%	92%	82%	73%	60%	48%	45%	43%	38%	
245	99%	98%	95%	88%	82%	71%	60%	57%	55%	50%	
250	100%	99%	97%	92%	88%	80%	71%	69%	67%	62%	
255	100%	99%	98%	95%	92%	87%	80%	78%	77%	73%	
260	100%	100%	99%	97%	95%	92%	87%	86%	84%	82%	
265	100%	100%	99%	98%	97%	95%	92%	91%	90%	88%	
270	100%	100%	100%	99%	98%	97%	95%	94%	94%	92%	
275	100%	100%	100%	99%	99%	98%	97%	96%	96%	95%	
280	100%	100%	100%	100%	99%	99%	98%	98%	98%	97%	
285	100%	100%	100%	100%	100%	99%	99%	99%	99%	98%	
290	100%	100%	100%	100%	100%	100%	99%	99%	99%	99%	
295	100%	100%	100%	100%	100%	100%	100%	99%	99%	99%	
300	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

## MAP READING TEST TAKEN IN SPRING

### Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	2	3	4	5	6	7	8	9	10	11	
130	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	<p>*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the spring season. Example: if a fifth grade student scored 200 on a MAP test taken during the spring season, her/his estimated probability of achieving at least Level 3 is 23%.</p> <p><b><i>Bold italics</i></b> refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.</p>
135	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
140	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
145	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
150	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
155	2%	1%	1%	0%	0%	0%	0%	0%	0%	0%	
160	4%	2%	1%	1%	0%	0%	0%	0%	0%	0%	
165	6%	3%	1%	1%	1%	0%	0%	0%	0%	0%	
170	10%	4%	2%	1%	1%	1%	1%	0%	0%	0%	
175	16%	7%	4%	2%	1%	1%	1%	1%	1%	1%	
180	23%	11%	6%	4%	2%	1%	1%	1%	1%	1%	
185	33%	17%	9%	6%	4%	2%	2%	2%	2%	2%	
190	45%	25%	14%	10%	6%	4%	4%	3%	3%	3%	
195	57%	36%	22%	16%	10%	6%	6%	5%	5%	4%	
200	69%	48%	31%	23%	16%	10%	9%	8%	8%	7%	
205	78%	60%	43%	33%	23%	16%	14%	13%	12%	11%	
210	86%	71%	55%	45%	33%	23%	22%	20%	18%	17%	
215	91%	80%	67%	57%	45%	33%	31%	29%	27%	25%	
220	94%	87%	77%	69%	57%	45%	43%	40%	38%	36%	
225	96%	92%	84%	78%	69%	57%	55%	52%	50%	48%	
230	98%	95%	90%	86%	78%	69%	67%	64%	62%	60%	
235	99%	97%	94%	91%	86%	78%	77%	75%	73%	71%	
240	99%	98%	96%	94%	91%	86%	84%	83%	82%	80%	
245	99%	99%	98%	96%	94%	91%	90%	89%	88%	87%	
250	100%	99%	99%	98%	96%	94%	94%	93%	92%	92%	
255	100%	100%	99%	99%	98%	96%	96%	96%	95%	95%	
260	100%	100%	99%	99%	99%	98%	98%	97%	97%	97%	
265	100%	100%	100%	99%	99%	99%	99%	98%	98%	98%	
270	100%	100%	100%	100%	99%	99%	99%	99%	99%	99%	
275	100%	100%	100%	100%	100%	99%	99%	99%	99%	99%	
280	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
285	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
290	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
295	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
300	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	



# Table Set 5 – Estimated Probability Of Scoring At Level 3 Or Higher On The Smarter Balanced Test, Given A Student’s Observed MAP RIT Score In Winter

## MAP MATH TEST TAKEN IN WINTER

### Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	2	3	4	5	6	7	8	9	10	11	
130	<b>0%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	<p>*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the winter season. Example: if a fifth grade student scored 200 on a MAP test taken during the winter season, her/his estimated probability of achieving at least Level 3 is 10%.</p> <p><b>Bold italics</b> refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.</p>
135	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
140	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
145	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
150	<b>2%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
155	<b>4%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
160	<b>6%</b>	2%	1%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
165	<b>10%</b>	3%	1%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
170	<b>16%</b>	5%	2%	1%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
175	<b>23%</b>	8%	3%	1%	1%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
180	<b>33%</b>	12%	4%	1%	1%	1%	0%	<b>0%</b>	<b>0%</b>	0%	
185	<b>45%</b>	18%	7%	2%	1%	1%	0%	<b>0%</b>	<b>0%</b>	0%	
190	<b>57%</b>	27%	11%	4%	2%	1%	1%	<b>1%</b>	<b>1%</b>	0%	
195	<b>69%</b>	38%	17%	6%	4%	2%	1%	<b>1%</b>	<b>1%</b>	1%	
200	<b>78%</b>	50%	25%	10%	6%	4%	2%	<b>2%</b>	<b>1%</b>	1%	
205	<b>86%</b>	62%	36%	16%	10%	6%	3%	<b>3%</b>	<b>2%</b>	2%	
210	<b>91%</b>	73%	48%	23%	16%	9%	5%	<b>4%</b>	<b>4%</b>	3%	
215	<b>94%</b>	82%	60%	33%	23%	14%	8%	<b>7%</b>	<b>6%</b>	5%	
220	<b>96%</b>	88%	71%	45%	33%	22%	13%	<b>11%</b>	<b>10%</b>	8%	
225	<b>98%</b>	92%	80%	57%	45%	31%	20%	<b>17%</b>	<b>16%</b>	13%	
230	<b>99%</b>	95%	87%	69%	57%	43%	29%	<b>25%</b>	<b>23%</b>	20%	
235	<b>99%</b>	97%	92%	78%	69%	55%	40%	<b>36%</b>	<b>33%</b>	29%	
240	<b>99%</b>	98%	95%	86%	78%	67%	52%	<b>48%</b>	<b>45%</b>	40%	
245	<b>100%</b>	99%	97%	91%	86%	77%	64%	<b>60%</b>	<b>57%</b>	52%	
250	<b>100%</b>	99%	98%	94%	91%	84%	75%	<b>71%</b>	<b>69%</b>	64%	
255	<b>100%</b>	100%	99%	96%	94%	90%	83%	<b>80%</b>	<b>78%</b>	75%	
260	<b>100%</b>	100%	99%	98%	96%	94%	89%	<b>87%</b>	<b>86%</b>	83%	
265	<b>100%</b>	100%	100%	99%	98%	96%	93%	<b>92%</b>	<b>91%</b>	89%	
270	<b>100%</b>	100%	100%	99%	99%	98%	96%	<b>95%</b>	<b>94%</b>	93%	
275	<b>100%</b>	100%	100%	99%	99%	99%	97%	<b>97%</b>	<b>96%</b>	96%	
280	<b>100%</b>	100%	100%	100%	99%	99%	98%	<b>98%</b>	<b>98%</b>	97%	
285	<b>100%</b>	100%	100%	100%	100%	99%	99%	<b>99%</b>	<b>99%</b>	98%	
290	<b>100%</b>	100%	100%	100%	100%	100%	99%	<b>99%</b>	<b>99%</b>	99%	
295	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>99%</b>	99%	
300	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	

## MAP READING TEST TAKEN IN WINTER

### Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	2	3	4	5	6	7	8	9	10	11	
130	<b>0%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	<p>*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the winter season. Example: if a fifth grade student scored 200 on a MAP test taken during the winter season, her/his estimated probability of achieving at least Level 3 is 27%.</p> <p><b><i>Bold italics</i></b> refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.</p>
135	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
140	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
145	<b>2%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
150	<b>3%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
155	<b>4%</b>	1%	1%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
160	<b>7%</b>	2%	1%	1%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
165	<b>11%</b>	4%	2%	1%	1%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
170	<b>17%</b>	6%	3%	2%	1%	1%	1%	<b>1%</b>	<b>0%</b>	0%	
175	<b>25%</b>	10%	5%	3%	2%	1%	1%	<b>1%</b>	<b>1%</b>	1%	
180	<b>36%</b>	16%	8%	5%	3%	2%	1%	<b>1%</b>	<b>1%</b>	1%	
185	<b>48%</b>	23%	13%	8%	5%	3%	2%	<b>2%</b>	<b>2%</b>	2%	
190	<b>60%</b>	33%	20%	12%	8%	5%	4%	<b>4%</b>	<b>3%</b>	3%	
195	<b>71%</b>	45%	29%	18%	12%	8%	6%	<b>6%</b>	<b>5%</b>	5%	
200	<b>80%</b>	57%	40%	27%	18%	12%	10%	<b>9%</b>	<b>8%</b>	8%	
205	<b>87%</b>	69%	52%	38%	27%	18%	16%	<b>14%</b>	<b>12%</b>	12%	
210	<b>92%</b>	78%	64%	50%	38%	27%	23%	<b>22%</b>	<b>18%</b>	18%	
215	<b>95%</b>	86%	75%	62%	50%	38%	33%	<b>31%</b>	<b>27%</b>	27%	
220	<b>97%</b>	91%	83%	73%	62%	50%	45%	<b>43%</b>	<b>38%</b>	38%	
225	<b>98%</b>	94%	89%	82%	73%	62%	57%	<b>55%</b>	<b>50%</b>	50%	
230	<b>99%</b>	96%	93%	88%	82%	73%	69%	<b>67%</b>	<b>62%</b>	62%	
235	<b>99%</b>	98%	96%	92%	88%	82%	78%	<b>77%</b>	<b>73%</b>	73%	
240	<b>100%</b>	99%	97%	95%	92%	88%	86%	<b>84%</b>	<b>82%</b>	82%	
245	<b>100%</b>	99%	98%	97%	95%	92%	91%	<b>90%</b>	<b>88%</b>	88%	
250	<b>100%</b>	99%	99%	98%	97%	95%	94%	<b>94%</b>	<b>92%</b>	92%	
255	<b>100%</b>	100%	99%	99%	98%	97%	96%	<b>96%</b>	<b>95%</b>	95%	
260	<b>100%</b>	100%	100%	99%	99%	98%	98%	<b>98%</b>	<b>97%</b>	97%	
265	<b>100%</b>	100%	100%	100%	99%	99%	99%	<b>99%</b>	<b>98%</b>	98%	
270	<b>100%</b>	100%	100%	100%	100%	99%	99%	<b>99%</b>	<b>99%</b>	99%	
275	<b>100%</b>	100%	100%	100%	100%	100%	99%	<b>99%</b>	<b>99%</b>	99%	
280	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	
285	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	
290	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	
295	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	
300	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	

## Table Set 6 – Estimated Probability Of Scoring At Level 3 Or Higher On The Smarter Balanced Test, Given A Student’s Observed MAP RIT Score In Fall

### MAP MATH TEST TAKEN IN FALL

#### Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	2	3	4	5	6	7	8	9	10	11	
130	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	<p>*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the fall season. Example: if a fifth grade student scored 200 on a MAP test taken during the fall season, her/his estimated probability of achieving at least Level 3 is 16%.</p> <p><b>Bold italics</b> refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.</p>
135	<b>1%</b>	0%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
140	<b>2%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
145	<b>3%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
150	<b>5%</b>	1%	0%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
155	<b>8%</b>	2%	1%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
160	<b>13%</b>	4%	1%	0%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
165	<b>20%</b>	6%	2%	1%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
170	<b>29%</b>	9%	3%	1%	0%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
175	<b>40%</b>	14%	4%	1%	1%	0%	0%	<b>0%</b>	<b>0%</b>	0%	
180	<b>52%</b>	22%	7%	2%	1%	1%	0%	<b>0%</b>	<b>0%</b>	0%	
185	<b>64%</b>	31%	11%	4%	2%	1%	1%	<b>0%</b>	<b>0%</b>	0%	
190	<b>75%</b>	43%	17%	6%	3%	2%	1%	<b>1%</b>	<b>1%</b>	1%	
195	<b>83%</b>	55%	25%	10%	5%	3%	2%	<b>1%</b>	<b>1%</b>	1%	
200	<b>89%</b>	67%	36%	16%	8%	4%	3%	<b>2%</b>	<b>2%</b>	1%	
205	<b>93%</b>	77%	48%	23%	13%	7%	4%	<b>3%</b>	<b>3%</b>	2%	
210	<b>96%</b>	84%	60%	33%	20%	11%	7%	<b>5%</b>	<b>5%</b>	4%	
215	<b>97%</b>	90%	71%	45%	29%	17%	11%	<b>8%</b>	<b>8%</b>	6%	
220	<b>98%</b>	94%	80%	57%	40%	25%	17%	<b>13%</b>	<b>12%</b>	9%	
225	<b>99%</b>	96%	87%	69%	52%	36%	25%	<b>20%</b>	<b>18%</b>	14%	
230	<b>99%</b>	98%	92%	78%	64%	48%	36%	<b>29%</b>	<b>27%</b>	22%	
235	<b>100%</b>	99%	95%	86%	75%	60%	48%	<b>40%</b>	<b>38%</b>	31%	
240	<b>100%</b>	99%	97%	91%	83%	71%	60%	<b>52%</b>	<b>50%</b>	43%	
245	<b>100%</b>	99%	98%	94%	89%	80%	71%	<b>64%</b>	<b>62%</b>	55%	
250	<b>100%</b>	100%	99%	96%	93%	87%	80%	<b>75%</b>	<b>73%</b>	67%	
255	<b>100%</b>	100%	99%	98%	96%	92%	87%	<b>83%</b>	<b>82%</b>	77%	
260	<b>100%</b>	100%	100%	99%	97%	95%	92%	<b>89%</b>	<b>88%</b>	84%	
265	<b>100%</b>	100%	100%	99%	98%	97%	95%	<b>93%</b>	<b>92%</b>	90%	
270	<b>100%</b>	100%	100%	99%	99%	98%	97%	<b>96%</b>	<b>95%</b>	94%	
275	<b>100%</b>	100%	100%	100%	99%	99%	98%	<b>97%</b>	<b>97%</b>	96%	
280	<b>100%</b>	100%	100%	100%	100%	99%	99%	<b>98%</b>	<b>98%</b>	98%	
285	<b>100%</b>	100%	100%	100%	100%	100%	99%	<b>99%</b>	<b>99%</b>	99%	
290	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>99%</b>	<b>99%</b>	99%	
295	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	99%	
300	<b>100%</b>	100%	100%	100%	100%	100%	100%	<b>100%</b>	<b>100%</b>	100%	

## MAP READING TEST TAKEN IN FALL

### Estimated Probability of Performing at Level 3 or Higher on Smarter Balanced Test

RIT Range	2	3	4	5	6	7	8	9	10	11	
130	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	<p>*Note: This table provides the estimated probability of performing at Level 3 or higher on the Smarter Balanced Test, based on a MAP test score (RIT score) taken during the fall season. Example: if a fifth grade student scored 200 on a MAP test taken during the fall season, her/his estimated probability of achieving at least Level 3 is 33%.</p> <p><b><i>Bold italics</i></b> refer to grades in which the Smarter Balanced test is not taken. These values estimate the probabilities for the next year in which Smarter Balanced is taken, assuming that the student maintains her/his current relative standing over time.</p>
135	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
140	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
145	4%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
150	6%	1%	1%	0%	0%	0%	0%	0%	0%	0%	
155	9%	2%	1%	1%	0%	0%	0%	0%	0%	0%	
160	14%	4%	2%	1%	1%	0%	0%	0%	0%	0%	
165	22%	6%	3%	1%	1%	1%	0%	0%	0%	0%	
170	31%	10%	4%	2%	1%	1%	1%	1%	0%	0%	
175	43%	16%	7%	4%	2%	1%	1%	1%	1%	1%	
180	55%	23%	11%	6%	4%	2%	2%	1%	1%	1%	
185	67%	33%	17%	10%	6%	4%	3%	2%	2%	2%	
190	77%	45%	25%	16%	9%	6%	5%	4%	3%	3%	
195	84%	57%	36%	23%	14%	9%	8%	6%	5%	5%	
200	90%	69%	48%	33%	22%	14%	12%	9%	8%	8%	
205	94%	78%	60%	45%	31%	22%	18%	14%	13%	12%	
210	96%	86%	71%	57%	43%	31%	27%	22%	20%	18%	
215	98%	91%	80%	69%	55%	43%	38%	31%	29%	27%	
220	99%	94%	87%	78%	67%	55%	50%	43%	40%	38%	
225	99%	96%	92%	86%	77%	67%	62%	55%	52%	50%	
230	99%	98%	95%	91%	84%	77%	73%	67%	64%	62%	
235	100%	99%	97%	94%	90%	84%	82%	77%	75%	73%	
240	100%	99%	98%	96%	94%	90%	88%	84%	83%	82%	
245	100%	99%	99%	98%	96%	94%	92%	90%	89%	88%	
250	100%	100%	99%	99%	98%	96%	95%	94%	93%	92%	
255	100%	100%	100%	99%	99%	98%	97%	96%	96%	95%	
260	100%	100%	100%	99%	99%	99%	98%	98%	97%	97%	
265	100%	100%	100%	100%	99%	99%	99%	99%	98%	98%	
270	100%	100%	100%	100%	100%	99%	99%	99%	99%	99%	
275	100%	100%	100%	100%	100%	100%	100%	99%	99%	99%	
280	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
285	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
290	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
295	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
300	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

## APPENDIX: LINKS USED IN THIS DOCUMENT

Smarter Balanced States Approve Achievement Level Recommendations:

<http://www.smarterbalanced.org/news/smarter-balanced-states-approve-achievement-level-recommendations/>

Alternate Methodologies for Estimating State Standards on a Widely-Used Computer Adaptive Test:

<https://www.nwea.org/resources/alternate-methodologies-estimating-state-standards-widely-used-computer-adaptive-test/>

Proficiency Guidance from NWEA on New State Summative Assessments:

[www.nwea.org/resources/proficiency-guidance-on-new-state-summative-assessments-from-nwea](http://www.nwea.org/resources/proficiency-guidance-on-new-state-summative-assessments-from-nwea)

## Research Brief:

# Individual Growth and School Success

Northwest Evaluation Association

Martha S. McCall, G. Gage Kingsbury, Allan Olson

April 2004

If School A and School B had identical state test score averages, would you think that they were having similar success with their students?

Before you answer, consider that School A started the year with low performing students, and caused every one of them to grow twice as much as the students in School B. What do you think of the two schools now?

Current federal regulations use only the information in the first paragraph (status) to judge school success. This study looks at information from a very large sample of schools and asks whether we would do a better job by using both status and growth to measure school success.

The No Child Left Behind act (NCLB) has had a dramatic impact on education throughout the United States. Among its many provisions is a requirement that schools be judged based on the percentage of students who meet a standard of proficiency established by the state. From earlier research (Kingsbury et. al., 2003; Linn, 2003) we know that state standards of proficiency differ substantially from state to state, from grade to grade, and from subject to subject. These differences suggest that schools and the students they serve may be at risk, not from their instructional practice, but from the arbitrary standards against which they are judged.

This study uses a broad-range sample of schools to investigate whether the use of student status, judged by a state-set standard, does a reasonable job of representing the performance of schools. The study asks three primary research questions:


- Do student scores on state tests adequately depict the success of a school?

- Do schools differ in individual student growth?
- Would Adequate Yearly Progress measures benefit from the inclusion of student growth along a cross-grade scale?

### Methodology

This study used information from the NWEA Growth Research Database, one of the largest repositories of longitudinal student achievement data in the world. The study includes 840 schools from 22 states. Each school administered NWEA assessments to its students in spring of 2002 and spring of 2003. This allows the identification of student status, the score at a single point in time, and growth, an index of the increase in scores earned over a span of time. More than 270,000 students were involved in the study.

The status and growth measures were used to calculate the **growth index** for each student.



The growth index shows the amount of unexpected growth of the student from one year to the next. A positive value for the growth index indicates that the student has grown more than typically seen, while a negative value indicates less growth than typically seen (typical growth values come from a nationwide study including more than one million students). While many approaches can be taken to estimate student growth, the growth index is very useful because it relates directly to the original measurement scale. As a result, the index can be directly interpreted with respect to content the student has learned in the time that has passed.

### **Outcome**

Results show that the status of students in a school does not tell the whole story concerning the effectiveness of the school. The addition of a growth indicator with a meaningful scale adds essential information about school effectiveness. Some of the primary findings include the following:

- Schools with similar status levels differ substantially in the amount of growth they cause in students
- More than 20 percent of the schools with high status levels fall into the bottom quarter of schools in terms of the amount of growth they cause in their students
- Several schools with low results at a single point in time cause as much growth in their students as the best high-status schools

### **Impact**

The results from this study demonstrate clearly that schools differ in the amount of growth students achieve. Inclusion of information concerning growth is essential for drawing a complete picture of school success. The current regulations need to be modified to include this information to reduce the potential for harm in three areas:

**Fiscal Impact** — Schools that cause substantial growth in low performing students may be subject to sanctions if they don't bring students all the way to the proficiency level. This may result in loss of students and staff from schools that are positioning low performing students for future success.

An example of this is seen when two Indiana elementary schools are compared (the names have been changed). At both Smith Elementary and Jones Elementary 44 percent of students meet state standards. They would be regarded as equivalent schools by the NCLB model. Typical students ended 4th grade with similar math scores at each school - 207 for Smith, 206 for Jones. However, the Smith student at this level would achieve a growth of 6 scale score points, whereas the same student at Jones would gain 13 points. Students at Jones are clearly making more headway than those at Smith, but Smith students cannot transfer to Jones because neither school meets its AYP target.

**Impact on High Performers** — High performing students who are far beyond the proficiency levels don't have to grow further under current regulations. Under the current method for identifying schools at risk, two schools with mostly proficient students will be judged as equally successful. This is the case even though at one school students are treading water, while at the other school students are moving to superior performance.

Sylvester Elementary and Tweety Elementary are both high performing schools. Eighty one percent of the students at both schools meet 5<sup>th</sup> grade math standards. The average 5<sup>th</sup> grade math scores are well above the state average. However, most of the students at Sylvester did not grow as much as their peers academically. These students ended 4<sup>th</sup> grade with high scores, but made little progress during 5<sup>th</sup> grade. In contrast, students at

*cont.*

Tweety grew an average of 14 scale score points, double Sylvester's average growth. For high performing students, this difference is approximately equal to two-thirds of a year of growth. Both schools are eligible to receive students from schools in program improvement. Are students better off at Sylvester? Would they be better served to remain in a school like Jones (from the example above), which accelerates growth?

**Impact on School Choice** — NCLB allows school choice to students who attend schools that fail to make adequate yearly progress over time. This would be a wise procedure if the student who chose to move to a different school were assured of a better chance for success. Unfortunately, if only status is used to identify schools that are making adequate yearly progress, students who choose to move because they need to grow rapidly to meet proficiency are not assured of this better chance.

Many high-status schools cause less growth in their students than low-status schools. This may come from a variety of factors, but it is clear that a low performing student moving from a low-status, high-growth school to a high-status, low-growth school is moving into an environment that is not likely to accelerate learning. In order for parents to become informed consumers of education, we need to provide them with the information needed, including both status and growth.

## Discussion

Results from one point in time do not form a complete picture of school performance. Without an indicator of individual student growth, we don't know whether a high-status school is maximizing student potential, or merely maintaining the status quo. While it is clear that our educational system should leave no child behind, it is also clear that the mission of our educational system needs to go beyond this goal. We need to assure that each student grows as much as possible. This means that each student's growth needs to be included in our measure of school success. If a school has students who aren't growing as much as they might, the school has room for improvement. The regulations concerning school success need to change to not only allow, but require the use of strong growth measures. Only with knowledge of both status and growth do we begin to get a clear picture of the quality of education in a school. If we are to serve students and parents well, we need to have the most complete picture of school success available.

The full report is available at <http://www.nwea.org/research/growthstudy.html> beginning April 13, 2004.



The Northwest Evaluation Association is a nonprofit assessment organization providing research and consultation work to improve learning in K-12 education. In addition to district and state-level research projects, NWEA has developed a national, longitudinal growth research database that enables its researchers to study a host of questions across education settings. These include the effects of varying district characteristics and instructional programs on academic growth, and standards-related work. In addition to its research work, NWEA provides testing tools for its more than 1,200 member districts across the United States. NWEA was formally organized in 1977.





# *Teaching Strategies GOLD*<sup>®</sup>

*Birth Through Kindergarten*

# Touring Guide



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Welcome to

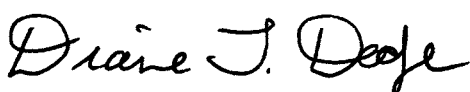
# Teaching Strategies GOLD<sup>®</sup>

Dear Colleagues:

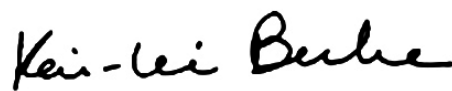
It is with great pleasure that we introduce *Teaching Strategies GOLD*, an exciting resource that supports effective teaching and children's development and learning. *Teaching Strategies GOLD* was created so that teachers finally have an ongoing assessment tool that is user-friendly and inclusive of all children—one that enables teachers to increase the accuracy of their assessments while having more time to interact with children. This Touring Guide gives you an inside look at our comprehensive assessment system.

*Teaching Strategies GOLD* is a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum. Grounded in 38 research-based objectives that include predictors of school success and are aligned with the *Common Core State Standards*, state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*, *Teaching Strategies GOLD* truly helps teachers focus on what matters most for school readiness. It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. Because *Teaching Strategies GOLD* is a fully bilingual tool, it offers teachers support for assessing the dual-language learners of English and Spanish in their classrooms.

Authentic, ongoing observational assessment is critical to planning appropriate learning experiences and helping children thrive. We think you'll agree that this comprehensive system will help you meet the strengths, needs, and interests of every child in your class. Enjoy the tour!



Diane Trister Dodge  
Founder and President



Kai-leé Berke  
Vice President, Curriculum and Assessment







Exciting. Innovative. Comprehensive.  
For use with *any* developmentally  
appropriate curriculum.



# What Is *Teaching Strategies GOLD*®?



*Teaching Strategies GOLD* is an authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do. *Teaching Strategies GOLD* is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the *Common Core State Standards*, state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*. These objectives are at the heart of the system; teachers use them to focus their observations as they gather information to make classroom decisions.

**Why Ongoing Assessment?** Developmentally appropriate, ongoing, observation-based assessment occurs when teachers are observing children during regular, everyday activities on a continuous basis throughout the year. Unlike formal or standardized assessments, which offer a narrow picture of a child's ability at a given moment, ongoing assessments offer a broad, more meaningful picture of development.

## Ongoing Assessment Is

- Happening during regular, everyday activities
- Implemented on a continuous basis throughout the year
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- A broader and more meaningful picture of development

## Ongoing Assessment Is Not

- Formal or standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool

# What Are the *Teaching Strategies GOLD*® Objectives for Development & Learning?

The 38 objectives at the heart of *Teaching Strategies GOLD* guide teachers through the assessment cycle, helping them to link observable behavior to essential early learning requirements and predict likely next steps in every area of development and learning. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of a given objective and help clarify the behavior it addresses.



SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems
PHYSICAL	
4.	Demonstrates traveling skills
5.	Demonstrates balancing skills
6.	Demonstrates gross-motor manipulative skills
7.	Demonstrates fine-motor strength and coordination
a.	Uses fingers and hands
b.	Uses writing and drawing tools

LANGUAGE	
8.	Listens to and understands increasingly complex language
a.	Comprehends language
b.	Follows directions
9.	Uses language to express thoughts and needs
a.	Uses an expanding expressive vocabulary
b.	Speaks clearly
c.	Uses conventional grammar
d.	Tells about another time or place
10.	Uses appropriate conversational and other communication skills
a.	Engages in conversations
b.	Uses social rules of language
COGNITIVE	
11.	Demonstrates positive approaches to learning
a.	Attends and engages
b.	Persists
c.	Solves problems
d.	Shows curiosity and motivation
e.	Shows flexibility and inventiveness in thinking
12.	Remembers and connects experiences
a.	Recognizes and recalls
b.	Makes connections
13.	Uses classification skills
14.	Uses symbols and images to represent something not present
a.	Thinks symbolically
b.	Engages in sociodramatic play







**LITERACY**

- 15. Demonstrates phonological awareness
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates smaller and smaller units of sound
- 16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Uses letter-sound knowledge
- 17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books
  - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories
- 19. Demonstrates emergent writing skills
  - a. Writes name
  - b. Writes to convey meaning

**MATHEMATICS**

- 20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns



**SCIENCE AND TECHNOLOGY**

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

**SOCIAL STUDIES**

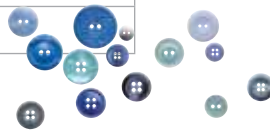
- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

**THE ARTS**

- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

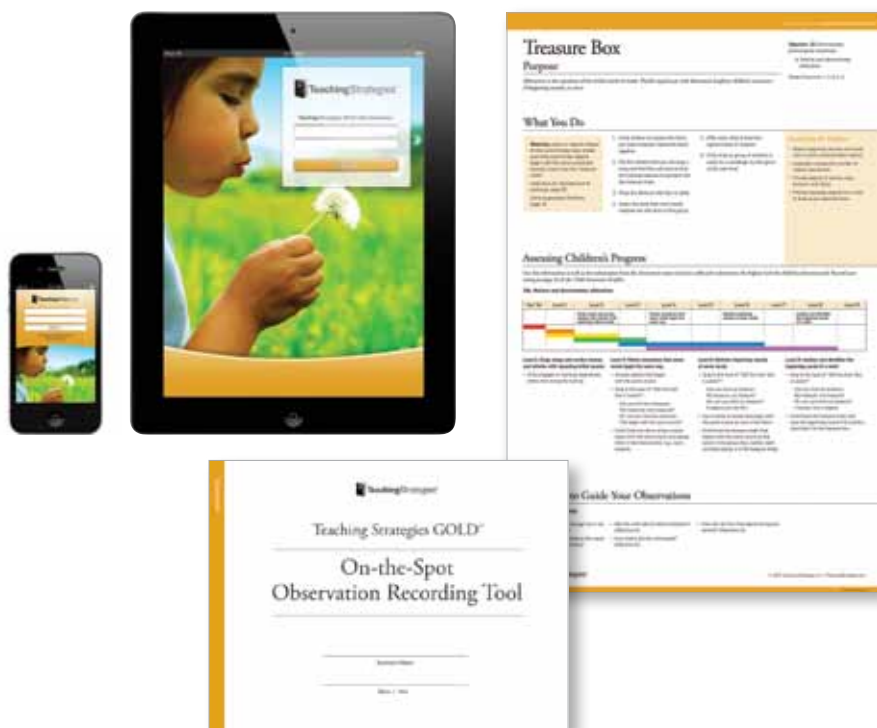
**ENGLISH LANGUAGE ACQUISITION**

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English



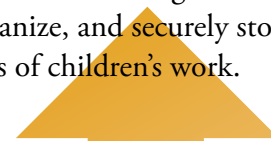
# How Does *Teaching Strategies GOLD*® Work?

*Teaching Strategies GOLD* helps teachers create a developmental profile of each child to answer the questions, “What does this child know? What is he or she able to do?” It supports teachers through every step of the ongoing assessment cycle, helping teachers understand what to focus on, why it’s important, how to gather and interpret assessment information, and how to use that information to plan meaningful learning experiences.



## Observe and Collect Facts

*Teaching Strategies GOLD* offers easy-to-use tools to help teachers focus their observations on children, document facts, and organize the information. Our brand-new Documentation app offers a fast, flexible, simple way to streamline the assessment process and capture and send documentation to *Teaching Strategies GOLD*. Optional tools like *Assessment Opportunity Cards*™ and the *On-the-Spot Observation Recording Tool* help teachers streamline their documentation. Electronic portfolios offer a generous amount of storage, allowing teachers to upload, organize, and securely store photos, videos, and samples of children’s work.



## Summarize, Plan, and Communicate

Reports, the activity library, and weekly planning forms are just a few of the tools that help teachers summarize, plan, and share information with families, administrators, and other stakeholders. Teachers have everything they need to discuss each child’s development and learning with others and to make informed decisions about the best ways to support each child’s development.

**Activity Library Search**

View All Activities

To find your results, use the form below.

Keywords:

Search By Class:

Time of Day

Large Group

Small Group

Read Aloud

Outside Experiences

Search By Category:

Social/Emotional

Physical

Language

Spanish Language

Cognitive

**Support:**

Spanish Version of Activities

How Can I Build the Support of the Activities?

Created By:

Resource:

Assessment Opportunity:

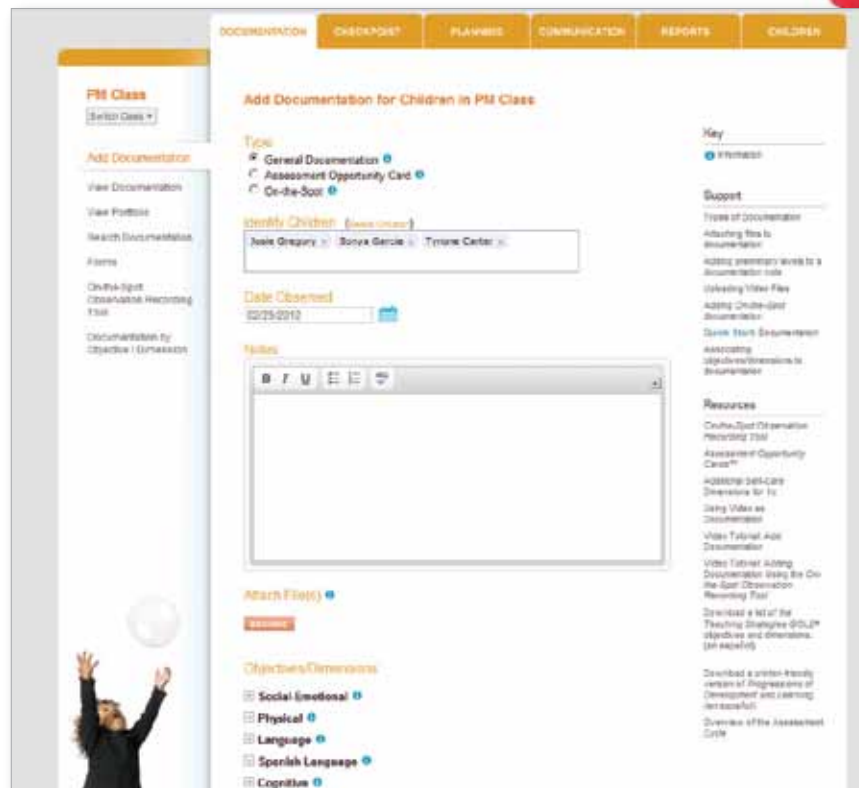
Week of:	Teacher:				
Study: Balls	Exploring the Topic: What do we know about balls? What do we want to find out?				
Interest Areas	Monday	Tuesday	Wednesday	Thursday	Friday
Library: books about balls	Computer ebook version of <i>The Little Red Hen</i>	Computer ebook version of <i>Have a Ball</i>	Computer ebook version of <i>Have a Ball</i>	Computer ebook version of <i>Have a Ball</i>	Computer ebook version of <i>The Little Red Hen</i>
TX Guidelines Skill Areas: Motivation to Read, Technology and Digital Devices	TX Guidelines Skill Areas: Fine Motor Development, Technology and Digital Devices	TX Guidelines Skill Areas: Science and Structure, Classification and Patterns	TX Guidelines Skill Areas: Classification and Patterns, Technology and Digital Devices	TX Guidelines Skill Areas: Classification and Patterns, Technology and Digital Devices	TX Guidelines Skill Areas: Social Competence, Vocabulary
Opening Routine	Look Who's Here!	Look Who's Here!	Look Who's Here!	Look Who's Here!	Look Who's Here!
	Pledges of Allegiance to the United States and Texas state flags	Pledges of Allegiance to the United States and Texas state flags	Pledges of Allegiance to the United States and Texas state flags	Pledges of Allegiance to the United States and Texas state flags	Pledges of Allegiance to the United States and Texas state flags
	A moment of silence	A moment of silence	A moment of silence	A moment of silence	A moment of silence
Large Group	Game: What's Inside the Box?	Song: "She Brought a Football"	Game: What's Inside the Box?	Song: "Clap a Friend's Name"	Movement: Bouncing a Ball
	Discussion and Shared Writing: Types of Balls	Discussion and Shared Writing: Share a Ball	Discussion and Shared Writing: What Can We Do With Balls?	Discussion and Shared Writing: What Do We Know About Balls?	Discussion and Shared Writing: What Do We Want to Find Out About Balls?
	TX Guidelines Skill Areas: Self Control, Vocabulary	TX Guidelines Skill Areas: Phonological Awareness, Music	TX Guidelines Skill Areas: Self Control, Speaking (Conversation)	TX Guidelines Skill Areas: Motivation to Read, Music	TX Guidelines Skill Areas: Self Control, Science and Structure





## Analyze and Respond

*Teaching Strategies GOLD* provides teachers with the support they need to answer these questions: “What does this information mean?” and “What do I do next?” Teachers “tag” each piece of documentation with related objectives. Often, one rich piece of documentation can address many objectives and dimensions—there’s no need to enter a unique observation for every objective. When it comes time to evaluate children’s progress, the system will use these tagged objectives and dimensions to help teachers make informed decisions.



## Evaluate

*Teaching Strategies GOLD* guides teachers through the crucial process of evaluating children’s knowledge, skills, and behaviors. Color-coded progressions of development and learning make it easy for teachers to compare each child’s knowledge, skills, and behaviors to widely held expectations for most children of the same age or class/grade. To make evaluations simpler and easier, all documentation that teachers tag with the objectives on the documentation screen are gathered on this screen as evidence to help teachers make their decisions.

**Area: Mathematics** <sup>1</sup>  
**Objective: 20 - Uses number concepts and operations** <sup>1</sup>  
**Dimension: a. Counts** <sup>1</sup>

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
<b>Indicators</b>	Not Yet	Verbally counts (not always in the correct order)	Verbally counts to 10; counts up to five objects accurately, using one number name for each object	Verbally counts to 20; counts up to five objects accurately; knows the last number states how many in all; tells what number comes next in order by counting	Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number comes before and after a specified number up to 20	Uses number names while counting to 100; counts 50 objects accurately; tells what number comes before and after a specified number up to 20				
<b>Examples</b>		- Says, "One, two, ten" as she pretends to count	- Counts to ten when playing "Hide and Seek" - Counts out four balloons and puts them at the table	- Counts to twenty while walking across room - Counts ten plastic worms and says, "I have ten worms." - When asked, "What comes after six?" says, "One, two, three, four, five, six, seven...seven."	- Counts twenty-eight steps to the cafeteria - When asked what comes after fifteen, says "Sixteen."					
<b>Colored Bands</b>	Red	Orange	Yellow	Green	Blue	Purple				

# How Does *Teaching Strategies GOLD*® Help Make Teachers More Intentional and Effective?

To help children progress, teachers must understand what children currently know and can do, what steps they are ready to take next, and how to help them take those steps. *Teaching Strategies GOLD* makes it easier for teachers to gather information in the classroom and communicate with families.

## Indicators and Examples

Progressions of development and learning—a central feature of *Teaching Strategies GOLD*—enable teachers to understand how children’s observable behaviors relate to the objectives. They also help teachers predict likely next steps.

Many of the objectives include dimensions, which are more specific descriptions of aspects of the objective. Indicators and examples help teachers know what to look and listen for as they observe and interact, as well as how to interpret what they see and hear.

The clear, user-friendly progressions help teachers know exactly where to begin and continue tracking each child’s progress. Detailed examples make it easier for teachers to understand the indicators and effectively rate each child’s knowledge, skills, and behaviors. Each progression includes “in-between” levels to help teachers document any skills that are emerging but not yet fully developed. Embedded tips and audio and video clips provide immediate support with content and technology as teachers use the progressions.

Area: Social-Emotional ⓘ										
Objective: 1 - Regulates own emotions and behaviors ⓘ										
Dimension: a. Manages feelings ⓘ										
Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	<b>Not Yet</b>		<b>Uses adult support to calm self</b>		<b>Comforts self by seeking out special object or person</b>		<b>Is able to look at a situation differently or delay gratification</b>		<b>Controls strong emotions in an appropriate manner most of the time</b>	
Examples <small>Hide</small>			<ul style="list-style-type: none"> <li>Calms self when touched gently, patted, massaged, rocked or hears a soothing sound</li> <li>Turns away from source of overstimulation and cries, but is soothed by being picked up</li> </ul>		<ul style="list-style-type: none"> <li>Gets teddy bear from cubby when upset</li> <li>Sits next to favorite adult when sad</li> </ul>		<ul style="list-style-type: none"> <li>When the block area is full, looks to see what other areas are available</li> <li>Scowls, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."</li> </ul>		<ul style="list-style-type: none"> <li>Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps."</li> <li>Says, "I'm so excited! We're going to the zoo today!" while jumping up and down</li> </ul>	
Colored Bands <small>Hide</small>										

## Color-Coded Progressions

*Teaching Strategies GOLD* progressions have color-coded bands that show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Because development and learning are uneven and overlapping, the color bands also overlap, helping teachers guide their expectations realistically. Teachers see the full spectrum of development at once, enabling them to work with any child at any level of development.



Red Birth to 1 year    Orange 1 to 2 years    Yellow 2 to 3 years    Green Preschool 3    Blue Pre-K 4    Purple Kindergarten



## *Teaching Strategies GOLD* Supports English- and Dual-Language Learners

- *Teaching Strategies GOLD* supports assessment in both English and Spanish. Teachers can view all assessment features and generate many reports in both English and Spanish.
- Two dedicated objectives focus specifically on children's acquisition of receptive and expressive skills in English. These objectives may be adapted to assess progress in acquiring any second language.
- For more information on how *Teaching Strategies GOLD* offers support for English- and dual-language learners, see pages 24–25.





Research-based. Streamlined. Valid and reliable.



## What Makes *Teaching Strategies GOLD*® Unique?

Every feature of *Teaching Strategies GOLD* was designed with teachers in mind. The features save teachers time; help them make effective decisions as they rate each child's knowledge, skills, and behaviors; and focus their efforts on what is most important for each child's learning and development.

The tools and resources of *Teaching Strategies GOLD* enable teachers to implement a comprehensive, complete system that directly links curriculum and assessment. *Teaching Strategies GOLD* offers state-of-the-art, interactive options that enable teachers and administrators to run comprehensive reports with just a few clicks of the mouse. It also offers embedded professional development support and meaningful ways to involve families in the assessment process. It builds in support for every type of learner, with specific strategies and resources for working with children with advanced knowledge and skills and children with disabilities. Dedicated objectives and bilingual tools enhance the assessment of English- and dual-language learners.

Let's take a closer look at the features that make *Teaching Strategies GOLD* unique.





# Research-Based, Valid, and Reliable

Teaching Strategies GOLD presents a complete assessment solution, because it is research-based, valid, and reliable. It offers teachers a clear and effective way to take the guesswork out of the assessment process. With Teaching Strategies GOLD, teachers don't have to wonder whether they're focusing on what's most important for children's development and learning. That's because Teaching Strategies GOLD's unique features and tools help them know exactly what data to collect and how to interpret it, resulting in less guessing and more reliable outcomes.

## Research-Based

Teaching Strategies GOLD is thoroughly grounded in the most current research about how children develop and learn. Teachers can access a wealth of information that provides an essential base for supporting their assessment decisions. Comprehensive summaries of important research findings explain why each objective is important and how it is a predictor of school success. The practical teaching strategies that are provided for each objective reflect the current thinking about best practices in early childhood education.

The image displays three overlapping screenshots of the Teaching Strategies GOLD interface, illustrating its research-based content. Each screenshot includes a 'Back to Previous Page' button and a 'Read about the Strategies for Objective 18' or 'Read about the Research and Background for [Area of Development]' link.

**Objective 18: Comprehends and responds to books and other texts**

- Provide high-quality children's literature from a variety of genres. Include picture books, poetry, and informational books. Call attention to how ideas are presented in different ways in different types of books.
- Prepare children for reading by taking a picture walk. Introduce the story by previewing the pictures. Ask children to predict what the story is about by looking at the cover. Turn the pages slowly as you walk through the book so children can make predictions about the story.
- Provide opportunities for predictions.
- Support children's use of language.
- Engage children in hearing you read with you as you point to the words.
- Help children connect the story to their own lives. "How is this like you?"
- Facilitate story retelling. Jump Frog, Jump! (Roll)

**Area of Development: Physical**

Physical development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. Balance, coordination, and locomotion, or traveling, are part of gross-motor development. Motor development progresses predictably, from simple to complex, in a head-to-toe direction. An infant lifts his head, lifts his trunk, rolls, crawls, sits, stands, walks, and then becomes a toddler who runs. Children gain control of their bodies in a predictable sequence as well, from the center of their bodies and outward to their fingers and toes. A child first catches a ball by trapping it against her whole body, then by holding out her arms to catch it, and finally by catching it with her hands. Similarly, fine-motor skills progress from the child's grabbing an object with a whole hand, picking up a small item with thumb and index finger, and eventually controlling the fine hand muscles needed for writing. Children need many opportunities to practice their gross-motor skills, such as drawing, writing, and cutting.

**Area of Development: Mathematics**

Children slowly construct informal mathematical knowledge, beginning in the first few months of life. First-hand exploration is important for learning mathematics. As infants, children begin to use their everyday experiences to construct a variety of fundamental mathematical concepts and strategies. The knowledge children acquire informally provides the foundation for the concepts and skills that they later learn formally in school. Through the essential process skills of problem solving, reasoning, communicating, making connections, and representing, children learn mathematics content (Copley, 2000; Geist, 2009).

Research has made a clear link between early math skills and later school reading and math achievement. An analysis of six longitudinal studies showed that early math skills have the greatest predictive power, followed by reading and then attention skills (Duncan et al., 2007). Children's knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children's mathematical learning (Clements & Sarama, 2009).

Regardless of social class, culture, or disability, most children develop mathematical skills. However, there are gaps in some children's informal knowledge that make it difficult for them to understand school mathematics (Benigno & Ellis, 2004; Klein & Starkey, 2004). Language plays a central role in teaching and learning mathematics. For a child with a disability, the environment or materials may need to be adapted, routines adjusted, or an activity modified. The teacher's role is to determine what special supports a child needs to participate fully (Copley, Jones, & Dighe, 2007).

Adults play a significant role in helping children learn mathematical vocabulary, concepts, and process skills. If children are to develop the knowledge needed for later formal learning, they need frequent practice with materials in play settings and adult-guided activities that include meaningful discussions and applications (Varol & Farran, 2006).

Valid and Reliable

*Teaching Strategies GOLD* has been rigorously and extensively field tested by independent researchers who measured the reliability and validity of the tool. That field testing, conducted at sites carefully selected to be representative of a national sample, determined that *Teaching Strategies GOLD* is both reliable and valid. Teachers' ratings are consistent and stable, and *Teaching Strategies GOLD* can be used to effectively assess children from birth through kindergarten. Research for *Teaching Strategies GOLD* is ongoing, so please visit [TeachingStrategies.com/GOLD](http://TeachingStrategies.com/GOLD) for updates.

Interrater Reliability Certification

Interrater reliability practice and certification, available at no cost to *Teaching Strategies GOLD* subscribers, helps early childhood educators increase effectiveness when they identify the children's levels of development and learning. Teachers seeking interrater reliability certification analyze online portfolios. Their assessment decisions are then compared with those of *Teaching Strategies GOLD* developers, with an agreement goal of 80% or better. Teachers can participate in certification any time it's convenient for them, from any location. When reliability is achieved, teachers can stand behind assessment decisions with greater confidence.

**Checkpoint by Area for Interrater Reliability Certification**

Current Round: 1

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Adam, 3 years old						
Amy, 4 years old						
Joshua, 13 months old						

To begin or continue evaluating portfolios, click on a box in the chart above. This will take you to the first checkpoint level screen for the child and area of development and learning that you selected. You may begin with any child and area, and you may complete the checkpoint levels in any order.

The color of each box will indicate your progress. Refer to the **Key** on the right side of the screen for details.

**Key**

- Not Started
- In Progress
- Complete
- Submitted
- n/a Not Applicable

**Support**

- [Download the Guide to Interrater Reliability Certification.](#)
- [Download \*Navigating the Interrater Reliability Certification Screens.\*](#)



# Customizable for Kindergarten Assessment

Every state has different priorities for kindergarten assessment. Because *Teaching Strategies GOLD* is customizable, it can be used by states to meet their unique needs, whatever those may be.

## A Customizable Solution for Kindergarten Assessment

*Teaching Strategies GOLD* offers a flexible menu of options that can be modified to meet each state's specifications. And since it's been proven valid and reliable and meets the kindergarten entry requirements in the Race to the Top—Early Learning Challenge, states can be confident that *Teaching Strategies GOLD* will meet their needs in all the ways that matter most.

Literacy											
Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
11a. Notices and discriminates rhyme	Kindergarten (Purple)						Conner Jackson Jack Hutchinson Derek Reed JJ Hutchner Emily Bridges Penelope Benson Olivia Garcia Ella Moss	Spencer May Sam Jenkins Auryn Reed Stephen Morgan Olivia York George Finkle Lauren Miller Katelyn Anderson Janice Mitchell Mikela Rayner Rana Facht			
11b. Notices and discriminates alliteration	Kindergarten (Purple)				Conner Jackson		Spencer May Auryn Reed Stephen Morgan George Finkle Lauren Miller JJ Hutchner Emily Bridges Katelyn Anderson Janice Mitchell Mikela Rayner Rana Facht Ella Moss	Sam Jenkins Jack Hutchinson Sarah Ross Olivia York Penelope Benson Olivia Garcia Katie Ross			
11c. Notices and discriminates smaller and smaller units of sound	Kindergarten (Purple)				Sam Jenkins JJ Hutchner Katelyn Anderson		Conner Jackson Spencer May Jack Hutchinson Derek Reed Auryn Reed Olivia York George Finkle Lauren Miller Emily Bridges Penelope Benson Olivia Garcia Katelyn Anderson Janice Mitchell Rana Facht Conner Jackson Derek Reed	Stephen Morgan Mikela Rayner Ella Moss			

Mathematics											
Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
21a. Counts	Kindergarten (Purple)						Rana Facht JJ Hutchner Jack Hutchinson Ella Moss Katelyn Ross				
21b. Quantifies	Kindergarten (Purple)						Penelope Benson Rana Facht George Finkle Lauren Miller Sam Jenkins Spencer May Mikela Rayner Derek Reed				
21c. Connects amounts with their quantities	Kindergarten (Purple)						Jack Hutchinson Sam Jenkins Spencer May				



## Modifications to Meet Each State's Needs

With *Teaching Strategies GOLD*, states have several options for kindergarten use. They can choose

- **When and how to use it:** either as a kindergarten entry assessment tool during the first 4 to 6 weeks of school or for ongoing formative assessment throughout the year with up to three additional checkpoint opportunities
- **What to assess,** with the option to select which specific *Teaching Strategies GOLD* objectives and dimensions teachers assess\*
- **Whether to assess the *Common Core State Standards*,** which can be embedded directly into the comprehensive *Teaching Strategies GOLD* progressions (see pp. 16–17 for more information)
- **Other functionality options** to meet their specific needs



## Benefits of using *Teaching Strategies GOLD* for kindergarten assessment

- A completely customizable solution that meets each state's specific needs
- A variety of features that can be turned "on" and "off" or modified for use in each program
- Essential, actionable data that helps teachers inform instruction
- Universal data showing kindergarten readiness that helps administrators and districts inform policy decisions
- Activities designed to inform instruction and support assessment
- Customized training and implementation plans that help every teacher to use *Teaching Strategies GOLD* with fidelity

# An Option for Assessment on the Common Core State Standards

Teaching Strategies GOLD's 38 objectives for development and learning include predictors of school success and are based on school readiness standards.

Aligned to the Common Core State Standards

Although *Teaching Strategies GOLD* is comprehensive, covering all areas of development and learning, it is also aligned to the *Common Core State Standards* for *English Language Arts* and *Mathematics*. Just like the *Common Core State Standards*, which provide a consistent, clear understanding of what students are expected to learn, the 38 objectives include progressions of development and learning that identify widely held expectations for children of particular ages or classes/grades. In both cases, identifying age-appropriate expectations for development and learning helps educators and parents know what they need to do to help children get where they need to be.

Option for Assessment on the Common Core State Standards

With *Teaching Strategies GOLD*, programs have the option for assessment of the *Common Core State Standards* for *English Language Arts* and *Mathematics*. By selecting this option, teachers can click "Full Standard" to see examples that show students demonstrating skills that meet the *Common Core State Standards*. Summary Reports related to the *Common Core State Standards* can also be generated for each school.

**Checkpoints for Kindergarten**  
 Area: Literacy  
 Objective: 15 - Demonstrates phonological awareness  
 Dimension: a. Notices and discriminates rhyme  
 Includes Common Core State Standards

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Joins in rhyming songs and games		Fills in the missing rhyming word; generates rhyming words spontaneously		Decides whether two words rhyme		Generates a group of rhyming words when given a word	
Common Core State Standards									RF.K.2a Demonstrate understanding of spoken words, ... Full Standard	
Examples										
Colored Bands										

**Objective 15a, Level 8:**

**Reading Standards: Foundational Skills, Phonological Awareness**  
 RF.K.2a: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

Students generate a group of rhyming words in word families:  
 Teacher: Listen to this word: bat. What words can you think of that rhyme with bat?  
 Student 1: Sat. Mat.  
 Student 2: Fat cat!

Teaching Strategies K-2 Performance Task Cards™: Mathematics

**Counting**

## Math 1. How Many?

**Purpose**  
Counting involves stating standard sequences of numbers correctly and understanding that the last counting number represents the quantity of the counted items (*cardinality*).

Understanding the relationship between counting and quantity involves knowing that

- the order of the counting sequence is stable
- the quantity remains the same regardless of the way objects are arranged (*conservation*)
- each item must be counted once and each number name used once
- when counting sequences in increments of one, the quantity increases by one each time

**Materials:** 20 counters of one color      **Setting:** This task is for an individual student.

**Recognizing Mathematical Practices**  
*(Standards for Mathematical Practice 1–8)*

**This task engages the student in the following practices:**

- Reason abstractly and quantitatively (#2)*, e.g., by recognizing that the final item counted also represents the total quantity of items
- Attend to precision (#6)*, e.g., by counting all the items in various one number name with each item, and communicating the correct number
- Look for and make use of structure (#7)*, e.g., by recognizing the sequence and using this to solve questions when a set is increased

K

**Common Core State Standards<sup>1</sup>**

**Domain:** Counting and Cardinality

**Standards:** K.CC/4–5

**Count to tell the number of objects.**

**4.** Understand the relationship between numbers and quantities; connect counting to cardinality.

**a.** When counting objects, say the number names in the standard order, pairing each object with one and only one number

Teaching Strategies K-2 Performance Task Cards™: English Language Arts

## ELA 1. Asking and Answering Questions

**Purpose**  
When readers *ask and answer questions*, it helps them to engage with the *key ideas and details* in the text, and with the author, and gives focus to the reading. Asking and answering questions in many different situations enable students to ask for help or clarification and to respond to others' questions.

In this task the students will actively listen to a selected book read aloud. They will listen to you model asking and answering questions, then ask and answer their own questions about the text.

**Materials:** Use a copy of a book that is at an appropriate level and will match the standard you are assessing (either literature or informational text). The example below uses a standard version of *The Three Little Pigs*. Use these questions as a model and adapt them to the text you have selected.

**Setting:** This task is for a small group of 2 or 4 students. Children work in pairs for part of the activity.

K

**Common Core State Standards<sup>1</sup>**

**Reading Standards for Literature**  
**Key Ideas and Details**

**1.** With prompting and support, ask and answer questions about key details in a text.

**Reading Standards for Informational Text**  
**Key Ideas and Details**

**1.** With prompting and support, ask and answer questions about key details in a text.

**Speaking and Listening Standards**  
**Comprehension and Collaboration**

**2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

<sup>1</sup> Copyright 2010 National Governors' Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

**Teaching Strategies GOLD® Objectives**

**8. Listens to and understands increasingly complex language**

**8a. Comprehends language**

8. Responds appropriately to complex

## Teaching Strategies GOLD supports kindergarten assessment on the *Common Core State Standards* by

- offering programs the option for assessment on the *Common Core State Standards for English Language Arts and Mathematics*
- providing classroom examples that show students demonstrating skills that meet the *Common Core State Standards*
- including *Performance Task Cards*, which are formative assessment activities directly linked to specific *Common Core State Standards*
- showing the language, literacy, and math progressions of the earlier grades for instructional guidance and to support assessment decisions
- offering the flexibility to assess other areas of learning and development, such as social–emotional or physical development, that may be important to states in addition to the *Common Core State Standards*
- providing a summary report related to the *Common Core State Standards* for each school



# Teaching Strategies GOLD® Is Teacher-Friendly

Teaching Strategies GOLD is an extremely teacher-friendly early childhood assessment system for one simple reason: It doesn't just tell teachers what to do; it explains *why* particular information is important and *how* to use assessment information to help children progress.

## Progressions of Development and Learning

Teaching Strategies GOLD offers progressions for the objectives in the major areas of child development and learning (social-emotional, physical, language, and cognitive), the content areas of literacy and mathematics, and the area of English language acquisition. When teachers use the progressions to understand the typical order in which children's skills advance, they can sequence learning experiences appropriately. Knowing exactly where to begin means knowing how best to help each individual child progress.

Area: Social-Emotional ①										
Objective: 1 - Regulates own emotions and behaviors ①										
Dimension: a. Manages feelings ①										
Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet	Uses adult support to calm self		Comforts self by seeking out special object or person			Is able to look at a situation differently or delay gratification		Controls strong emotions in an age-appropriate manner most of the time	
Examples		<ul style="list-style-type: none"> <li>Calms self when touched, gerby, puffed, massaged, rocked or hears a soothing sound</li> <li>Turns away from source of overstimulation and cries, but is soothed by being picked up</li> </ul>		<ul style="list-style-type: none"> <li>Gets teddy bear from cubby when upset</li> <li>Sits next to favorite adult when sad</li> </ul>			<ul style="list-style-type: none"> <li>When the block area is full, looks to see what other areas are available</li> <li>Scowls, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."</li> </ul>		<ul style="list-style-type: none"> <li>Asserts, "I'm mad. You're not staring the blocks! He's going to play with the ramps."</li> <li>Says, "I'm so excited! We're going to the zoo today!" while jumping up and down</li> </ul>	
Colored Bands										

## Interactive Support, Every Step of the Way

To support assessment decisions, Teaching Strategies GOLD offers audio explanations and video examples for each of the objectives. A simple mouse click leads to more detailed information that can help teachers understand how their observations relate to indicators. Teaching Strategies GOLD online also recognizes what part of the assessment cycle teachers are working on, and offers helpful tips and suggestions related to that work.

Dimension 7b: Uses writing and drawing tools

Hear About It

00:00 00:00

See It

Kyta (4 years old) uses a three finger grasp when holding the marker to write a note. This demonstrates her ability to use a writing tool with efficient hand placement.



00:01 00:41

Just a Few Clicks to Find Out *What, Why, and How*

*Teaching Strategies GOLD* summarizes important research findings to help teachers understand what objectives are important and why, as well as provides the information needed to articulate their importance to those outside of the classroom, such as administrators and parents. Teaching strategies for each objective show how to help children progress.

**Area of Development: Physical**

[← Back to Previous Page](#)

[Read about the Research and Background for Physical Development](#)

**Area of Development: Mathematics**

[← Back to Previous Page](#)

[Read about the Research and Background for Mathematics](#)

Children slowly construct informal mathematical knowledge, beginning in the first few months of life. First-hand exploration is important for learning mathematics. As infants, children begin to use their everyday experiences to construct a variety of fundamental mathematical concepts and strategies. The knowledge children acquire informally provides the foundation for the concepts and skills that they later learn formally in school. Through the essential process skills of problem solving, reasoning, communicating, making connections, and representing, children learn mathematics content (Copley, 2000; Geist, 2009).

Research has made a clear link between early math skills and later school reading and math achievement. An analysis of six longitudinal studies showed that early math skills have the greatest predictive power, followed by reading and then attention skills (Duncan et. al., 2007). Children's knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children's mathematical learning (Clements & Sarama, 2009).

Regardless of social class, culture, or disability, most children develop mathematical skills. However, there are gaps in some children's informal knowledge that make it difficult for them to understand school mathematics (Benigno & Ellis, 2004; Klein & Starkey, 2004). Language plays a central role in teaching and learning mathematics. For a child with a disability, the environment or materials may need to be adapted, routines adjusted, or an activity modified. The teacher's role is to determine what special supports a child needs to participate fully (Copley, Jones, & Dighe, 2007).

A Searchable Library of Developmentally Appropriate Activities

To support teachers in their efforts to promote children's development and learning, the *Teaching Strategies GOLD* activity library contains over 1,000 developmentally appropriate activities in English and Spanish. Because the library is searchable, teachers can easily pinpoint those activities related to particular objectives or skills. To make the selection process even easier for teachers, *Teaching Strategies GOLD* can also recommend activities on the basis of information that has been entered in the system for a particular child. The system also provides a family version of each activity with the child's name inserted directly into the activity.

**Activity Library Search: Results**

**Current View**  
All Activities

Activity	View
"All About Me" Books	<a href="#">View</a>
"D" Is for "Door"	<a href="#">View</a>
"I Love You" Card	<a href="#">View</a>
A Letter to a Friend	<a href="#">View</a>
ABC Song	<a href="#">View</a>
Acknowledging Efforts	<a href="#">View</a>
Action Charades	<a href="#">View</a>
Action!	<a href="#">View</a>





# Teaching Strategies GOLD® Is Streamlined

Teaching Strategies GOLD offers many features and tools that help make the assessment process efficient.

## Teaching Strategies GOLD Documentation App

Teaching Strategies GOLD Documentation is a free app created exclusively for teachers using the Teaching Strategies GOLD online assessment system. Teachers can capture photos, videos, audio clips, and text notes; tag documentation with objectives, dimensions, and children's names; and send data to Teaching Strategies GOLD online with just one touch. The app helps streamline the assessment process by offering a fast, flexible, simple way for teachers to capture and send documentation to Teaching Strategies GOLD online.



## Online Portfolios

Teaching Strategies GOLD offers teachers the ability to create online portfolios and easily upload scans, photos, observation notes, and video clips. Including multimedia examples is a simple way to document more than one aspect of a child's development and learning. With generous storage space for large files, teachers can upload a wide variety of documentation to support each child's developmental profile.



Minimal Navigation and Simplified Fields

With minimal navigation required and just a few simple fields to fill out, the assessment process is streamlined, saving teachers valuable time. When it is time to make informed decisions, all the information teachers need—objectives, dimensions, indicators, examples, and expectations—appears on one screen. There’s no need to navigate among screens to gather the necessary information.

**Checkpoints for PM Class**

Area: Social-Emotional  
 Objective: 2 - Establishes and sustains positive relationships  
 Dimension: a. Forms relationships with adults

Season: Fall 2011/2012  
 The checkpoint due date is: October 29, 2011

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
<b>Indicators</b>	Not Yet		Demonstrates a secure attachment to one or more adults		Uses trusted adult as a secure base from which to explore the world		Manages separations without distress and engages with trusted adults		Engages with trusted adults as resources and to share mutual interests	
<b>Examples</b>										
<b>Colored Bands</b>										
<b>Typical Caters</b>										✓
Sonya Dennis		1	2	3	4	5	6	7	8	9
Adam Dean		1	2	3	4	5	6	7	8	9
Kate Doherty		1	2	3	4	5	6	7	8	9
Mark Gray		1	2	3	4	5	6	7	8	9
Jack Gregory		1	2	3	4	5	6	7	8	9

Observation Tools

*Teaching Strategies GOLD* provides optional user-friendly tools that help teachers capture important information quickly and easily. *Assessment Opportunity Cards*™, which include directions for short, playful, curriculum-embedded classroom experiences, provide additional opportunities for teachers to observe children’s literacy and numeracy skills. The *On-the-Spot Observation Recording Tool* is a convenient checklist that helps teachers quickly capture information about selected objectives, eliminating the need for teachers to create their own checklists.



# Leading the Way With Reports

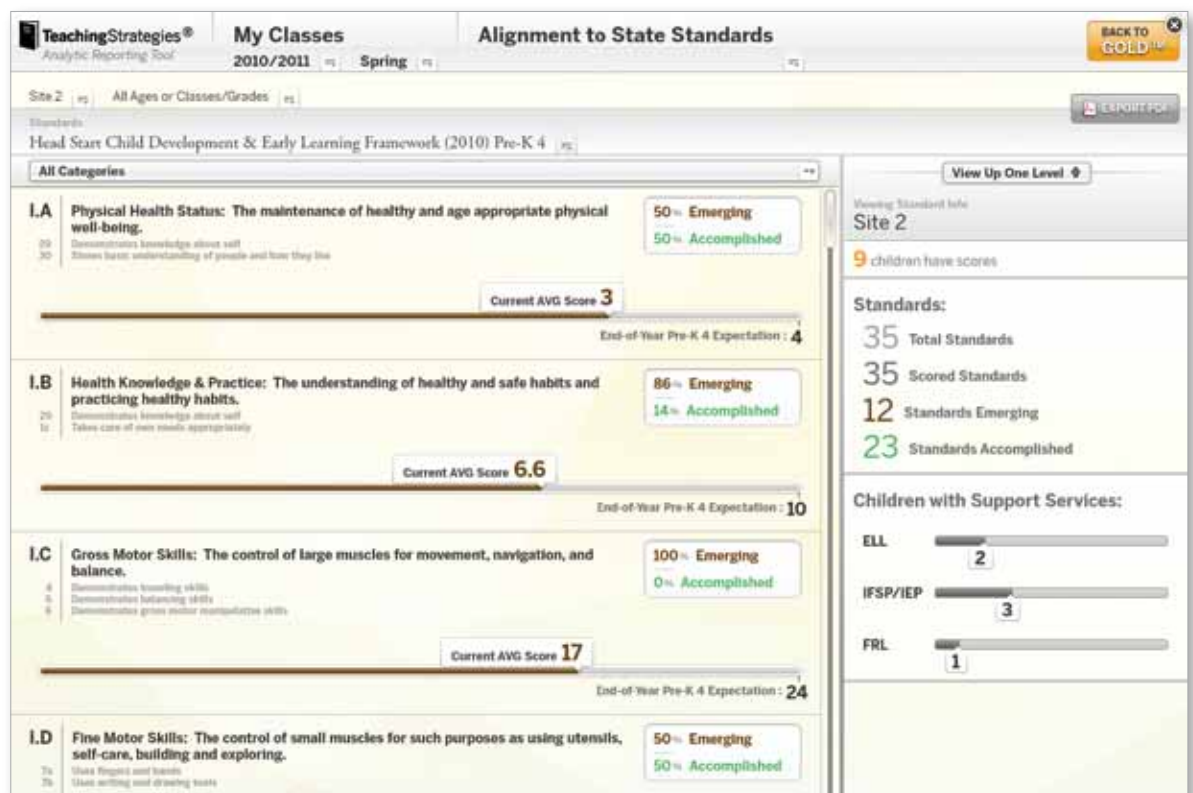
Teaching Strategies GOLD features state-of-the-art interactive reporting for teachers and administrators. The reporting options are simple to use and understand, allowing the user to easily visualize each child's progress.

## A Wide Range of Reports and Reporting Options

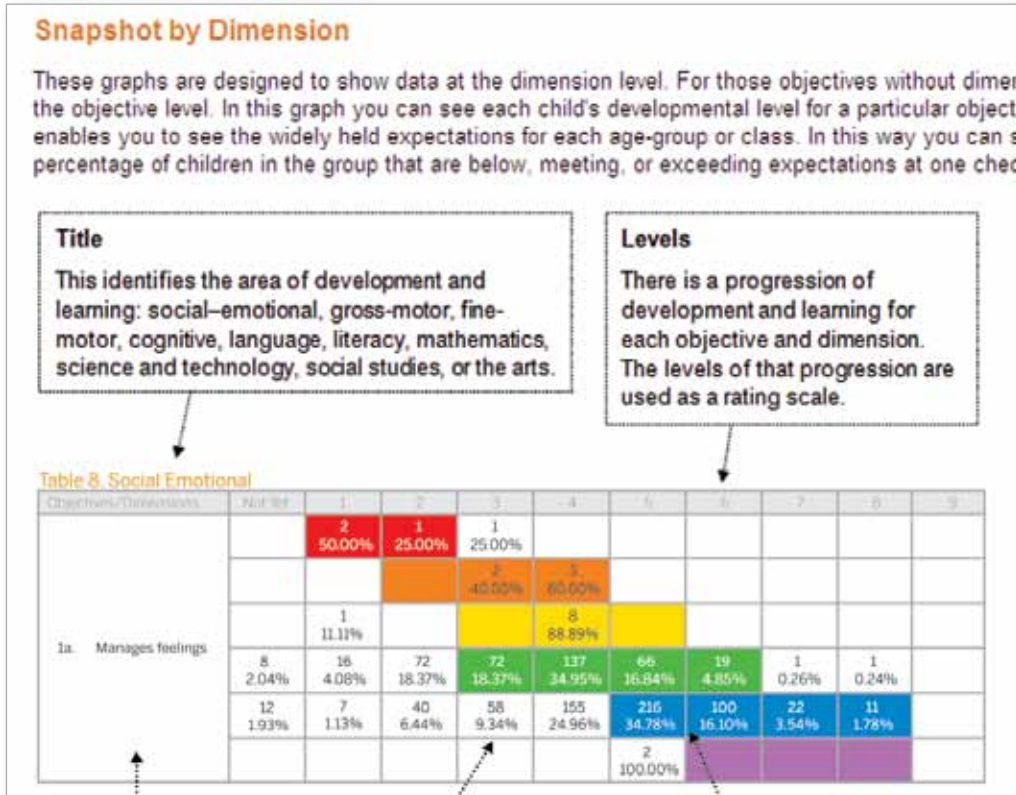
The wide range of available reports means that administrators can quickly and easily look at data in any way they need to—by state, by organization, by site, by program, by classroom, or by child—and can share the specific information that any key stakeholders might require. Users can opt for wide overviews of data or choose to drill down to look at specific children or groups of children. Many reports can be generated in both English and Spanish. For more information about each of Teaching Strategies GOLD's cutting-edge reports, visit [TeachingStrategies.com/Reports](http://TeachingStrategies.com/Reports).

## Available Reports

- |   |   |   |
|---|---|---|
| <p><b>Interactive Reports</b></p> <ul style="list-style-type: none"> <li>– Widely Held Expectations</li> <li>– Performance and Growth</li> <li>– Alignment</li> </ul> | <p><b>Reports for Planning</b></p> <ul style="list-style-type: none"> <li>– Class Profile</li> <li>– Individual Child</li> <li>– Snapshot</li> <li>– Comparative Reports</li> <li>– Growth Reports</li> </ul> | <p><b>Reports for Families</b></p> <ul style="list-style-type: none"> <li>– Development and Learning</li> <li>– Individual Child</li> </ul> |
|---|---|---|







DOCUMENTATION
CHECKPOINT
PLANNING
COMMUNICATION
REPORTS
CHILDREN

Widely Held Expectations

Performance and Growth

Alignment Report

Class Profile

Individual Child

**Development and Learning**

- Create New
- View Shared

Snapshot

Forms

[Share with Family](#)
[PDF](#)
[Print](#)

### Development and Learning Report

**Date:** 5/13/2011  
**Child:** Bella Rodriguez  
**Areas of Development and Learning:** Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition  
**Season:** Fall 2010/2011

This report highlights your child's strengths in particular areas of development and learning.

**Social-Emotional**

Currently, Bella:	Recommended Activity
Comforts self by seeking out special object or person	<a href="#">Active Listening</a> (View Other Activities)
Is beginning to manage classroom rules, routines, and transitions with occasional reminders	<a href="#">Bike Signs and Signals</a> (View Other Activities)
Is beginning to demonstrate confidence in meeting own needs	<a href="#">Let's Go</a> (View Other Activities)
Uses trusted adult as a secure base from which to explore	<a href="#">Let's Go</a> (View Other Activities)

Support

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Contact Us

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Resources

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Introduction to *Teaching Strategies GOLD*™



# Supportive of Dual-Language Learners

Teaching Strategies GOLD can be used to assess children who are developing skills in more than one language. Now programs no longer need to rely on a separate tool to assess the English- and dual-language learners in their classrooms.

## Fully Bilingual System

Teaching Strategies GOLD online is available in both English and Spanish. Teachers and administrators can view the site in Spanish and monitor children’s progress in relation to all 38 objectives. Many reports can also be generated in Spanish. This feature provides extra support to programs that provide instruction in Spanish and/or to teachers who prefer to read in Spanish. Teaching Strategies GOLD can also be used to support dual-language learners who speak a language other than Spanish or English because many of the objectives, such as physical and social-emotional objectives, are not language-dependent. Regardless of the home language, the English language acquisition objectives provide support for children learning English as a second language.

**Verificación del progreso por área para la clase de Preschool Class** Cambiar vista ▾

Temporada: otoño 2010/2011  
**La fecha de entrega para la verificación del progreso es: 29 de octubre de 2010**

No se olvide de completar los Objetivos de contenido, de adquisición del inglés (si aplican) y de lenguaje y lectoescritura en español (si aplican). Seleccione a la izquierda el área y los objetivos apropiados.

	Socioemocional	Físico	Lenguaje	Cognitivo	Finalizar por niño
Alicia Morgan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bella Rodriguez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Grace Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Home Language Survey

The “Home Language Survey” helps teachers gather and record useful information about the language(s) children hear and speak at home and at school. This information assists teachers in planning ways to support children’s language and literacy development and deciding when to use Objectives 37 and 38. Teachers discuss the questions with parents or other family members (with the assistance of interpreters, if necessary), and they determine the answers together.

**Complete Home Language Survey**

The English Language Acquisition objectives are to be used as needed with children age 3 and older whom you classify as English or dual-language learners. In order to determine whether or not to use the English Language Acquisition objectives (Objectives 37 & 38) you will need to gather information about what language the child and his or her family members use at home, and what language the child uses while he or she talks with the teachers and other children in the classroom. While the English Language Acquisition objectives are not used with very young children, this information should still be collected as useful background information.

Answer the following questions about the child and the family members who care for the child. You will respond by using a scale ranging from “only English” to “only home language”. Try to gather as much information as possible to help you answer the questions. If you are unable to answer a question because you do not know the answer or because the child is not yet speaking, circle N/A.

**A. What language do family members use when speaking to the child in the home?**

N/A	1	2	3	4	5
Not Applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home Language 1:	Unknown				
Home Language 2:	Unknown				

## Objectives for English Language Acquisition

*Teaching Strategies GOLD* includes two objectives that focus on English language acquisition. They were developed by nationally recognized expert Dr. Patton Tabors. Objective 37, “Demonstrates progress in listening to and understanding English,” helps measure children’s receptive language skills. Objective 38, “Demonstrates progress in speaking English,” helps measure their expressive language skills.

**Checkpoint for Bella Rodriguez**  
 Season: Fall 2010/2011  
 The checkpoint due date is: October 29, 2010

Area: English Language Acquisition ①  
 Objective: 37 - Demonstrates progress in listening to and understanding English ①

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Observes others as they converse in English during play or other group experiences; may engage in similar activities by imitating behavior; attends to oral English		Responds to common English words and phrases when they are accompanied by gestures or other visual aids		Responds to English words and phrases when they are not accompanied by gestures or other visual aids			Understands increasingly complex phrases used by adults and children
Examples										
Previous Checkpoints							Spring 2009/2010			
Documentation										
Bella Rodriguez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Spanish Language and Literacy Objectives

*Teaching Strategies GOLD* offers Spanish language and literacy objectives to help teachers scaffold children’s learning in these areas. Teachers have the option of using both English and Spanish language and literacy objectives, allowing them to assess learning in both languages and to obtain a more complete profile of a child’s development.

**Checkpoints for Blue Bears**  
 Period: Winter 2012/2013  
 The checkpoint due date is: February 14, 2013

Area: Literacy ①  
 Objective: 17 - Demonstrates knowledge of print and its uses ①  
 Dimension: a. Uses and appreciates books ①

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Shows interest in books	Opens books correctly; turns pages from front of the book to the back; recognizes familiar books by their covers	Names some features of a book (title, author, illustrator); connects specific books to authors		Names some features of a book (title, author, illustrator); connects specific books to authors			Uses various types of books for their intended purposes
Examples										
Previous Checkpoints										
Documentation										
Blue Bears	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Verificaciones del progreso para Blue Bears**  
 Periodo: Invierno 2012/2013  
 La fecha de entrega para la verificación del progreso es: 14 de febrero de 2013

Area: Leticiontara en español ①  
 Objetivo: 17 - Demuestra conocimiento del lenguaje escrito y sus usos ①  
 Dimension: a. Usa y aprecia los libros ①

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicadores	Not Yet		Muestra interés en los libros.	Abre el libro correctamente; da vuelta a las páginas desde la portada del libro hacia la contraportada; reconoce libros familiares por sus cubiertas	Describe el libro correctamente; da vuelta a las páginas desde la portada del libro hacia la contraportada; reconoce libros familiares por sus cubiertas		Describe el libro correctamente; da vuelta a las páginas desde la portada del libro hacia la contraportada; reconoce libros familiares por sus cubiertas			Conoce algunas características de un libro (título, autor, ilustrador); relaciona libros específicos con los autores.
Examples										
Previous Checkpoints										
Documentation										
Blue Bears	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

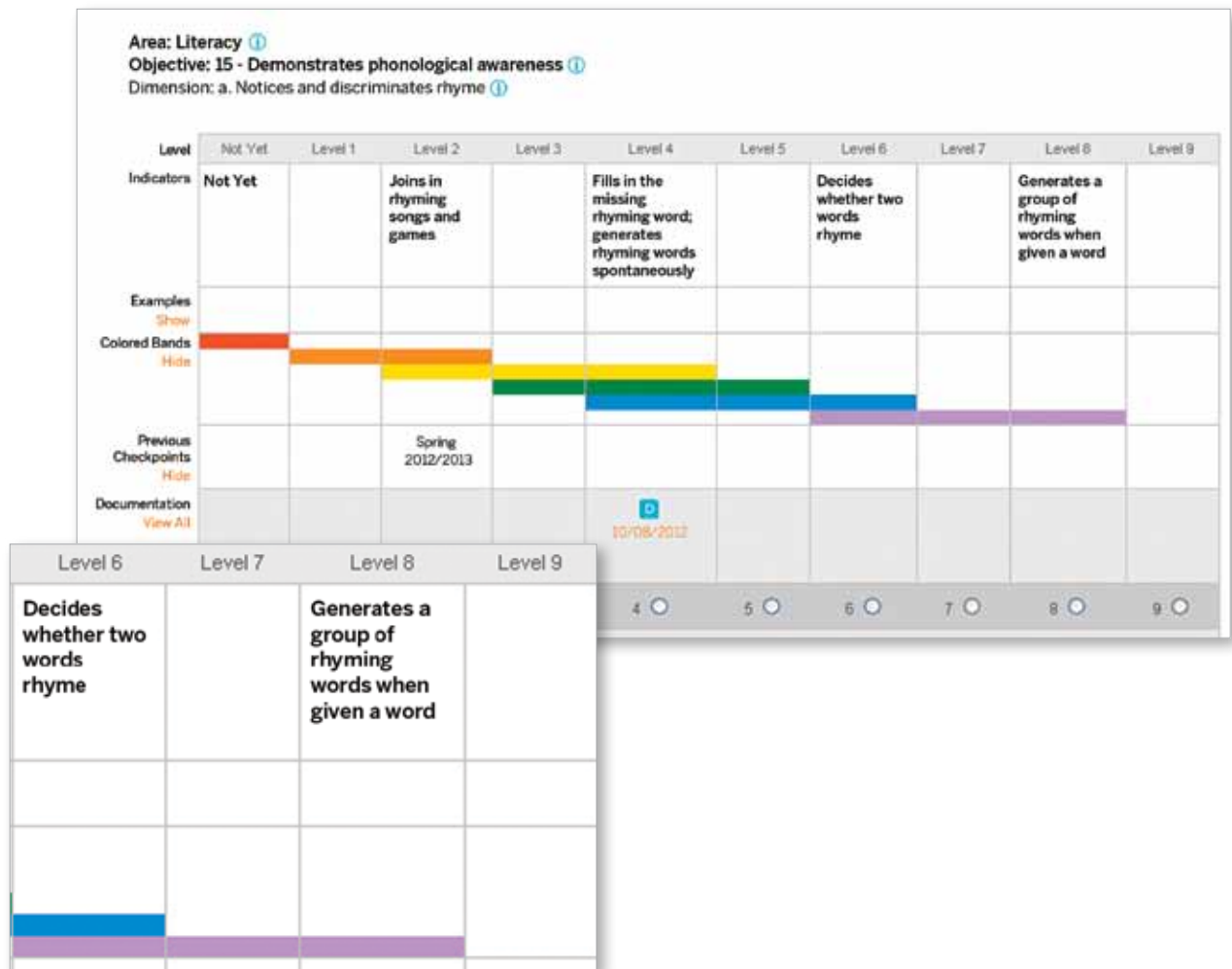


# Appropriate for All Children

Teaching Strategies GOLD is a strengths-based tool that uses universal language to reflect an understanding that all children show what they know in various ways. To ensure that all children—including those with disabilities—are making progress, teachers recognize the many emergent skills that precede the development of typical skills from birth through kindergarten.

## Support for Advanced Learners

All children benefit from support, including children who are advanced learners. Because the Teaching Strategies GOLD assessment system provides a picture of predictable development and learning over more than six years, children whose skills and abilities are advanced for their age are still able to show progress. Teachers use the progressions to identify a child's current ability level, as well as the next step along the progression for each dimension. This information helps teachers scaffold children's learning and ensure the child stays challenged, stimulated, and engaged. Also, since Teaching Strategies GOLD assesses all areas of development, teachers may discover an area that still needs strengthening for a child, even if that child is advanced in other tasks.





## Support for Children With Disabilities

*Teaching Strategies GOLD* can be used successfully to assess children with disabilities\*. Here's why: *Teaching Strategies GOLD* explains what progress looks like in a way that allows all children to show their strengths. The system focuses on a child's current developmental levels and the progress the child makes over time. And, because *Teaching Strategies GOLD* is strengths-based, children can demonstrate skills and behaviors in many ways, even if there are developmental delays in a particular area.

Many features make *Teaching Strategies GOLD* unique as an assessment tool for children with disabilities:

- *Teaching Strategies GOLD* is fully aligned with OSEP (Office of Special Education Programs) outcomes and automatically converts the information entered from *Teaching Strategies GOLD* to the seven-point scale on the Child Outcomes Summary Form (COSF). This capability allows administrators to generate OSEP mandated reports. Plus, *Teaching Strategies GOLD* developers worked directly with the Early Childhood Outcomes Center (ECO) on the crosswalk to ensure its effectiveness for assessing children with disabilities.
- The seamless nature of *Teaching Strategies GOLD* offers teachers a comprehensive picture of development and learning over a child's life from birth through kindergarten. Teachers begin the year with a clear idea of the child's performance and growth over time. By generating reports for children prior to the start of the year, teachers are able to individualize instruction for children and use time effectively.
- *Teaching Strategies GOLD* objectives have "in-between" levels that are critical for children with disabilities or any child whose skills are emerging or who needs support (physical support, visual support, gestures or modeling). These "in-between" levels help teachers indicate that a child CAN accomplish a task or demonstrate a skill with appropriate supports. These levels also provide excellent information to the teacher for scaffolding children's learning.
- For children who have IEPs (Individualized Education Programs), *Teaching Strategies GOLD* online will automatically provide teachers with additional dimensions related to self-care, including feeding, toileting, dressing, and safety. This information allows teachers to take a closer look at specific aspects of development that may be especially important for children with disabilities.



\* For children with significant disabilities, teachers may need to use a supplemental assessment in addition to *Teaching Strategies GOLD* in order to identify incremental changes that are taking place for particular objectives.

Teaching Strategies GOLD® Is

# Supportive of Teachers' Implementation

Teaching Strategies GOLD offers many levels of support for teachers as they use the system. From resources and assistance built right into the tool to online and in-person professional development sessions, teachers have the information they need to use Teaching Strategies GOLD successfully.

## Support and Resources Links

Accessible from every screen, the “Support” and “Resources” links provide a wealth of helpful information to assist teachers throughout the assessment process. “Support” links offer help with the technology, answering questions such as “How do I change the documentation I am viewing?” or “How do I upload a picture?” “Resources” links lead to helpful tools, like *Assessment Opportunity Cards™*, video tutorials, and sample “Weekly Planning Forms.”

The screenshot shows the 'Support and Resource Library' interface. At the top, there is a search bar with the text 'Search By Keyword' and a 'SEARCH' button. Below the search bar, there is a 'Browse By Topic' section with a list of topics, each preceded by a plus sign in a square icon. The topics are: 'A Teacher's Quick-Start Guide to Teaching Strategies GOLD Online', 'ADMINISTRATION: Managing Your License', 'Overview of Teaching Strategies GOLD', 'Getting Started', 'CHILDREN: Setting Up Your Classes and Children's Files', 'DOCUMENTATION: Working With Documentation and Forms', 'CHECKPOINT: Working With Checkpoint Data', 'PLANNING: Planning Instruction', and 'COMMUNICATION: Communicating With Families and Others'. To the right of the 'Browse By Topic' section, there is a 'Popular Resources' section with a list of links: 'California Preschool Learning Foundations: Volume I', 'Quick Start: Download the complete guide', 'On-the-Spot Observation Recording Tool for DCPS', 'Contact Us', 'Features Comparison: CreativeCurriculum.net vs. GOLD™ Online', 'How do I individualize Group Documentation?', 'Introduction to Teaching Strategies GOLD™', 'Navigation Basics', 'Progressions of Development and Learning', and 'Uploading Video Files'.



Find out what other early childhood educators are saying about Teaching Strategies GOLD's support for implementation! Learn more at [TeachingStrategies.com/Stories](https://TeachingStrategies.com/Stories).

### Online Training Opportunities

Our state-of-the-art online training sessions for *Teaching Strategies GOLD* offer professional development options in a convenient electronic format. Teachers and administrators can take advantage of engaging, comprehensive training in a way that's sure to meet their schedules and budgets.



### In-Person Sessions

Our engaging, in-person professional development sessions on *Teaching Strategies GOLD* are conducted by the highly qualified members of our Professional Development Network. Sessions are available year-round at Teaching Strategies' headquarters and on-site in school communities. With targeted sessions for both teachers and administrators, our comprehensive, in-person professional development options guide educators step-by-step through the process of learning to use *Teaching Strategies GOLD*.



### Additional Free Support

To ensure that teachers' implementation is fully supported, Teaching Strategies offers complimentary technical assistance at many levels. A basic online training course comes free with each subscription. Frequent, regularly scheduled Webinars are available to teachers at no cost, and short implementation videos are available on Teaching Strategies' YouTube channel. Our *Quick-Start Guide* provides step-by-step, screen-by-screen guidance on everything from logging in and setting up passwords to entering checkpoint data and running reports. Furthermore, live help is just a phone call away: 800.637.3652.

### Objectives for Development & Learning: Birth Through Kindergarten

*Teaching Strategies GOLD* is also available in print format in both English and Spanish. The paper components are conveniently packaged in a reusable box so teachers have assessment resources at their fingertips.



# Designed to Include Families

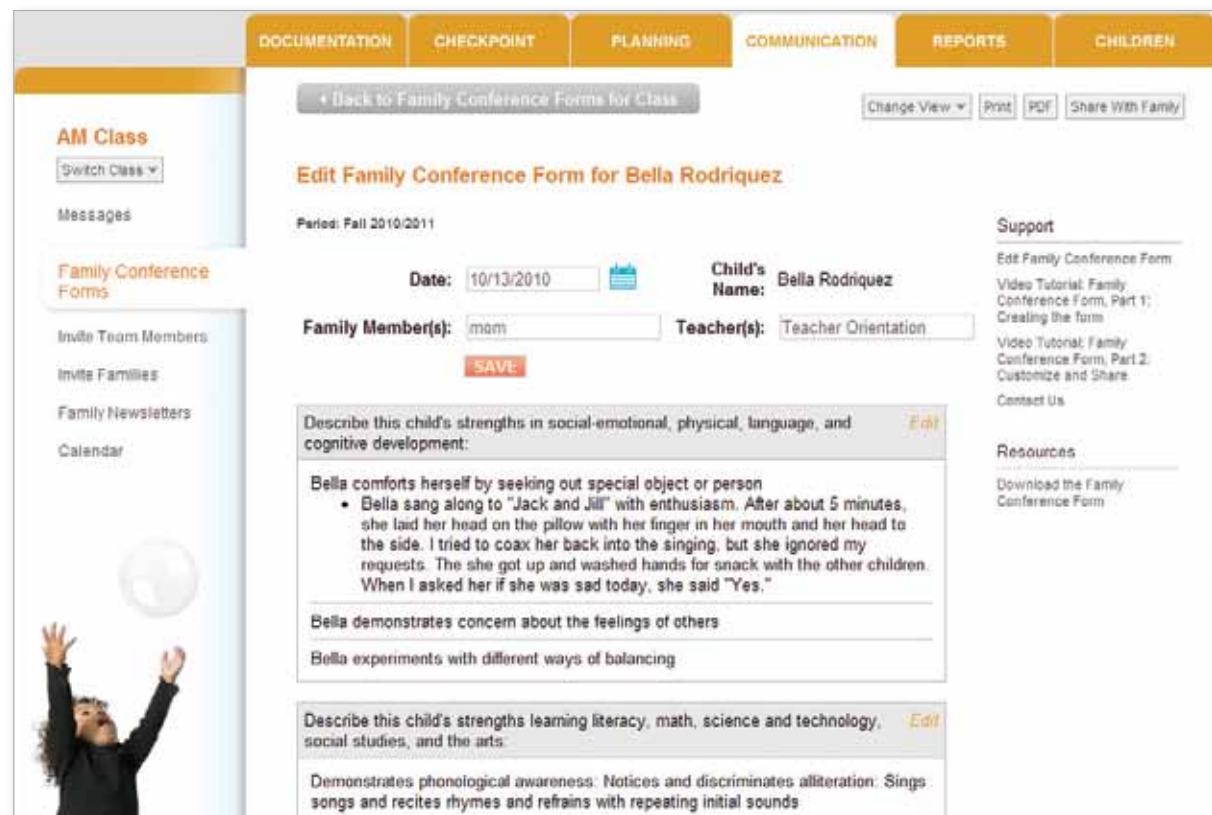
Sharing information with families about their child’s learning and development is critical to building strong partnerships. *Teaching Strategies GOLD* family communication tools promote regular dialogues between schools and homes. Many of the tools for sharing information with families are available in Spanish as well as in English.

## Family Central

*Teaching Strategies GOLD* offers a dedicated portal for communicating online with families about children’s experiences and progress. Teachers can invite families to use “Family Central” and then send and receive messages to and from family members who choose to register. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what’s happening in the classroom, and teachers can send resources to help families promote their children’s development and learning at home. A *Family Quick-Start Guide* that helps families through the process of registering and using Family Central offers step-by-step guidance for setting up the two-way communication process.

## Family Conference Forms

“Family Conference Forms” make it easier for teachers and families to develop a mutual understanding of each child’s strengths and challenges, and to share expectations for the child’s development and learning. Teachers begin to fill out the form by summarizing the child’s developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. “Family Conference Forms” can be created in English or Spanish, helping to ensure successful communication. Completed forms can be printed, and they can be shared with families electronically.





## Development and Learning Report

The “Development and Learning Report” was designed for sharing information with each child’s family. It provides narratives that explain the child’s knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child’s developmental levels, it recommends activities for the family to do at home to provide additional support. Like other documents for families, the “Development and Learning Report” can be sent electronically.

The screenshot shows a web interface with a navigation bar at the top containing tabs for DOCUMENTATION, CHECKPOINT, PLANNING, COMMUNICATION, REPORTS, and CHILDREN. The REPORTS tab is active. On the left, a sidebar lists various report categories, with 'Development and Learning' highlighted. The main content area displays the title 'Development and Learning Report' for child Bella Rodriguez, dated 5/13/2011. It lists areas of development and learning: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, and English Language Acquisition. A summary paragraph states: 'This report highlights your child's strengths in particular areas of development and learning.' Below this is a table titled 'Social-Emotional' with two columns: 'Currently, Bella:' and 'Recommended Activity'. The table lists several behaviors and corresponding activities like 'Active Listening', 'Bike Signs and Signals', 'Let's Go', 'Art for Two', 'Others Have Feelings, Too', 'Rock the Boat', 'Leaf Rubbings', and 'Seeks adult help to resolve social problems'. On the right side of the interface, there are buttons for 'Share with Family', 'PDF', and 'Print', along with links for 'Support', 'Contact Us', and 'Resources'.



# Teaching Strategies GOLD® and The Creative Curriculum® for Preschool: A Powerful Partnership

Teaching Strategies GOLD can be used with any developmentally appropriate curriculum. However, a recent study showed that when teachers use Teaching Strategies GOLD together with The Creative Curriculum for Preschool, children demonstrated significant growth and positive outcomes.

Here's why:

- The same **38 research-based objectives for development and learning** are at the core of both Teaching Strategies' curriculum and assessment resources. So the all-important link between curriculum and assessment has already been made.
- **Color-coded progressions of development and learning** from Teaching Strategies GOLD objectives link to color-coded teaching sequences found on *Intentional Teaching Cards* and in other curriculum resources.
- The **objectives are integrated** into each and every curriculum resource, giving educators the confidence that everything they're doing is focused on what's most important for school readiness.

To learn more about the positive outcomes from using Teaching Strategies GOLD and The Creative Curriculum for Preschool, visit [TeachingStrategies.com/GOLD](http://TeachingStrategies.com/GOLD).







“Teaching Strategies GOLD takes ongoing assessment to another level.”

— Elise Edwards, Early Education Coordinator, Denver Public Schools



# Teaching Strategies GOLD®

[TeachingStrategies.com/GOLD](http://TeachingStrategies.com/GOLD)



**TeachingStrategies®**

7101 Wisconsin Ave., Suite 700  
Bethesda, MD 20814  
800.637.3652  
[TeachingStrategies.com](http://TeachingStrategies.com)



## Appendix F

Specialized Program	Grade Levels	Number Enrolled 2015-2016	Number Enrolled 2016-2017	Change	Notes	
International Baccalaureate	Primary Years Programme (elementary)	576	989	413		
	Middle Years Programme (middle school)	764	601	-163		
	Diploma Programme (11th and 12th grade)	1065	789	-276		
				0		
Virtual Learning	Grades 5 through 12	732	860	128		
				0		
STEM/STEAM	Middle School	1386	2246	860		
	Elementary School	471	515	44		
				0		
Personalized Learning	Middle School	5700	*			
				0		
Advanced Placement	High School	1397	1469	72		
				0		
Career and Technical Education	High School			0		
		Youth Apprenticeship	62	67	5	
		Business Education	1933	2631	698	
		Family and Consumer Science	1728	2005	277	
		Technology Education	1653	2163	510	
				0		
Youth Options	High School	273	37	-236		
				0		
Course Options	K - 12	2	10	8		
				0		
Music	Elementary School band	1629	720	-909		
	Middle School band	948	681	-267		
	High School band	638	422	-216		
					0	
	Musical Theater	158	38	-120		
					0	
	Middle School choir	1049	904	-145		
High School choir	526	530	4			
		22690	17677	5361		
				<b>overall 4% increase</b>		

\* exclude for this monitoring

## Appendix G

<b>Directions:</b>	<b>Racine Unified School District Curriculum Program Review Evaluation Template</b>					
1) Review each of the rubric items either individually or as a team						
2) Determine on a scale of 1-6, the extent to which current practices meets the criterion statement						
3) Review the scores provided for each rubric item to determine the strengths of the current system and any gaps that may be present						
4) Determine steps needed to strengthen the program system.						
	Does not meet criteria <b>1</b>	sometimes meets all criteria <b>2</b>	often meets all criteria <b>3</b>	most of the time meets all criteria <b>4</b>	almost always meets all criteria <b>5</b>	consistently meets all criteria <b>6</b>
Quality Curriculum Framework Assessment Element						
1) The curriculum framework includes an assessment that is designed for planning and guiding instruction						
2) The assessment items and procedures are authentic						
3) The assessment items and procedures are culturally, linguistically, and individually non-biased						
4) The assessment items and procedures are flexible and allow for children to respond in multiple ways						
5) The assessment is conducted across time, people, and settings						
6) Families and other caregivers are involved in the assessment process						
7) Assessment results provide a comprehensive description of children's current skills and abilities						
8) Assessment results are purposefully used for program planning						

	Does not meet criteria 1	sometimes meets all criteria 2	often meets all criteria 3	most of the time meets all criteria 4	almost always meets all criteria 5	consistently meets all criteria 6
<b>Quality Curriculum Framework</b>						
<b>Scope and Sequence Element</b>						
1) The curriculum framework includes scope (what should be taught) and sequence (guidance for the order in which to teach)						
2) The scope addresses all developmental areas						
3) The scope addresses all content areas						
4) The sequence reflects known developmental, pedagogical and logical principles and practices						
5) The scope and sequence includes meaningful and functional skills and concepts						
6) The scope and sequence is aligned with federal/state/local standards or outcomes						
<b>Activities and Instruction Element</b>						
1) The curriculum framework includes activities and instructional practices						
2) The activities and instructional practices are accessible to all children						
3) The activities and instructional practices are developmentally appropriate and culturally and linguistically responsive						
4) The activities and instructional practices address all areas of development and learning						
5) The activities and instructional practices are tiered						
6) The activities and instructional practices are responsive to						

children's individual strengths and needs (Personalized)						
7) The activities and instructional practices include multiple and varied embedded learning opportunities						
8) The activities and instructional practices include hands-on experiences						
9) The activities and instructional practices are presented in a variety of daily events						
10) The activities and instructional practices link directly to children's immediate and long-term goals (Personalized learning)						
11) The classroom schedule and environment is arranged to support the activities and instructional practices						
	<b>Does not meet criteria</b>	<b>sometimes meets all criteria</b>	<b>often meets all criteria</b>	<b>most of the time meets all criteria</b>	<b>almost always meets all criteria</b>	<b>consistently meets all criteria</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Quality Curriculum Framework</b>						
<b>Progress Monitoring Element</b>						
1) The curriculum framework includes methods for ongoing monitoring of children's progress						
2) Progress monitoring methods are authentic						
3) Progress monitoring methods are culturally, linguistically, and individually non-biased						
4) All areas of development and learning are monitored						
5) Changes in children's strengths, needs, and emerging skills are detected						
6) The intensity and frequency of progress monitoring is tailored to individual children's needs						



7) Families and other caregivers are involved in progress monitoring						
8) Multiple sources are used to inform information for progress monitoring						
9) Progress monitoring results are purposefully used for modifying and revising elements of the curriculum framework						
	<b>Does not meet criteria</b>	<b>sometimes meets all criteria</b>	<b>often meets all criteria</b>	<b>most of the time meets all criteria</b>	<b>almost always meets all criteria</b>	<b>consistently meets all criteria</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Quality Curriculum Framework</b>						
<b>Overall Curriculum Framework</b>						
1) The curriculum framework is acceptable to all key stakeholders						
2) The curriculum framework represents the program's mission, philosophy, and values						
3) The curriculum framework is comprehensive and integrated						
4) The elements of the curriculum framework are dynamic and flexible						
5) The curriculum framework includes positive physical and social environmental supports						
6) Implementation of the curriculum framework is a collaborative effort						

## Appendix H

<b>2016-2017 Curriculum Review Cycle Committee List</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Area of Representation</b>	<b>Position</b>
Borchert	Eric	Art	Teacher
Cacciotti	Alana	Art	Teacher
Castaneda	David	Art	Teacher
Easton	Mackenzie	Art	Teacher
Hyduke	Terry	Art	Teacher
Johnson	Doug	Art	Fine Arts Coordinator
Kirkman	Amanda	Art	Teacher
McGowan	Rebecca	Art	Teacher
Topczewski	Jeremy	Art	Teacher
Browarski	Jacob	Business Ed	High School Business Education Teacher
Cronkright	Daryl	Business Ed	Middle School Business Ed Teacher
Dawson	Marissa	Business Ed	High School Business Education Teacher
Hennessey	Paul	Business Ed	Middle School Business Ed Teacher
Hoff	Nancy	Business Ed	High School Business Education Teacher
Knudson	Ryan	Business Ed	High School ESL Teacher
Schmidt	Lindsay	Business Ed	High School Business Education Teacher
Steenrod	Kelly	Business Ed	Middle School Business Ed Teacher
Wartzenluft	Keith	Business Ed	High School Business Education Teacher
Weiss	Tina	Business Ed	Middle School Business Ed Teacher
Wisniewski	Jonathan	Business Ed	High School Business Education Teacher
Avila	Antonieta Dr.	ELL/Dual Language	Institute of Higher Education
Azurmendi	Fabiana	ELL/Dual Language	Teacher
Babbits	Brian	ELL/Dual Language	Elementary Principal

Bennett	Andre	ELL/Dual Language	Middle School Principal
Brito	Carmen	ELL/Dual Language	Teacher
Dawursk	Donna	ELL/Dual Language	Teacher
Delaney	Kayla	ELL/Dual Language	Teacher
Dinkelman	Barbara	ELL/Dual Language	Teacher
Dunkerson	Kathy	ELL/Dual Language	Director After School Programming
Garcia	Steven	ELL/Dual Language	Teacher
Henn-Reinke	Kathy Dr.	ELL/Dual Language	Institute of Higher Education
Knudson	Ryan	ELL/Dual Language	Teacher
Krohn	Kimberly	ELL/Dual Language	Teacher
Lewno	Pat	ELL/Dual Language	ESL Coordinator
Lopez	Gabriel	ELL/Dual Language	Middle School Assistant Principal
Marquez	Priscilla	ELL/Dual Language	Elementary School Assistant Principal
Meise	Robin	ELL/Dual Language	Teacher
Nasci	Lori	ELL/Dual Language	Teacher
Orozco	Oralia	ELL/Dual Language	Teacher
Palacios	Jose	ELL/Dual Language	Community Representative/LULAC
Paredes	Elizabeth	ELL/Dual Language	Teacher
Ploeger	Tiffanie	ELL/Dual Language	Elementary School Assistant Principal
Rasmussen	Julie	ELL/Dual Language	Teacher
Rivas	Robin	ELL/Dual Language	Exec Director ELL/Bilingual
Romero	Kimberly	ELL/Dual Language	Administrator ELL/Bilingual
Stankowski	MaryJo	ELL/Dual Language	Teacher
Tejeda	Daisy	ELL/Dual Language	Teacher
Venegas	Franceline	ELL/Dual Language	Teacher
Xiong	Somsamy	ELL/Dual Language	Teacher
Doering	Shelley	Family/Consumer Science	High School FACS Teacher
Schneider	Colleen	Family/Consumer Science	High School Family/Consumer Science Teacher
Stroud	Maguita	Family/Consumer Science	High School Family/Consumer Science Teacher

Wasielewski	Jerilyn	Family/Consumer Science	High School Family/Consumer Science Teacher
Wurdemann	Jennifer	Family/Consumer Science	High School FACS Teacher
Boehm	Connie	Gifted and Talented	Elementary Teacher (Jefferson)
Kelly	Barb	Gifted and Talented	Elementary Teacher (Jefferson)
Koll	Kelly	Gifted and Talented	Elementary School Teacher
Strain	Colleen	Gifted and Talented	Elementary Teacher
Clum	Doug	Gifted/Talented	K-8 Principal
Francart	Laura	Gifted/Talented	Elementary teacher
McPhee	Brianne	Gifted/Talented	Instructional Coach
Moes	James	Gifted/Talented	Elementary Principal
Tuttle	Tom	Gifted/Talented	Middle School Principal
Bedoian	Bill	Mathematics	Teacher
Brooks	Stephanie	Mathematics	High School Math Teacher
Emmons	Chad	Mathematics	High School Math Teacher
Felle	Andrea	Mathematics	Elementary Teacher
Funk	Amanda	Mathematics	High School Math Teacher
Gehrke	Amy	Mathematics	Mathematics Teacher HS
Grodey	Lisa	Mathematics	Middle School Math Teacher
Hicks	Mark	Mathematics	Middle School Teacher
Kirkwood	Willie	Mathematics	High School Math Teacher
Logic	Gina	Mathematics	Middle School Math Teacher
Miatech	Scott	Mathematics	Middle School Teacher
Milder	Susan	Mathematics	High School Math Teacher
Myers	Amy	Mathematics	Middle School Math Teacher
Nason	Amanda	Mathematics	Title One Math Teacher
Panka	Bonnie	Mathematics	Elementary Teacher
Piper	Ryan	Mathematics	Middle School Teacher
Saidler	Janis	Mathematics	High School Math Teacher
Zalubowski	Julia	Mathematics	Teacher

Adamisin	Christopher	Music	Teacher
Berg	Kathleen	Music	Teacher
Bieneman	Kristen	Music	Teacher
Christensen	Ellen	Music	Teacher
Clum	Doug	Music	Teacher
Hicklin	Amanda	Music	Teacher
Johnson	Doug	Music	Fine Arts Coordinator
Kayser	Alex	Music	Teacher
Shapovalov	Laura	Music	Teacher
Ellis	Lisa	Music	Teacher
Teal	Elizabeth	Music	Teacher
Berkley	Erin	Physical Education/Health	Elementary Teacher
Brenek	Briana	Physical Education/Health	Middle School Physical Education Teacher
Cushman	Justin	Physical Education/Health	Elementary Physical Education Teacher
Druker	Dana	Physical Education/Health	Middle School Physical Education Teacher
Hasler	Sheila	Physical Education/Health	High School Physical Education Teacher
Jane Carreno	Mary	Physical Education/Health	Retired Phy Ed Teacher
Kosterman	Eric	Physical Education/Health	High School Physical Education Teacher
Lacasse	Ian	Physical Education/Health	Middle School Physical Education Teacher
Langlois	Adrian	Physical Education/Health	Elementary School Physical Education Teacher
Luba	Joseph	Physical Education/Health	High School Physical Education Teacher
Niespodziani	Diane	Physical Education/Health	Elementary School Physical Education Teacher
Thompson	Christopher	Physical Education/Health	Exec Director of Curriculum and Instruction
Vasil	Kaleena	Physical Education/Health	High School Physical Education Teacher
Warg	Wendee	Physical Education/Health	High School Physical Education Teacher
Babbits	Brian	Reading/ELA	Elementary Principal
Beam	Liz	Reading/ELA	Literacy Coach
Brooks	Krista	Reading/ELA	Teacher
Cline	Mary	Reading/ELA	Middle School Principal

DeBoer	Katie	Reading/ELA	Instructional Coach
Gustin	Margaret	Reading/ELA	Teacher
Hansen	Beth	Reading/ELA	Teacher
Landry	Matt	Reading/ELA	Teacher
Lewno	Pat	Reading/ELA	ESL Coordinator
Morey	Valerie	Reading/ELA	Teacher
Morey	Kari	Reading/ELA	Teacher
Morgan	Maggie	Reading/ELA	Literacy Coach
Sadowski	Angie	Reading/ELA	Program Support
Salazar	Diane	Reading/ELA	Teacher
Stein	Claire	Reading/ELA	Project Manager
Wernicke	Lori	Reading/ELA	Teacher
Hinze	Heather	Reading/ELA	Teacher
Beguhl	Renee	Reading/ELA	Teacher
Corr	Emily	Reading/ELA	Literacy Coach
Romero	Kimberly	Reading/ELA	Dual Language Implementation Specialist
McVay	Jennifer	Reading/ELA	I/EE Coach
Feltz	Kelly	Reading/ELA	I/EE Coach
Kwapil	Susan	reading/ELA	Teacher
Accola	Paula	reading/ELA	SpEd Teacher
Olson	Gwendolyn	reading/ELA	Teacher
DaPra	Kelly	reading/ELA	Teacher
Norton	Karen	reading/ELA	Parent (pending acceptance)
Bergmann	Andrea	RTI	Program Support
Clark	Bev	RTI	Teacher
Devroy	Nikki	RTI	Teacher
Gentry	Suzanne	RTI	Psychologist
Hendrix	Katie	RTI	Teacher
Hocking	Lucy	RTI	Teacher

Johnson	Beth	RTI	Teacher
O'Donnell	Kelly	RTI	Psychologist
Sadowski	Angie	RTI	Program Support
Shaffer	Judy	RTI	Gifted/Talented Coordinator
Smith	Steve	RTI	Psychologist
Todd	Robert	RTI	Psychologist
Wilde	Laura	RTI	Psychologist
Arens	Julie	Special Education	Program Support/Diagnostician
Barry	Ann	Special Education	Special Education
Bayer	Johanna	Special Education	High School Special Education Teacher
Berry	Gwendolyn	Special Education	Principal
Beutel	Darlene	Special Education	Elementary Special Education Teacher
Bieganski	Justine	Special Education	Program Support/Diagnostician
Catlin	Eryn	Special Education	Elementary Special Education Teacher
Cervantes	Elvia	Special Education	Instructional Methods Coordinator
Chapin	Chad	Special Education	Principal
Christensen	Barbara	Special Education	Special Education
Craig	Catherine	Special Education	Elementary Special Education Teacher
DeBaker	Nicholas	Special Education	High School Sub School Principal
Decker	Jill	Special Education	Program Support/Diagnostician
Eisenman	Heather	Special Education	Elementary Special Education Teacher
Flynn	Melinda	Special Education	Elementary Special Education Teacher
George	Amanda	Special Education	High School Special Education Teacher
George	Thomas	Special Education	High School Special Education Teacher
Gross	Jennifer	Special Education	Elementary Special Education Teacher
Harris	Sarah	Special Education	Elementary Special Education Teacher
Harris	Margie	Special Education	Elementary Special Education Teacher
Hoffman	Kathleen	Special Education	Elementary Special Education Teacher
Hojnacki	Heather	Special Education	Special Education Supervisor



Hoss	Katie	Special Education	Executive Director Special Education
James	Cynthia	Special Education	Elementary Special Education Teacher
Jamieson	Christopher	Special Education	Special Education Technolgoy
King	Tangella	Special Education	Elementary School Principal
Knuth	Beth	Special Education	Elementary Special Education Teacher
Korn	Julie	Special Education	Elementary Special Education Teacher
Kroner	Rebecca	Special Education	Early Childhood Teacher
Kupper	Michelle	Special Education	Elementary Teacher
Lee	Denise	Special Education	Elementary School Special Education Teacher
Lewicki	Jaclyn	Special Education	Elementary School Special Education Teacher
Lyons	Charease	Special Education	Psychologist
Marquardt	Christine	Special Education	Elementary School Special Education Teacher
Mattice	Heather	Special Education	Elementary Special Education Teacher
McCullough	Kerrie	Special Education	Special Education Supervisor
McNamara	Jon	Special Education	High School Special Education Teacher
Miller	Jeffrey	Special Education	Elementary Principal
Miller	Joseph	Special Education	Elementary Assistant Principal
Munoz	Evelyn	Special Education	Speech Pathologist
Muth	Samantha	Special Education	Program Support/Diagnostician
Myszewski	Jessica	Special Education	Elementary Teacher
North	Robin	Special Education	Special Education Supervisor
Patino	Lori	Special Education	Special Education Supervisor
Schwartz	Amanda	Special Education	Speech Pathologist
Sieg	Kate	Special Education	Special Education Technolgoy
Stewart	Halli	Special Education	Instructional Methods Coordinator
Ticha	William	Special Education	Elementary School Assistant Principal
Torres	Amber	Special Education	Elementary Principal
Vandehey	Sharri	Special Education	Special Education Supervisor
Veltman	Jean	Special Education	Transition Coordinator

Vittone	Sandy	Special Education	Elementary Special Education Teacher
Weber	Karen	Special Education	Substitute
Widmar	Ann	Special Education	Special Education
Henderson	Randall	Technology Education	Online Mentor
Henkel	Amanda	World Languages	Teacher
Bertucci	Aurelie	World Languages	Teacher
Mota	Megan	World Languages	Teacher
Bachmann-Burgner	Tiffany	World Languages	Teacher
DuPage	Tamara	World Languages	Teacher
Griffith	Sara	World Languages	Teacher
Smith	Gregory	World Languages	Teacher
Zeien		World Languages	Teacher
Clark	Beverly	Writing	Read 180 Teacher
Cuccio	Mary	Writing	Middle School literacy teacher
Krohn	Kimberly	Writing	Middle School ESL Teacher
Linskens	Nicole	Writing	High School English Teacher
Morey	Valerie	Writing	High School English Teacher
Murphy	Teresa	Writing	Middle School English Teacher
Salazar	Diane	Writing	Title One Reading
Wallace	Dana	Writing	High School English Teacher
Decker	Janell	Writing/Mathematics	Assistant Director of Curriculum and Instruction
Ticha	Jonathan	Science	Elementary Teacher
Westphal	Seth Marie	Science	Instructional Coach
Rochleau	Anne	Science	Science Teacher
Baulkin	Holly	Science	Science Teacher
Forst	Abigail	Science	Science Teacher
Zahn	Steve	Science	Science Teacher
Treiber	Dwight	Science	Science Teacher
Mattison	William	Science	Science Teacher

Sword	Drew	Science	Science Teacher
Ruder	Stephanie	Science	Science Teacher
Gauthier	Sara	Science	Science Teacher
Rhoads	David	Science	Community Member
Peterson	Amanda	Science	Science Teacher
Venne	David	Science	Science Teacher
Tessman	Terri	Science	STEM Coordinator
Hart	Emily	Science	Science Teacher
Al-Sager	Jennifer	Science	Science Teacher
Lewno	Patricia	Science	ELL Coordinator
Emmons	Christine	Science	Science Teacher
Camara	Amy	Science	Science Teacher
Klaves	Kara	Science	Science Teacher
Cruz	Tammy	Science	Instructional Coach
Kelly	Barb	Social Studies	Teacher
Ludvigsen	Michele	Social Studies	Teacher
Heinisch	John	Social Studies	Teacher
Humphreyes	Jenny	Social Studies	Teacher
Surendonk	John	Social Studies	Teacher
Banike	Ann	Social Studies	Teacher
Gonzales	Sara	Social Studies	Teacher

# Wisconsin Standards for Mathematics

*From Model Academic Standards (1998) to Common Core State Standards*

1

## World Class Standards

Learning mathematics with understanding is a focus of the Common Core State Standards. Many of the Common Core State Standards begin with the verb "understand." Students understand a mathematical concept if they can use mathematical reasoning along with a variety of representations, explain the concept to someone else, and apply the concept to another situation. The old Wisconsin standards have less emphasis on these higher order skills.

2

## Clearer Standards

Common Core State Standards are clearer than the Wisconsin Model Academic Standards (1998) and provide a specific staircase of skills that build upon one another. Wisconsin Model Academic Standards (1998) were written only for fourth, eighth and twelfth grades. This made it difficult to know what students should master at specific grade levels. For example, the old Wisconsin standards stated that students should be able to "use numbers effectively for various purposes." The student's development of mathematical operations and number sense is never specified.

3

## More Specific Standards

Common Core State Standards provide grade-level priorities not found in the Wisconsin Model Academic Standards (1998). Wisconsin Model Academic Standards (1998) have only six total standards and rely instead on a handful of performance indicators that are broad, optional, and appear only at three grade levels (4, 8, and 12).

Wisconsin  
Model  
Academic  
Standards for  
Mathematics  
(1998)

**Number Operations & Relationships  
Content Standard**

(same standard K-12th grade)

Use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

**One (of over 20) Common Core State Standard for Mathematics:  
Operations and Algebraic Thinking to Algebra**

Grade	*Notice how mathematics skills build on one another to college and career readiness.
K	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1	Understand and apply properties of operations and the relationship between addition and subtraction.
2	Represent and solve problems involving addition and subtraction.
3	Understand properties of multiplication and the relationship between multiplication and division.
4	Use the four operations with whole numbers to solve problems.
5	Write and interpret numerical expressions.
6	Apply and extend previous understandings of arithmetic to algebraic expressions.
7	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8	Analyze and solve linear equations and pairs of simultaneous linear equations.
HS	Understand solving equations as a process of reasoning and explain the reasoning.

# Wisconsin Standards for English Language Arts

*From Model Academic Standards (1998) to Common Core State Standards*

1

## World Class Standards

Common Core State Standards demand more from students. With Wisconsin Model Academic Standards (1998), students were expected to simply “*respond*” while reading. Common Core State Standards expect students to “*analyze, delineate, integrate, and interpret*” while reading.

2

## Clearer Standards

Common Core State Standards are clearer than the Wisconsin Model Academic Standards (1998). Wisconsin Model Academic Standards (1998) had only *six* broad standards for what students needed to know and be able to do. This approach often led to confusion about what to teach and when. Common Core State Standards provide over *forty* standards that clearly state what it is students need to know and be able to do at each grade level.

3

## More Specific Standards

Common Core State Standards are more specific than the Wisconsin Model Academic Standards (1998). Old Wisconsin Standards had identical standards for fourth graders, eighth graders, and twelfth graders while the Common Core State Standards provide *grade-level standards* that define the exact skills and understandings that students must demonstrate at each grade level.





**Reading Content Standard**  
(same standard K-12th grade)  
Read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others

One (of 26 total) READING standards from <b>Common Core State Standards</b> for ELA Reading Foundational Skills: Focus on Phonics and Word Recognition (RF 3)	
Grade	*Notice how phonics skills build on one another from kindergarten through 5 <sup>th</sup> grade.
<b>K</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>• Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
<b>1</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>2</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>3</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multi-syllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
<b>4</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
<b>5</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</li> </ul>



## APPENDIX A – Conceptual Shifts in the Next Generation Science Standards

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the *Framework for K–12 Science Education*, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

### 1. K-12 Science Education Should Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World.

*“The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.”<sup>1</sup>*

The vision represented in the *Framework* is new in that students must be engaged at the nexus of the three dimensions:

1. Science and Engineering Practices,
2. Crosscutting Concepts, and
3. Disciplinary Core Ideas.

Currently, most state and district standards express these dimensions as separate entities, leading to their separation in both instruction and assessment. Given the importance of science and engineering in the 21<sup>st</sup> century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us. Student performance expectations have to include a student’s ability to apply a practice to content knowledge. Performance expectations thereby focus on understanding and application as opposed to memorization of facts devoid of context. The *Framework* goes on to emphasize that:

*“...learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage in scientific inquiry and engineering design. Thus the framework seeks to illustrate how knowledge and practice must be intertwined in designing learning experiences in K–12 science education.”<sup>2</sup>*

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<sup>1</sup> (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 10). Washington, DC: The National Academies Press. Retrieved from [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

<sup>2</sup> (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press. Retrieved from [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

**2. The Next Generation Science Standards are student performance expectations – NOT curriculum.** Even though within each performance expectation Science and Engineering Practices (SEP) are partnered with a particular Disciplinary Core Idea (DCI) and Crosscutting Concept (CC) in the NGSS, these intersections do not predetermine how the three are linked in curriculum, units, or lessons. Performance expectations simply clarify the expectations of what students will know and be able to do by the end of the grade or grade band. Additional work will be needed to create coherent instructional programs that help students achieve these standards.

As stated previously, past science standards at both the state and district levels have treated the three dimensions of science as separate and distinct entities leading to preferential treatment in assessment or instruction. It is essential to understand that the emphasis placed on a particular Science and Engineering Practice or Crosscutting Concept in a performance expectation is not intended to limit instruction, but to make clear the intent of the assessments.

An example of this is illustrated in two performance expectations in high school physical sciences that use the practice of modeling. Models are basically used for three reasons: 1) to represent or describe; 2) to collect data; or 3) to predict. The first use is typical in schools since models and representations are usually synonymous. However, the use of models to collect data or to predict phenomena is new, for example:

*Construct models to explain changes in nuclear energies during the processes of fission, fusion, and radioactive decay and the nuclear interactions that determine nuclear stability.*

and

*Use system models (computer or drawings) to construct molecular-level explanations to predict the behavior of systems where a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.*

In the first performance expectation, models are used with nuclear processes to explain changes. A scientific explanation requires evidence to support the explanation, so students will be called upon to construct a model for the purpose of gathering evidence to explain these changes. Additionally, they will be required to use models to both explain and predict the behavior of systems in equilibrium. Again, the models will have to be used to collect data, but they will be further validated in their ability to predict the state of a system. In both cases, students will need a deep understanding of the content, as well as proficiency in the ability to construct and use models for various applications. The practice of modeling will need to be taught throughout the

year—and indeed throughout the entire K–12 experience—as opposed to during one two-week unit of instruction.

The goal of the NGSS is to be clear about which practice students are responsible for in terms of assessment, but these practices and crosscutting concepts should occur throughout each school year.

### **3. The Science Concepts in the NGSS Build Coherently from K–12.**

The focus on a few Disciplinary Core Ideas is a key aspect of a coherent science education. The *Framework* identified a basic set of core ideas that are meant to be understood by the time a student completes high school:

*“To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas’ interconnections over a period of years rather than weeks or months [1]. This sense of development has been conceptualized in the idea of learning progressions [1, 25, 26]. If mastery of a core idea in a science discipline is the ultimate educational destination, then well-designed learning progressions provide a map of the routes that can be taken to reach that destination. Such progressions describe both how students’ understanding of the idea matures over time and the instructional supports and experiences that are needed for them to make progress.”<sup>3</sup>*

There are two key points that are important to understand:

- First, focus and coherence must be a priority. What this means to teachers and curriculum developers is that the same ideas or details are not covered each year. Rather, a progression of knowledge occurs from grade band to grade band that gives students the opportunity to learn more complex material, leading to an overall understanding of science by the end of high school. Historically, science education was taught as a set of disjointed and isolated facts. The *Framework* and the NGSS provide a more coherent progression aimed at overall scientific literacy with instruction focused on a smaller set of ideas and an eye on what the student should have already learned and what they will learn at the next level.
- Second, the progressions in the NGSS automatically assume that previous material has been learned by the student. Choosing to omit content at any grade level or band will impact the success of the student in understanding the core ideas and put additional responsibilities on teachers later in the process.

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<sup>3</sup> (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 26). Washington, DC: The National Academies Press. Retrieved from [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

#### **4. The NGSS Focus on Deeper Understanding of Content as well as Application of Content.**

The *Framework* identified a smaller set of Disciplinary Core Ideas that students should know by the time they graduate from high school, and the NGSS are written to focus on the same. It is important that teachers and curriculum/assessment developers understand that the focus is on the core ideas—not necessarily the facts that are associated with them. The facts and details are important evidence, but not the sole focus of instruction. The Framework states:

*“The core ideas also can provide an organizational structure for the acquisition of new knowledge. Understanding the core ideas and engaging in the scientific and engineering practices helps to prepare students for broader understanding, and deeper levels of scientific and engineering investigation, later on—in high school, college, and beyond. One rationale for organizing content around core ideas comes from studies comparing experts and novices in any field. Experts understand the core principles and theoretical constructs of their field, and they use them to make sense of new information or tackle novel problems. Novices, in contrast, tend to hold disconnected and even contradictory bits of knowledge as isolated facts and struggle to find a way to organize and integrate them [24]. The assumption, then, is that helping students learn the core ideas through engaging in scientific and engineering practices will enable them to become less like novices and more like experts.”<sup>4</sup>*

#### **5. Science and Engineering are Integrated in the NGSS, from K–12.**

The idea of integrating technology and engineering into science standards is not new. Chapters on the nature of technology and the human-built world were included in *Science for All Americans* (AAAS 1989) and *Benchmarks for Science Literacy* (AAAS 1993, 2008). Standards for “Science and Technology” were included for all grade spans in the *National Science Education Standards* (NRC 1996).

Despite these early efforts, however, engineering and technology have not received the same level of attention in science curricula, assessments, or the education of new science teachers as the traditional science disciplines have. A significant difference in the *Next Generation Science Standards* (NGSS) is the integration of engineering and technology into the structure of science education. This integration is achieved by raising engineering design to the same level as scientific inquiry in classroom instruction when teaching science disciplines at all levels and by giving core ideas of engineering and technology the same status as those in other major science disciplines.

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<sup>4</sup> (2011). *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 25). Washington, DC: The National Academies Press. Retrieved from [http://www.nap.edu/catalog.php?record\\_id=13165](http://www.nap.edu/catalog.php?record_id=13165)

The rationale for this increased emphasis on engineering and technology rests on two positions taken in *A Framework for K–12 Science Education* (NRC 2011). One position is aspirational, the other practical.

From an aspirational standpoint, the *Framework* points out that science and engineering are needed to address major world challenges such as generating sufficient clean energy, preventing and treating diseases, maintaining supplies of food and clean water, and solving the problems of global environmental change that confront society today. These important challenges will motivate many students to continue or initiate their study of science and engineering.

From a practical standpoint, the *Framework* notes that engineering and technology provide opportunities for students to deepen their understanding of science by applying their developing scientific knowledge to the solution of practical problems. Both positions converge on the powerful idea that by integrating technology and engineering into the science curriculum, teachers can empower their students to use what they learn in their everyday lives.

## **6. The NGSS are designed to prepare students for college, career, and citizenship.**

There is no doubt that science and science education are central to the lives of all Americans. Never before has our world been so complex and science knowledge so critical to making sense of it all. When comprehending current events, choosing and using technology, or making informed decisions about one's healthcare, understanding science is key. Science is also at the heart of the United States' ability to continue to innovate, lead, and create the jobs of the future. All students no matter what their future education and career path must have a solid K–12 science education in order to be prepared for college, careers, and citizenship.

## **7. The NGSS and Common Core State Standards (English Language Arts and Mathematics) are Aligned.**

The timing of the release of NGSS comes as most states are implementing the Common Core State Standards (CCSS) in English Language Arts and Mathematics. This is important to science for a variety of reasons. First, there is an opportunity for science to be part of a child's comprehensive education. The NGSS are aligned with the CCSS to ensure a symbiotic pace of learning in all content areas. The three sets of standards overlap in meaningful and substantive ways and offer an opportunity to give all students equitable access to learning standards.

Some important work is already in progress regarding the implications and advantages to the CCSS and NGSS. Stanford University recently released 13 papers on a variety of issues related to language and literacy in the content areas of the CCSS and NGSS.<sup>5</sup>

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<sup>5</sup> Stanford University. (2012). *Understanding language*. Retrieved from <http://ell.stanford.edu/papers>.





## Common Core State Standards and AIMSweb®

The Common Core State Standards Initiative is an effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Like academic standards that have been used for educational accountability and No Child Left Behind (NCLB), the Common Core State Standards communicate what students are expected to know and be able to do in each grade. The Common Core State Standards are specifically designed to reflect the real-world knowledge and skills students need to succeed in higher education and their careers.



CBM assessment practices are based on over 30 years of scientific research. These standardized tests are time efficient and easy to administer, yet produce accurate charts of student growth over time. AIMSweb's CBM assesses basic, broad academic skills that are relevant to all curricula—making them compatible with any curriculum or standards, including Common Core State Standards.

### How AIMSweb and the Common Core work together

AIMSweb uses brief, reliable, and valid assessments called General Outcome Measures (GOM) to assess academic competencies. GOM, which is a form of Curriculum Based Measurement (CBM), draws upon three decades of scientific research that demonstrates its versatility to provide accurate prediction of reading and math achievement and sensitivity to growth across a wide range of curricula and standards-based programs. Unlike standards-based assessments which sample skills from the curriculum, GOM assess overall performance in broad academic domains using tasks and behaviors that address fundamental competencies. These competencies are relevant to all curricula—making AIMSweb GOM suitable with any curriculum or standards, including Common Core State Standards.

Reading fluency, computational fluency and other fundamental competencies have long been recognized as essential components for academic success. The Common Core State Standards address reading and computational fluency as key skills that need to be taught across grade levels—but academic success clearly requires other competencies. In the earliest grades, it includes pre- and emerging literacy and numerical skills. In later grades, it includes comprehension, numerical reasoning, and problem solving skills. AIMSweb includes assessments that address these critical reading and math skills.

Whether you have already implemented or are working towards the Common Core, the fact that AIMSweb general outcome measures assess fundamental competencies that are relevant to all reading and math curricula and standards provides the following benefits:

- Works with any curriculum or standards, including the Common Core
- Prediction of student success on your state test whether it is state- or Common Core-specific
- Longitudinal data remains relevant and meaningful even when standards, curriculum, or state tests change
- Perfectly suited for program evaluation

*Continued on next page*

The following table shows how AIMSweb GOM align to the Common Core State Standards:

AIMSweb Math Measure	Common Core State Standard(s) Addressed
<b>Test of Early Numeracy (TEN)</b>	
Oral Counting Measure (OCM)	<ul style="list-style-type: none"> <li>• Know Number Names and the Count Sequence</li> </ul>
Quantity Discrimination Measure (QDM)	<ul style="list-style-type: none"> <li>• Compare Numbers</li> <li>• Understand Place Value</li> </ul>
<b>Math Concepts and Applications (M-CAP)</b>	<ul style="list-style-type: none"> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> <li>• Analyze proportional relationships and use them to solve real-world and mathematical numbers.</li> <li>• Apply and extend previous understandings of arithmetic to algebraic expressions.</li> <li>• Apply and extend previous understandings of numbers to the system of rational numbers.</li> <li>• Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</li> <li>• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</li> <li>• Compute fluently with multi-digit numbers and find common factors and multiples.</li> <li>• Convert like measurement units within a given measurement system.</li> <li>• Develop understanding of fractions as numbers.</li> <li>• Develop understanding of statistical variability.</li> <li>• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</li> <li>• Extend understanding of fraction equivalence and ordering.</li> <li>• Generalize place value understanding for multidigit whole numbers.</li> <li>• Generate and analyze patterns.</li> <li>• Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> <li>• Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</li> <li>• Graph points on the coordinate plane to solve real-world and mathematical problems.</li> <li>• Investigate chance processes and develop, use, and evaluate probability models.</li> <li>• Know that there are numbers that are not rational, and approximate them by rational</li> <li>• Measure and estimate lengths in standard units.</li> <li>• Perform operations with multi-digit whole numbers and with decimals to hundredths.</li> <li>• Reason about and solve one-variable equations and inequalities.</li> <li>• Reason with shapes and their attributes.</li> <li>• Represent and interpret data.</li> <li>• Represent and solve problems involving addition and subtraction.</li> <li>• Represent and solve problems involving multiplication and division.</li> <li>• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</li> <li>• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>• Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> </ul>

*Continued on next page*



**Math Concepts and Applications  
(continued)**

- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Summarize and describe distributions.
- Understand and apply the Pythagorean Theorem.
- Understand decimal notation for fractions, and compare decimal fractions.
- Understand place value.
- Understand properties of multiplication and the relationship between multiplication and division.
- Understand ratio concepts and use ratio reasoning to solve problems.
- Understand the place value system.
- Use place value understanding and properties of operations to add and subtract.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Use the four operations with whole numbers to solve problems.
- Work with equal groups of objects to gain foundations for multiplication.
- Work with radicals and integer exponents.
- Work with time and money
- Write and interpret numerical expressions

**Mathematics Computation  
(M-COMP)**

- Add and Subtract within 20
- Work with Addition and Subtraction Equations
- Use Place Value Understanding and Properties of Operations to Add and Subtract
- Represent and Solve Problems Involving Multiplication and Division
- Understand Properties of Multiplication and the Relationship Between Multiplication and Division
- Multiply and Divide within 100
- Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic
- Build Fractions From Unit Fractions by Applying and Extending Previous Understandings of Operations on Whole Numbers
- Compute Fluently with Multi-Digit Numbers and Find Common Factors and Multiples
- Apply and Extend Previous Understandings of Multiplication and division to multiply and divide fractions.
- Apply and Extend Previous Understandings of Multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Work with radicals and interger exponents.

**Test of Early Literacy (TEL)**

Letter Naming Fluency (LNF)

- Demonstrate understanding of the organization and basic features of print

Phonemic Segmentation  
Fluency (PSF) and Nonsense  
Word Fluency (NWF)

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Nonsense Word Fluency (NWF)  
and Letter Sound Fluency (LSF)

- Know and apply grade-level phonics and word analysis skills in decoding words

**Reading Curriculum-Based  
Measurement (R-CBM)**

- Read prose of appropriate complexity for grade
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words

**Written Expression Curriculum-  
Based Measurement (WE-CBM)**

- Demonstrate command of the conventions of standard English grammar and usage when speaking or writing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Spelling Curriculum-Based  
Measurement (S-CBM)**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

To learn more about AIMSweb, go to [AIMSweb.com](https://www.aimsweb.com)

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## Appendix M

### Chief Academic Officer Tuesday Updates

Nov. 1, 2016

#### ***Interruption of Instructional Time***

The Board of Education reporting process includes a requirement for preventing disruptions to the academic day. Interruptions to instructional time cause a loss in momentum, need for modifications and repeat of material, and an increase in the number of students off task. To help you ensure maximum instructional time in your building, we are providing you with the following guidelines.

#### **School Administrators Should:**

- Keep a focus on the 'big picture' when deciding on activities which interrupt instruction.
- Regularly review the impact of non-curricular activities on instructional time in their building.
- Avoid disrupting instructional time for non-curricular activities such as assemblies. *Assemblies should be limited as much as possible to those with an academic purpose.*
- Keep field trips down to a reasonable number with priority given to the District sponsored field trips.
- Avoid school-wide announcements that interfere with class time. *Confine announcements to single morning events or passing time as much as possible.*
- Avoid disrupting instructional time for organizational and managerial events and activities.
- Avoid disrupting instructional time for external interruptions including unscheduled visitations by staff, students and parents.
- Plan school calendars that identify, as much as possible, activities that will impact instructional time. *Review and plan for the activities with staff.*
- Ensure activities by outside agencies are limited, to the extent possible, to specific classes or cohorts of students rather than the whole school.
- Ensure 'bell to bell' learning is taking place in all classrooms.



**Racine Unified School District  
Operational Expectations Summary of Compliance Status**

**OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)**

**April 24, 2017**

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.

**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.

**EXECUTIVE SUMMARY**

This OE-2 Monitoring Report is for the reporting period of April 1, 2016 to March 31, 2017. 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 apparently covered by District administrators who acted as Superintendent, or the Superintendent was available by telephone.

**With respect to Operational Expectation - 2 (Superintendent Succession), the Board accepts the report as being in compliance via acceptance in Superintendent Consent Agenda on April 24, 2017.**

Section	IC / NIC	Directive	Notes
2.1	IC	The Board is presented evidence of the Chiefs who have been assigned designation as Acting Superintendent in the event the Superintendent is absent.	
2.2	IC	For emergencies, if the Superintendent is incapacitated, the Board President will be contacted to designate an Acting Superintendent.	

**IC = In Compliance    NIC = Not In Compliance**

Compliance Progress	2014-15	2015-16	2016-17
<i>Indicators In Compliance</i>	1	2	2
<i>Indicators Not In Compliance</i>	0	0	0
<i>% In Compliance</i>	100%	100%	100%

*Note: Additional indicator added in 2015.*





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

**OE-2 (EMERGENCY SUPERINTENDENT SUCCESSION)**

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

<u>Date of Absence</u>	<u>Purpose</u>	<u>Acting Superintendent</u>
April 8-11.....	Vacation .....	Eric Gallien
May 9-11.....	AASA Orange Frog Workshop .....	Eric Gallien (5/9-10) Rosalie Daca (5/11)
May 27 .....	Vacation .....	Eric Gallien
June 8-June 12 .....	Vacation .....	Eric Gallien
June 16-17.....	Strive Together Living Cities Info Session .....	Dave Hazen
June 23-July 4 .....	Vacation .....	Eric Gallien
July 21-25 .....	Vacation .....	Eric Gallien
September 2-11 .....	Vacation .....	Eric Gallien
September 16-17 .....	WASDA Large District Caucus .....	Eric Gallien
October 6-9 .....	Broad Academy.....	Rosalie Daca
November 6 .....	Vacation .....	Eric Gallien
November 22-27 .....	Vacation .....	Eric Gallien
December 23-January 3 .....	Vacation .....	Eric Gallien
February 3-5.....	AASA PD Re-Design Conference .....	Eric Gallien
February 8.....	Vacation .....	Eric Gallien
March 23-24.....	Vacation .....	Eric Gallien
March 27 .....	Vacation .....	Eric Gallien

<b>Indicator 2:</b> For emergencies, if the Superintendent is incapacitated, the Board President will be contacted to designate an Acting Superintendent.	<b>In Compliance</b>
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**Evidence:** There were no emergencies where the Superintendent was incapacitated.





**Racine Unified School District**  
**Operational Expectations Monitoring Report**  
**DATE: Work Session May 1, 2017**  
**Regular Board Meeting May 15, 2017**

**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

**EXECUTIVE SUMMARY**

This report monitors OE-10 (Part 2) policy for May 1, 2016 – April 30, 2017. This monitoring report is **in compliance with exception**. We have made progress toward compliance again this year. We are in compliance with 95% of the indicators. This is the same compliance rate as last year.

**With respect to Operational Expectation 10, Part 2 (Instructional Program), the Board accepts the report as in compliance with exception.**

Section	IC / NIC	Directive	Notes
<i>The Superintendent will:</i>			
10.9	IC	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.	
10.10	NIC	Select textbooks and instructional materials that advance the achievement of the Board’s <b>Results</b> policies and that achieve continuity, integration and articulation of the curriculum by course and program.	Indicator 2 not in compliance because all curriculum review and adoption cycles are not yet complete. This is anticipated to be in compliance in two years when all curriculum review cycles are completed and new curriculum textbook adoptions completed for the first cycle.
10.11	IC	Regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.	
10.12	IC	Adequately monitor and control student access to and utilization of electronically distributed information.	
10.13	IC	Ensure appropriate input from students, parents, teachers, administrators and other staff members involved in the instructional program as textbooks are reviewed and selected.	
10.14	IC	Review school attendance boundaries annually to assure reasonable balance in student enrollment, including recommendations for any school additions or closings.	

<b>10.15</b>	<b>IC</b>	Provide guidelines and direction to staff regarding the teaching of controversial issues.	
<b>10.16</b>	<b>IC</b>	Develop and maintain mutually beneficial civic and business partnerships to contribute to achievement of the Board's results policies for student achievement.	
<b>10.17</b>	<b>IC</b>	Change the basic grade configuration of District schools.	
<b>10.18</b>	<b>IC</b>	Change school attendance boundaries for students.	

*IC = In Compliance    NIC = Not In Compliance*

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	15	18	18
<i>Indicators Not In Compliance</i>	4	1	1
<i>% In Compliance</i>	79%	95%	95%

<p><b>10.9 The Superintendent will:</b> 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><b>Indicator 1:</b> District calendar meets state requirements for time and instructional minutes.</p>	<p><b>In Compliance</b></p>															
<p><b>Evidence:</b> 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"> <li>• 4K: 442 hours (437 required by DPI)</li> <li>• Elementary schools: 1074 hours (1050 required by DPI)</li> <li>• Elementary (priority schools): 1353 hours (1350 required by DPI)</li> <li>• Middle schools: <ul style="list-style-type: none"> <li>- Grade 6: 1137 hours (1050 required by DPI)</li> <li>- Grades 7-8: 1137 (1137 required by DPI)</li> </ul> </li> <li>• High schools: 1137 (1137 required by DPI) in the current school year.</li> </ul>																
<p><b>Indicator 2:</b> The District calendar has two or less singleton holidays/vacation days.</p>	<p><b>In Compliance</b></p>															
<p><b>Evidence:</b> 0% of scheduled days off fall in the middle of a week.</p>																
<p><b>Indicator 3:</b> Every elementary school teacher plans for a 120 minute literacy block for English/Language Arts instruction every day.</p>	<p><b>In Compliance</b></p>															
<p><b>Evidence:</b> 100% of elementary students receive 120 minutes of English/Language Arts instruction every day.</p>																
<p><b>Indicator 4:</b> Every elementary school teacher plans for a 60 minute numeracy block for Mathematics instruction every day.</p>	<p><b>In Compliance</b></p>															
<p><b>Evidence:</b> 100% of elementary students receive 60 minutes of numeracy instruction every day.</p>																
<p><b>Indicator 5:</b> All secondary schools limit passing times to 7 minutes or less.</p>	<p><b>In Compliance</b></p>															
<p><b>Evidence:</b> 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 - 7 minutes</td> <td style="width: 33%;">REAL – 5 minutes</td> </tr> <tr> <td>Jerstad-Agerholm – 4 minutes</td> <td>Horlick – 7 minutes</td> <td>Walden – 5 minutes</td> </tr> <tr> <td>McKinley – 4 minutes</td> <td>Park – 7 minutes</td> <td>Gifford – 3 minutes</td> </tr> <tr> <td>Mitchell – 3 minutes (<i>students are escorted by staff each period</i>)</td> <td></td> <td></td> </tr> <tr> <td>Starbuck – 4 minutes</td> <td></td> <td></td> </tr> </table>		Gilmore – 3 minutes	Case - 7 minutes	REAL – 5 minutes	Jerstad-Agerholm – 4 minutes	Horlick – 7 minutes	Walden – 5 minutes	McKinley – 4 minutes	Park – 7 minutes	Gifford – 3 minutes	Mitchell – 3 minutes ( <i>students are escorted by staff each period</i> )			Starbuck – 4 minutes		
Gilmore – 3 minutes	Case - 7 minutes	REAL – 5 minutes														
Jerstad-Agerholm – 4 minutes	Horlick – 7 minutes	Walden – 5 minutes														
McKinley – 4 minutes	Park – 7 minutes	Gifford – 3 minutes														
Mitchell – 3 minutes ( <i>students are escorted by staff each period</i> )																
Starbuck – 4 minutes																
<p><b>Indicator 6:</b> Time to address individual student needs exists in the school day.</p>	<p><b>In Compliance</b></p>															
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Every elementary school has a regularly scheduled 30 minute intervention block in its schedule.</li> <li>• Every middle school has a regularly scheduled 30 minute (minimum) intervention/enrichment block in its schedule.</li> <li>• Every high school has opportunities for support built into the schedule. This includes lab support for English and mathematics.</li> </ul>																

<p><b>10.10 The Superintendent will:</b>  Select textbooks and instructional materials that advance the achievement of the Board’s <b>Results</b> policies and that achieve continuity, integration and articulation of the curriculum by course and program.</p>	<p><i>Not In Compliance</i></p>
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**Interpretation:** (*Textbooks* is interpreted to include all student/teacher resources and learning materials.) The Board of Education expects the Superintendent to select, adopt and purchase student/teacher resources and instructional materials based upon the curricular goals of the course. The criteria for selection, adoption and purchase of student/teacher resources include evidence of 1) direct alignment to achievement of **Results** policies, 2) consistency of resource adoption series grades and schools whenever possible, and 3) direct alignment to District curriculum and program standards.

<p><b>Indicator 1:</b> 100% of new student/teacher 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>	<p><b>In Compliance</b></p>
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**Evidence:** English/Language Arts, and ESL resources were the adopted resources in the 2016-2017 year and were selected consistent with defined selection criteria identified through the Curriculum Program Review Cycle.

<p><b>Indicator 2:</b> Every District curriculum and course outline includes reference to chapters, pages, units or components of adopted texts and resources that align to standards and content of the curriculum.</p>	<p><b>Not In Compliance</b></p>
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**Evidence:** Few District curriculum and course outlines have specified reference to adopted student/teacher resources. *Mathematics student/teacher resources are the exception.*

*Note: RUSD English/Language Arts/Reading and ESL will contain standards references beginning Fall 2017.*

<p><b>Indicator 3:</b> As new instructional programs are adopted, a consistent expectation for use across the District exists.</p>	<p><b>In Compliance</b></p>
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**Evidence:**

Expectations for consistent use have been added and provided this year for the following new programs:

- Origo Stepping Stones (elementary math program)
- Number Talks (elementary math instructional program)
- Houghton Mifflin (*HMH* middle school and high school math program up to Algebra 2)
- The Great Body Shop (elementary health program)
- Health and Family Life (secondary health program)
- Physical education (K-12 new PE program)
- Project Lead the Way (PLTW)

*See Appendix Q for comprehensive listing including previous years’ reports.*

<b>10.11 The Superintendent will:</b> Regularly evaluate materials and textbooks, and maintain a procedure for reviewing such materials upon formal request by a parent or other stakeholder.	<i>In Compliance</i>
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**Interpretation:** (*Textbooks* is interpreted to include all student/teacher resources and learning materials.) The Board of Education expects the Superintendent to provide excellent, up-to-date teaching materials and resources 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 materials and resources will be used if they exceed a 9 year old copyright.

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

<b>Indicator 1:</b> 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.	<b>In Compliance</b>
<b>Evidence:</b> With the new 3 year Curriculum Program Review Cycle, Mathematics, Physical Education, Health English/Language Arts/Reading, and Writing 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.	
<b>Indicator 2:</b> Every formal request from the public to review adopted texts and materials received a response and access to requested materials within 5 business days.	<b>In Compliance</b>
<b>Evidence:</b> RUSD received zero (0) formal request from the public to review RUSD approved curriculum this year.	

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

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

<p><b>10.13 The Superintendent will:</b> 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:** (*Textbooks* is interpreted to include all student/teacher resources and learning materials.) 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><b>Indicator 1:</b> 100% of student/teacher resource evaluation, enhancement and adoption decisions include evidence of input from stakeholders.</p>	<p><b>In Compliance</b></p>
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**Evidence:** Solicitation for feedback from stakeholders has occurred for recent resource adoptions including: physical education, English/Language Arts/Writing, Music, Art, ESL, Health and mathematics.

<p><b>10.14 The Superintendent will:</b> 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><b>Indicator 1:</b> The District’s annual review of student enrollment trends for 2015-16 identified one justifiable closing, no boundary adjustments and facility construction.</p>	<p><b>In Compliance</b></p>
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**Evidence:** The following actions were approved by the Board of Education.

Closing: Approval to close RCLA for the 2017-2018 school year, 12/19/16.

New construction (*to allow for increased enrollment and reduce facility condition index*): Final plans approved 4/27/15, construction completed 8/31/16

- Knapp Elementary School
- Olympia Brown Elementary School
- Gifford School addition

Expansion: Approved via FY17 budget approval, 10/31/16

- PCOC (*to allow for increased enrollment*), approved via FY17 budget approval, 10/31/16
- REAL School (*to reduce facility condition index and increased enrollment*), approved purchase (SportsPlex) 4/18/16, approved constructional manager 9/26/16

Consolidation (*to allow for increased enrollment and reduce future lease costs*): Purchase of building approved 11/21/16

- Alternative learning programs onto one campus (Northwestern Building)

Boundary Adjustments (*for the purpose of private and parochial school transportation*): Approved 4/18/16

- Trinity (Caledonia) and Wisconsin Lutheran

<p><b>10.15 The Superintendent will:</b> Provide guidelines and direction to staff regarding the teaching of controversial issues.</p>	<p><i><b>In Compliance</b></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><b>Indicator 1:</b> Every teacher receives a written reminder about teaching controversial topics, with the policy attached in the beginning of the school year.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> All teachers and administrators were provided a copy of the policy on September 2, 2016 via Friday Focus. (See Appendix N)</p>	

<p><b>10.16 The Superintendent will:</b> 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><b>In Compliance</b></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><b>Indicator 1:</b> Racine Unified School District has established active partnerships in organizations that contribute to raising student achievement.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Community partnership list. New partnerships are highlighted. Discontinued partnerships are crossed out. (See Appendix O)</p>	



<b>10.17 The Superintendent may not:</b> 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 and 9-12 composition of District schools.

<b>Indicator 1:</b> All grade configuration changes are approved by the Board of Education.	<b>In Compliance</b>
<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Gifford School added middle school grades beginning 2016-2017. The elementary boundary was extended to include middle school grades 6-8. The changes were approved by the Board of Education on 4/27/15. Construction was completed 8/31/16.</li> <li>• Goodland Elementary grade configuration includes the addition of three and four year- old students in the Montessori program and three-year old students in the PCOC program beginning 9/1/16. The change was approved by the Board of Education via the FY17 final budget approval on 10/31/16.</li> </ul>	

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

<b>Indicator 1:</b> Every school boundary change is based on a Board vote for approval.	<b>In Compliance</b>
<b>Evidence:</b> No RUSD school boundary changes have occurred in this O.E. annual cycle.	

**Appendix**

- N. Controversial teaching policy
- O. Business and community partnerships
- P. CIPA
- Q. Instructional expectations

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

Through the office of the Chief Academic Office, the Superintendent will continue to address areas of non-compliance in OE-10 (Part 2). The 2017-2018 action plan includes:

- **10.10 and 10.11:** Work will continue on the Three-Year Curriculum Program Review Cycle. The Office of Curriculum and Instruction expects all subject area textbook and resource adoptions will be updated and complete by June 30, 2018.



# Instruction and Curriculum

Chief Academic Officer - Rosalie Daca

September 1, 2016

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					
2016-2017 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	Living Faith Evangelical Lutheran Church (formerly Atonement)	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: Making Sense of SCIENCE
Big Brothers and Big Sisters	Professional Services Group	Higher Expectations	Racine Public Library	Milwaukee School of Engineering	National Afterschool Association
Bray Center Inc.	Ridgeway Adult Care	Johnson Foundation at Wingspread	Word of Life	UW Extension	Mott Foundation
Brighthouse Childcare at SCJ	Safe Haven	Kranz Inc	New Beginning of Faith Church	UW Madison	West Ed: Turnaround Partner
Careers Inc.		Mad Science of Milwaukee	Racine Police Department (SEE)	UW Milwaukee	International Brotherhood of Electrical Workers
City of Racine Parks and Recreation	Racine County Workforce Development	Modine	Racine Fire Department (SEE)	UW Parkside	North Central States Regional Council of Carpenters
City of Racine Police COP Houses	CESA #1	ButterBuds	Wisconsin Department of Natural Resources		
COP Houses	CESA #6	Multiple partners: Career Expo and Business Roundtables	Racine County Workforce Solutions		
Cops and Kids	Job Corps	Nelson Brothers and Strom	Racine County Human Services		
Discovery Stage Preschool	4C for Children	On a Whim	Wisconsin Department of Transportation		
EcoJustice Center		Project CAPE	Racine Waste Water Treatment Facility		
Safe Haven, Girls Inc (no longer with Racine Family Literacy as they closed)		Racine Area Manufacturers and Commerce	NAVY Scuba		
Hawthorn Hollow		SAVVY			
Family Service of Racine		Wheaton Franciscan Healthcare			
Family Smart Kid Friendly Partnership		Young Rembrandts			
Focus on Family and Schools Together (FAST)		Mrs. Myers Reading Room			

Goodwill Foster Grandparents		The Cutting Edge			
Great Lakes Water Council		Image Management			
Greater Racine Environmental Education Network (formerly Greening Greater Racine)		Johnson Bank			
Higher Expectations		Insinkerator			
Hispanic Business and Professionals Association		Riley Construction			
John XXIII Educational Center		Aurora Health Care			
Junior Achievement		The Journal Times			
Kindercare		Merchant's Moving			
Kiwanis Education Council		verizon			
Mount Pleasant Police COP House		Rebecca Mason Law, LLC			
		Society's Assets			
NAACP		Lavelle Industries			
Next Generation Now (now-ACELERO Learning)		Fischer USA			
Peace Learning Circles		Athletico Physical Therapy			
Racine Art Museum/Wustum		Batten International Airport			
Racine Community Outreach		Building Alliance Tri-County Assc. & SEW Building and Construction Trades Alliance			
Racine County Econmic Development		Children's Hospital of Wisconsin			
Racine Family Literacy for Adult ESL and GED		CNH Industrial			
Racine Literacy Council		SC Johnson			
Racine Heritage Museum		Dental Associates			
Racine Sister Cities Council		Hardy & Jensen			
Racine Symphony Orchestra		Johnson Financial Group			
Racine Theater Guild		LDV			
Racine Zoological Society		Micheal's Signs Inc			
Riverbend Nature Center		Racine Metal Fab, Ltd			
WATERshed		Manpower			
Serendipity		Racine Zoo			
TLC Childcare		Twin Disc Incorporated			

United Way (Harwood-Process, Schools of Hope)		Snap On			
Voces de la Frontera		Mount Pleasant Pediatrics			
Volunteer Center of Racine		AWI Metal Fabrication			
Why Gangs?		BRP US Inc (Outboard Engine Division)			
The Woodson Center for VFZ					
Women's Resource Center					
YMCA					
Young Rembrandts					
Youth Collaborative Task Force					
Youth For Christ					
Racine County Opportunity Center					

## Meeting CIPA compliance with Fortinet CIPA Requirements

Federal law HR4577, better known as the Children’s Internet Protection Act (CIPA), was enacted by Congress in December of 2000. The Federal Communications Commission (FCC) then issued rules to ensure enforcement of CIPA requirements. In order to receive E-Rate discounts for Internet access and internal connection services under the Universal Service Fund (USF), CIPA requires certain K-12 schools and library authorities to certify that they are enforcing a policy of Internet safety.

Schools and libraries subject to CIPA are required to adopt a policy that addresses

- (a) access by minors to inappropriate matter on the Internet,
- (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications,
- (c) unauthorized access, including so-called “hacking” and other unlawful activities by minors online,
- (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and
- (e) restricting minors’ access to materials harmful to them. Security measures must be able to block or filter pictures that are obscene or contain child pornography for both minors and adults.

### Fortinet Solution

Fortinet offers products that can help you achieve CIPA compliance, ensuring E-Rate discounts for your school or library. FortiGate® multi-threat security appliances integrate purpose-built hardware and software to monitor your network and filter Internet traffic for inappropriate content in real time.

Unwanted Internet-based applications, such as Facebook, Twitter and Skype can be fully blocked or only partially enabled as needed, on an individual or group basis. Antivirus, IPS and DLP (Data Leak Prevention) can add additional protection against malicious content, unlawful activities and unauthorized disclosure.

FortiGuard® Services provide regular updates to Web Filtering and Antivirus protections, blocking student access to undesirable Web sites and removing the latest threats before they can infect endpoints. For large campuses and installations, FortiManager™ and FortiAnalyzer™ appliances enable single pane-of-glass management with extensive logging and archiving capabilities to enhance oversight and simplify auditing centrally with distributed FortiGates.

### Learn More

Visit Fortinet at <http://www.fortinet.com/solutions/education.html> or call 866-868-3678. Fortinet solutions will help you achieve CIPA compliance while protecting students and faculty from exposure to inappropriate content.

The table below summarizes the areas where FortiGate provides technology solutions in support of the act’s provisions.

CIPA Requirement	Security Feature Support on FortiGate
Prevent access to minors to inappropriate matter on the Internet	Web Filtering – Blocks sites under inappropriate categories such as adult/mature content
	Manual Website Blacklisting – Blocks webpages by keywords or URLs.
	Safe Search Enforcement –Rewrites search queries with Safe Search options to deliver child appropriate results.
Address the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications	Antivirus – Detects malicious attachments or file transfers over electronic communications
	Anti-spam, DLP – Filters malicious or inappropriate content
	Web Filtering –Restrict social media and online communication sites if necessary
Prevent unauthorized access, including “hacking” and other unlawful activities by minors online	Firewall –Enforces access to other networks and Internet. Users Authentication can also be implemented.
	Application Control – Prevents usage of malicious applications
	IPS –Detects and blocks unlawful activities, terminal can be quarantined till further investigation
Prevent unauthorized disclosure, use, and dissemination of personal identification information regarding minors	Firewall – Prevents unauthorized access to internal hosts
	Antivirus –Mitigates malicious code infections which allows external controls
	DLP – Protects against servers and terminals from disclosing personal information
Address measures designed to restrict minors’ access to materials that are harmful to minors	Web Filtering –Blocks sites under inappropriate categories such as violent content
	Manual Website Blacklisting – Blocks webpages by keywords or URLs
	Safe Search Enforcement –Rewrites search queries with Safe Search option to deliver child appropriate results

<b>RUSD Instruction Expectations (OE 10)</b>		
<b>Program</b>	<b>Grades</b>	<b>Population</b>
Fundations Reading Program	Grades Kindergarten through 2	All students
Reading in Motion	Grades Kindergarten and 1	Dual Language students
Odyssey Compass Learning	Grades 1 through 5	All students
Read Naturally	Kindergarten through grade 8	Special Education students
DreamBox	Kindergarten through grade 8	Identified students in RtI
Fast Forward	Kindergarten through grade 8	Identified students in RtI
Unique Learning Systems	Grades K through 12	Special Education students
Earobics	Kindergarten through grade 8	Identified students in RtI
iStation	Kindergarten through grade 8	Dual Language students
Reading Plus	Grade 4 through grade 8	Identified students in RtI
REI (Racine Early Intervention)	Grade 1 or any student reading at a 1st grade level	Identified students in RtI





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

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

**Date:** January 23, 2017

**SUPERINTENDENT CERTIFICATION**

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

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

**Executive Summary:**

This report monitors OE-6 (Financial Administration-External) policy for July 1, 2015-June 30, 2016 and is brought to the Board of Education upon completion of the annual financial audit following the closure of the fiscal year. The External Audit for the 2015-16 fiscal year was performed by Schenck CPAs and the audit opinion was “unmodified” which under accounting terms is considered a “clean” opinion. There were also no material weaknesses and no internal control findings. The “Management Letter” included a “finding” that processes and procedures be improved related assuring staff are properly licensed for the positions they hold. The plan to address this finding is under the Office of Human Resources.

Improvements were made related to findings and recommendations made in the 2014-15 audit.

- The perennial finding that the District be able to prepare and interpret financial reporting was removed due to enhanced capacity in the Department of Finance.
- A recommendation by the auditor to implement financial reconciliation structures was also completed.
- Policies and procures are being developed and implemented related to funds and bank accounts at schools.

Therefore, while OE-6 was accepted as “In Compliance with Exception” for 2014-15 (9 out of 10 areas compliant), for 2015-16 OE-6 is submitted as being “In Compliance”.

Signed:   
Superintendent

Date: January 26, 2017

**BOARD OF EDUCATION ACTION**

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

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

**Summary statement/motion of the Board** Mr. Hooper moved, Mr. Nielsen seconded, to approve OE-6 as in compliance and add a commendation including Mr. Nielsen’s comments for the record. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wisser, Wittke, Duchow). Noes – 0. The motion passed.

Commendation: The Board would like to acknowledge the efforts of the Superintendent and Mr. Duff to have this report in full compliance; in the past the report has been a challenge. This work shows the community that the District has come a long way and the Board appreciates Administration's hard work and diligence.

Signed:   
Board President

Date: 1-26-2017



**Racine Unified School District**  
**Operational Expectations Monitoring Report**  
**DATE: January 23, 2017**

**OE-6 (FINANCIAL ADMINISTRATION-EXTERNAL)**

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

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

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

<b>6.1 The Superintendent will:</b> Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all District funds and accounts.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to provide the auditors with all requested information, access to District's financial systems and support as the auditors perform the annual financial audit.

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

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

<b>6.2 The Superintendent will:</b> Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to keep all financial records compliant with Generally Accepted Accounting Principles (GAAP).

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

<b>Indicator:</b> The Auditor’s opinion indicates compliance with accounting principles.	<b>In Compliance</b>
<b>Evidence:</b> The auditor’s statement in the Annual Financial Report, Appendix C indicates compliance with accounting principles. <i>(See page 1 of the Annual Financial Report - Appendix C)</i>	

<b>6.3 The Superintendent will:</b> Publish a financial condition statement annually.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to publish the official audited financial report prepared each fiscal year and make it available on the District website.

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

<b>Indicator 1:</b> Annual Financial Report, Appendix C, is presented to the Board for acceptance and submitted to DPI each year on or before the due date.	<b>In Compliance</b>
<b>Evidence 1:</b> The Annual Financial Report - Appendix C, was accepted by the Board on December 19, 2016.	
<b>Evidence 2:</b> The Audited Financial Statement was submitted by the auditor to DPI on December 19, 2016. <i>(See School Financial Services - Appendix B)</i>	
<b>Indicator 2:</b> The Annual Financial Report - Appendix C, is published on the District's website immediately after acceptance of the Board.	<b>In Compliance</b>
<b>Evidence:</b> The Annual Financial Report - Appendix C, was made available on the District website on December 20, 2016.	

<b>6.4 The Superintendent will:</b> Include in the monitoring report the action plan and timeline of the auditor recommendations in the Annual Financial Report.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to act on auditor recommendations to bring the findings or recommendations into compliance.

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

<b>Indicator:</b> No auditor recommendations for FY 2015-16	<b>In Compliance</b>
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**Evidence 1:** The Management Letter of the auditor does not include recommendations related to financial administration of the District. The audit did include a finding related to processes and procedures associated with staff licensing and how that affects special education aid allowable costs. The issue of staff licensing was included as part of OE-4 related to personnel administration.

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



<p><b>6.5 The Superintendent may not:</b>  Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds, and tax anticipation notes.</p>	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to disallow deficit spending in the General Fund (Fund 10, the District's operating fund).

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

<p><b>Indicator 1:</b> Funds that were expended over what had been received in which fund balances were used were approved and authorized by the Board.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> The General Fund (Fund 10) operating revenue balance on June 30, 2016 was \$264,244,809. The General Fund (Fund 10) operating expense and fund transfers was \$263,424,230 which is a difference of \$820,579 or .31%. (See page 16 of the Annual Financial Report - Appendix C.)</p>	
<p><b>Indicator 2:</b> Fund 10 fund balance at 6/30/2015 is less than the previous 6/30 fund balance with Board authorized fund balance use.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> The Fund 10 balance on June 30, 2016, is \$820,579 more than on June 30, 2015. (See page 16 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Fund 10 balance equals \$41,525,124</li> <li>• 6/30/15 Fund 10 balance equals \$40,704,545</li> </ul>	
<p><b>Indicator 3:</b> Capital Projects Funds on 6/30/16 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> The Capital Projects fund balance on June 30, 2016 is \$330,592 greater than on June 30, 2015. (See page 16 of the Annual Financial Report - Appendix C. BOE approval of use of reserve funds part of adoption of the FY16 Original Budget and budget adjustments approved May 16, 2016.)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Capital fund balance equals \$7,940,105</li> <li>• 6/30/15 Capital fund balance equals \$7,609,513</li> </ul>	
<p><b>Indicator 4:</b> Other Government Funds on 6/30/16 are less than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> The Other Government fund balance on June 30, 2016 is \$414,952 less than on June 30, 2015. (See page 16 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Other Government fund balance equals \$3,928,278</li> <li>• 6/30/15 Other Government fund balance equals \$4,343,240</li> </ul> <p>Note: The reduction in Other Governmental Fund balance is largely due to expenditures in the Food Service Fund related to construction of the central kitchen.</p>	
<p><b>Indicator 5:</b> Fiduciary Funds on 6/30/16 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<b>In Compliance</b>
<p><b>Evidence:</b> The Fiduciary Fund balance on June 30, 2016 is \$389,871 greater than on June 30, 2015. (See pages 18-19 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/16 Fiduciary fund balance equals \$8,659,786</li> <li>• 6/30/15 Fiduciary fund balance equals \$8,269,915</li> </ul>	

<b>6.6 The Superintendent may not:</b> Permanently transfer money from one fund to another.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to seek Board approval prior to implementing a permanent transfer between funds, except to the Special Education Funds (Fund 27) as required by state statute or as part of grant indirect cost proceeds.

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

<b>Indicator:</b> Any fund transfer indicated in the Annual Financial Report - Appendix C, was approved by the Board of Education, except as required for special education fund or as part of grant indirect cost proceeds.	<b>In Compliance</b>
<b>Evidence 1:</b> The Fund 10 to Fund 27 required transfer was \$33,766,792. <i>(See page 49 of Annual Financial Report - Appendix C)</i>	
<b>Evidence 2:</b> Interfund transfers, other than for the Special Education Fund, amounted to \$43,953 <i>(See page 30 of the Annual Financial Report - Appendix C)</i> . Those transfers were approved by the Board of Education as part of adoption of the Original Budget and budget adjustments approved May 16, 2016.	

<b>6.7 The Superintendent may not:</b> Allow any required reports to be overdue or inaccurately filed.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to file all financial reports with DPI in a correct manner and within required due dates including authorized extensions.

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

<b>Indicator:</b> 100% of DPI Status and Due Dates report show compliance and accuracy.	<b>In Compliance</b>
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<b>Evidence:</b> All finance reports indicated in the DPI Status and Due Dates table were submitted by the designated due date. (See <i>School Financial Services - Appendix B</i> )
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*Note: This was an area that was reported as being not in compliance on the last monitoring report.*

<b>6.8 The Superintendent may not:</b> Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures or statute.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to ensure that controls are in place to assure compliance to accounting rules and that when audited, the controls have no material weaknesses.

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

<b>Indicator:</b> Management report identifies no material weaknesses or deficiencies related to internal control.	<b>In Compliance</b>
<b>Evidence:</b> No material weaknesses were identified. (See pages 57 to 60 of the Annual Financial Report - Appendix C; and page 2 of the Management Communication - Appendix A)	
<b>Evidence:</b> No deficiency was identified related to the financial operations of the District. However, the auditors identified a deficiency related to staff licensing. (See page 2 of the Management Communication - Appendix A)	

<b>6.9 The Superintendent may not:</b> Commit to expenditures from an account without an adequate appropriation and/or budget transfers to accommodate the expenditure.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to stay within the approved budget and bring significant budget adjustments to the Board for approval and publication per DPI requirements.

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

<b>Indicator 1:</b> Significant budget adjustments were submitted to the Board of Education for approval.	<b>In Compliance</b>
<b>Evidence:</b> Budget adjustments of approximately \$1.2 million in revenues, \$1 million in expenditures and \$5.5 million in other financing sources were brought to the Board for approval. <i>(See Budget Adjustments 2015-16 May 16, 2016)</i>	
<b>Indicator 2:</b> The Annual Financial Report, Appendix C finds no material violations due to budgetary procedures used by the District.	<b>In Compliance</b>
<b>Evidence:</b> The Annual Financial Report - Appendix C found no material violations related to budget procedures. <i>(See page 50 of the Annual Financial Report - Appendix C)</i>	

<b>6.10 The Superintendent may not:</b> 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.

<b>Indicator 1: The District uses legal services to minimize investment losses to the District.</b>	<b>In Compliance</b>
<b>Evidence:</b> 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 2015-16 Annual Financial Report, Appendix C - Pages 27-29)	
<b>Indicator 2: No losses are incurred by the District on deposits and investments.</b>	<b>In Compliance</b>
<b>Evidence:</b> 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 2016. (See the 2015-16 Annual Financial Report - Appendix C, Pages 27-29)	

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

**1. Audit Finding:** Through the Office of Human Resources, the superintendent will address the audit finding related to staff licensure.

**2. Audit Recommendations:** The audit management communication includes a recommendation to develop internal control policies and procedures related funds and bank accounts at schools. The Finance Department has already begun work in this area and a study group has been convened to meet this objective. The recommendations of this study group may result in a restructuring of work in this area.





## Racine Unified School District Operational Expectations Monitoring Report

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

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 and credentialed 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.

#### EXECUTIVE SUMMARY

This report monitors OE-4 policy for July 1, 2016 –September 30, 2017.

The Office of Human Resources is working to improve compliance with Operational Expectation (OE) 4, Personnel Administration. Last year's monitoring report showed compliance in 9 areas of OE-4. This monitoring report demonstrates compliance in 11 areas of OE-4.

The Office of Human Resources (HR) has made significant improvement in the area of employee performance management. HR exceeded its goals in this area during this reporting period. HR also made progress on diversifying our work force. Our diversity percentage for this reporting period is trending up.

Human Resources automated the criminal background check procedure for all volunteers by creating and implementing a web-based WINGS volunteer application. HR has mandated all previous WINGS volunteers to complete the new web-based volunteer application so that an electronic sex offender and criminal background check may be completed. This change has improved the volunteer application experience and reduced the number of days for approval from seven to the same day, when there is not a "hit" on the record.

During this reporting period the District is no longer compliant in the area of salaries (indicator 4.8) for some positions. The district has had some preliminary discussions with employees in these positions and the authorized representatives for these employee groups about the compensation work HR will be leading in the months to come. Last reporting period Human Resources developed and implemented a new salary schedule for all positions that were not represented by an authorized representative.

The area that is most challenging to obtain "compliance" is teacher credentialing. There are several barriers that are not in the District's control such as supply and demand of credentialed staff. This has consistently hindered the District from compliance. The State and Department of Public Instruction acknowledges this major barrier and has created some options for districts to be innovative in meeting its teacher needs. The District will take advantage of this new flexibility in our efforts to ensure all teachers are appropriately credentialed for their assignments.

**With respect to Operational Expectation 4 (Personnel Administration), the Board accepts the report as compliant with noted exceptions.**

Section	IC / NIC	Directive	Notes
<b>The Superintendent will:</b>			
4.1	IC	Conduct extensive background inquiries and checks prior to hiring any paid personnel. This includes temporary, contractual and permanent positions.	
4.2	IC	Conduct background inquiries and checks prior to utilizing the services of any volunteers.	
4.3	IC	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.	
4.4	IC	Administer clear personnel rules and procedures for employees.	
4.5	IC	Effectively handle complaints and concerns.	
4.6	IC	Maintain accurate job descriptions for all staff positions.	
4.7	IC	Protect confidential information pertaining to employment matters.	
4.8	NIC	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.	Market data indicate that we are not in compliance in the area of salaries for positions in the buildings and grounds department. We are one of very few districts in the Metropolitan Milwaukee area that continue to have a teacher salary schedule consisting of steps and level for advancement based solely on degree and length of service.
4.9	NIC	Evaluate all employee performance according to established schedules or requirements 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.	Continuous training and support of our middle level managers is necessary to help them understand that performance management is more than compliance and is a critical tool in monitoring employee performance and promoting employee growth.
4.10	IC	Assure that the evaluation of all instructional and administrative personnel is designed to: <ul style="list-style-type: none"> <li>a. Improve and support instruction;</li> <li>b. Link teacher and administrator performance toward achieving <i>Results</i> policies.</li> </ul>	
4.11	NIC	Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.	99% of the teaching staff are "qualified" as defined by DPI for their assignment.
4.12	NIC	Maintain organizational District culture that demonstrates the District's Core Values: <ul style="list-style-type: none"> <li>a. Student-Centered Decisions</li> <li>b. High Expectations</li> <li>c. Equity</li> <li>d. Diversity</li> <li>e. Strong Relationships</li> <li>f. Unity</li> <li>g. Respect</li> </ul>	The number of employees that completed the Studer Group Employee Engagement Survey decreased from last reporting period.
<b>The Superintendent may not:</b>			
4.13	IC	Make changes to the Employee Handbook or addenda.	
4.14	IC	Make changes to employee economic benefits.	

IC = In Compliance NIC = Not In Compliance

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	10	9	10
<i>Indicators Not In Compliance</i>	2	4	4
<i>Indicators with Baseline Data</i>	2	1	0
<i>% In Compliance</i>	72%	64%	71%

<p><b>4.1 The Superintendent will:</b>          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 the safety of District students and staff 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: Human Resources utilizes a background screening company for the purpose of conducting an automated nationwide criminal background and National Sex Offender Registry check. Staff also access the Wisconsin Department of Public Instruction (DPI) online educator license look up to verify licenses, review various social media sites, conduct reference checks and verification of employment eligibility prior to hiring.

<p><b>Indicator:</b> All new employees successfully cleared all background checks prior to their start date.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> In 2016-17 100% 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 Office of Human Resources.</p>	

<i>Employee Group</i>	<i>Recommended/Hired</i>	<i>Rejected/Not Hired</i>
<i>Administrators</i>	34	0
<i>Teachers</i>	232	0
<i>Educational Assistants</i>	97	0
<i>Secretaries/Clerks</i>	7	0
<i>Building Service Employees</i>	24	0
<i>Confidential Secretaries</i>	3	0
<i>Substitute Employees</i>	303	1
<i>Police Officers</i>	9	0
<b><i>Total</i></b>	<b>709</b>	<b>1</b>

<p><b>4.2 The Superintendent will:</b>          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 Office of Human Resources does not permit volunteers to work in isolation with students.

<p><b>Indicator:</b> All volunteers successfully cleared all background checks.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> In 2016-17 100% of the volunteer applicants filling a volunteer position successfully cleared all background checks listed in this interpretation.</p>	

Volunteer Applications	Pass	Reject
Cumulative		
6968	5703 (81%)	1265 (19%)
2016-2017		
2260	2134 (94%)	126 (6%)

<p><b>4.3 The Superintendent will:</b> 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>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.
- **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><b>Indicator 1:</b> 90% of all new administrator hires are rehired.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of all new administrator hires were rehired. 34 new administrators were hired for 2016-17 school year and all were renewed for 2017-18.</p>	
<p><b>Indicator 2:</b> 100% of all new teacher hires are rehired.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of all new teacher hires were rehired. 232 new teachers were hired for 2016-17 school year and all were renewed for 2017-18.</p>	
<p><b>Indicator 3:</b> 90% of all new support staff hires are rehired.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 98% of all new support staff hires were rehired. 97 new support staff were hired for 2016-17 school year 95 and were retained for 2017-18.</p>	
<p><b>Indicator 4:</b> The diversity percentage of staff increases annually.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The diversity of staff increased by 2% from 2015-16. <i>(See chart below)</i></p>	

**Diversity Percentage of Staff**

<b>Year</b>	<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Two or More Ethnicities</b>	<b>Asian</b>
2015-16	81%	9%	7%	1%	2%
2016-17	79%	11%	5%	4%	1%
% of Change	-2%	2%	-2%	3.0%	-1%

<b>Year</b>	<b>% Minority</b>
2015-16	19
2016-17	21
% of Change	2.0

**Student to Staff Percentage**

<b>2016-17</b>	<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Two or More Ethnicities</b>	<b>Asian</b>
Students	40%	26%	28%	4%	2%
Total Staff	79%	11%	5%	4%	1%



<b>4.4 The Superintendent will:</b> 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 employees.

- 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 and administrative regulation series 4000.
- Rules and procedures: The applicable laws, Board and District policies that communicate the employment expectations for all District personnel.

<b>Indicator 1:</b> All employees receive the Employee Handbook which details and communicates personnel rules and procedures and notification of administrative regulation changes pertaining to personnel.	<b>In Compliance</b>
<b>Evidence:</b> 100% of employees received the Employee Handbook which details and communicates personnel rules and procedures as evidenced by records maintained in the Office of Human Resources. 100% of employees received email notifications of administrative regulations changes.	
<b>Indicator 2:</b> 100% of grievances are processed or resolved at each step of the grievance procedure as defined in the employee handbook.	<b>In Compliance</b>
<b>Evidence:</b> 100% of grievances were processed or resolved as outlined in the employee handbook.	

**Grievances**

Employee Group	Filed	Resolved	Pending	Withdrawn
<b>Racine Administrator Association</b>	1	0	0	1
<b>Racine Education Association</b>	22	3	10	9
<b>Racine Educational Assistants Association</b>	4	0	3	1
<b>Local 152 Building Service Employee</b>	7	2	4	1
<b>Secretary/Clerical</b>	0	0	0	0
<b>Carpenter</b>	0	0	0	0
<b>Painter</b>	0	0	0	0

<b>4.5 The Superintendent will:</b> 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.

<b>Indicator:</b> All formal complaints (dismissal hearing, EEOC cases, etc.) resulted in settlement or ruling in the District’s favor.	<b>In Compliance</b>
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<b>Evidence:</b> 100% of formal complaints (dismissal hearing, EEOC cases, etc.) resulted in settlement or ruling in the District’s favor.
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**Complaints**

	Filed	Resolved	Pending	Withdrawn	Dismissed
<b>EEOC/Title VII</b>	4	0	1	0	3
<b>Workplace Bullying</b>	2	2	0	0	0

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

<b>Indicator 1:</b> All job descriptions for vacant positions are reviewed and updated prior to posting and were available to applicants during the hiring process.	<b>In Compliance</b>
<b>Evidence:</b> 100% of job descriptions for vacancies were reviewed and made available in 2016-17.	
<b>Indicator 2:</b> 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.	<b>In Compliance</b>
<b>Evidence:</b> 100% of job descriptions were reviewed/developed for alignment of roles and responsibilities for the Chief of Communication & Community Engagement and the Chief Academic Office.	

**Position Descriptions Review Cycle**

Department	2014-15	2015-16	2016-17	2017-18
<b>Chief Operations Office</b>	X			X
<b>Chief Human Resources Office</b>		X		
<b>Deputy Superintendent</b>		X *		
<b>Chief Academic Office</b>			X	
<b>Chief of Communication &amp; Community Engagement Office</b>			X	
<b>Chief of High School Transformation Office</b>				X
<b>Chief Finance Office</b>				X
<b>Chief Information Office</b>		X		

\* Only building administrators

<b>4.7 The Superintendent will:</b> Protect confidential information pertaining to employment matters.	<i><b>In Compliance</b></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).

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

<p><b>4.8 The Superintendent will:</b> 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>Not 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><b>Indicator 1:</b> The District will rank in the top 33% of salaries for teachers when compared to other Districts and geographically.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> Annual Salary Survey conducted by School Personnel Administrators of Metropolitan Milwaukee (SPAMM) indicate the district does not rank in the top 33% for teacher salaries. <i>See Appendix A, 2017-18 Salary Survey.</i></p>	
<p><b>Indicator 2:</b> The District will rank among in the top 33% of salaries for principals and assistant principals in comparison to other districts and geographically.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> QTI Sun Prairie Area School District Administrator Wage Survey and annual Salary Survey conducted by SPAMM data indicates the District does not rank in the top 33% for principal and assistant principal compensation. <i>See Appendix A, 2017-18 Salary Survey.</i></p>	
<p><b>Indicator 3:</b> The District’s average salaries for all other employee groups will be benchmarked to the market to confirm salaries remain competitive.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> Comparable data collected by the Office of Human Resources in April, 2016 aged to July, 2017 reveal that the majority of the District’s salaries are competitive. However, further market pricing must be completed for jobs in the Buildings and Grounds Department. This is the department with some positions where salaries are below market value.</p>	
<p><b>Indicator 4:</b> The District is within the top 30% for the least amount of employee pre-tax contributions, both single and family, as compared to companies/school districts regionally.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Market study data shows that the District ranks 3rd for the least amount of single plan employee pre-tax contributions and 2nd for family plan employee pre-tax contributions, as compared to 10 school districts (source: Hays Companies).</p>	

<p><b>4.9 The Superintendent will:</b></p> <p>Evaluate all employee performance according to established schedules or requirements with evaluation instruments that are aligned to department goals and <b>Operational Expectations</b>. Employee evaluations will measure progress toward achieving the Board’s <b>Results</b> policies as well as document excellent and unsatisfactory performance.</p>	<p><i>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><b>Indicator 1:</b> 95% of classroom teachers, in their summary year, are evaluated with Educator Effectiveness tool.</p>	<p><b>In Compliance</b></p>
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**Evidence:**

- **97%** of teachers were evaluated during their summary year using the corresponding evaluation tool for their employee group. (791 out of 810 teachers)
  - **98%** of classroom teachers were evaluated using Educator Effectiveness, in their summary year, were evaluated through combining the teacher’s practice and student learning objectives.
    - 648 out of 659 classroom teachers were evaluated in their summary year. (reflects a third of the teaching staff)
  - **95%** of instructional support teachers were evaluated using the RUSD Teacher Inventory for Improvement, in their summary year were evaluated on their overall teacher practice.
    - 143 out of 151 instructional support staff were evaluated in their summary year (reflects a third of the teaching staff)

<p><b>Indicator 2:</b> 100% of building administrators are evaluated annually combining performance and student achievement data for an overall evaluation rating.</p>	<p><b>In Compliance</b></p>
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**Evidence:**

- **100%** of building administrators were evaluated, in their summary year combining leadership practice and student learning objective for an overall evaluation rating.
  - 22 out of 22 building administrators were evaluated in their summary year.

<p><b>Indicator 3:</b> 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><b>Not In Compliance</b></p>
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**Evidence:**

- **94%** of District-level and instructional support staff were evaluated annually (484 out of 513 employees).
  - **87%** of District-level administrators were evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations.
    - 89 out of 102 district level administrators were evaluated.
  - **99%** of instructional support staff were evaluated annually by combining performance and department goals/objectives that are aligned to Operational Expectations.
    - 405 out of 411 Educational Assistances were evaluated.

**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.

**Not In  
Compliance**

**Evidence:**

- **75%** 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.
  - 125 of 131 clerical employees were evaluated 95%
  - 110 of 183 Building Service Employees were evaluated 60%



<p><b>4.10 The Superintendent will:</b>  Assure that the evaluation of all instructional and administrative personnel is designed to:</p> <ul style="list-style-type: none"> <li>a. Improve and support instruction; and</li> <li>b. Link teacher and administrator performance toward achieving <i>Results</i> policies.</li> </ul>	<p><b>In Compliance</b></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><b>Indicator 1:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• 100% 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"> <li>○ 22 out of 22 building administrators were evaluated in their summary year.</li> </ul> </li> </ul>	
<p><b>Indicator 2:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• 98% of classroom teachers in their summary year received an overall rating which measured professional practice and Student Learning Objective using Educator Effectiveness.</li> </ul>	
<p><b>Indicator 3:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b> 98% of teachers participated in evidence collection and conferencing with their evaluator or Educator Effectiveness Coach.</p>	

<p><b>4.11 The Superintendent will:</b> Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</p>	<p><i>Not In Compliance</i></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.
- 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 required state test for grade/content and attend professional Learning provided by the District.

<p><b>Indicator 1:</b> 100% of principals, assistant principals, teachers, instructional leaders and educational assistants will be appropriately licensed and for their assignment as required by Wisconsin Department of Public Instruction (DPI).</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> 99% of licensed staff are qualified for their assignments. <i>Source: DPI special education aid audit report.</i> <i>NOTE: There are 5 pending applications with DPI waiting approval.</i></p>	
<p><b>Indicator 2:</b> All building principals and assistant principals are certified in the Danielson Framework as an Educator Effectiveness evaluator.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 100% of all building principals and assistant principals are certified in the Danielson Framework as an Educator Effectiveness evaluator.</p>	
<p><b>Indicator 3:</b> 100% of non-instructional staff are qualified for their jobs.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Personnel records maintained in the Office of Human Resources confirm employees have appropriate qualifications and skills for the positions they hold.</p>	
<p><b>Indicator 4:</b> 100% of all staff in Title I schools are “highly qualified” as defined by the Department of Public Instruction.</p>	<p><b>Not in Compliance</b></p>
<p><b>Evidence:</b> 99% of Title I teaching and educational staffing are qualified for their assignment. <i>Note: The US Education Department has notified the states that they do not have to report Highly Qualified Teacher data during this transition year (2016-2017) from No Child Left Behind requirements to the new Every Student Succeeds Act. USED is working on regulations for the new reporting requirements.</i></p>	

<p><b>4.12 The Superintendent will:</b>  Maintain an organizational District culture that demonstrates the District’s Core Values:</p> <ol style="list-style-type: none"> <li>a. Student-Centered Decisions</li> <li>b. High Expectations</li> <li>c. Equity</li> <li>d. Diversity</li> <li>e. Strong Relationships</li> <li>f. Unity</li> <li>g. Respect</li> </ol>	<p><i>Not In Compliance</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><b>Indicator 1:</b> 47% or more staff will complete the District Climate Survey.</p>	<p><b>Not In Compliance</b></p>
<p><b>Evidence:</b> 28% of staff completed the District Climate Survey.</p>	
<p><b>Indicator 2:</b> The percent of staff either “agree” or “strongly agree” with the survey statements will increase each year.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 57.7% either agreed or strongly agreed with the questions as indicated below. (2015-2016 47% either agreed or strongly agreed with the questions below)</p>	

### District Climate Survey Results Spring 2017

Category		Question #	Scale of 1-5 2015-2016	Scale of 1 -5 2016-2017
A) Values individual differences of opinion and sharing ideas.	School	16	3.76	3.6
	District	15, 17	3.02	3.14
B) Reasonably includes people in decisions that affect them.	School	19	3.24	3.13
	District	18	2.65	2.78
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	3.49
	District	22	3.36	3.45
E) Maintains an open, responsive and welcoming environment.	School	23	3.73	3.56
	District	24	3.03	3.17
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	3.35
	District	26, 28	2.95	3.07

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

<b>Indicator:</b> 100% of changes to the Employee Handbook or addenda are made with Board approval.	<b>In Compliance</b>
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**Evidence:** Changes to two section of the employee handbook teacher addendum were recommended. These changes to the Employee Handbook and Addendum were approved by the Board on July 25, 2016 and July 21, 2017.

<b>4.14 The Superintendent may not:</b> 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.

<b>Indicator:</b> Changes to the employee economic benefits are made with Board approval.	<b>In Compliance</b>
<b>Evidence:</b> Changes to employee economic benefits were made and approved by the Board on October 31, 2016 (spousal coordination of benefits) and July 24, 2017 (1.26% increase to base wages). On September 25, 2017, the Board approved supplemental pay increases for Levels on the Teachers’ Salary Schedule.	

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

Through the Office of the Chief of Human Resources, the superintendent will continue to address areas of non-compliance in OE-4. In addition to the goals and progress monitoring in the HR Score Card, HR will also do the following to increase the number of indicators in which HR is compliant for the next reporting period:

1. Formulate work groups to review and update principal, assistant principal, teacher and BSE compensation to ensure RUSD salaries for these positions are competitive and in alignment with industry norms.
2. Update Studer Employee Engagement Survey and how it is administered to increase employee participation. Develop an employee recognition program that celebrate staff accomplishments on a regular basis district-wide and at the building/department level.
3. Capitalizing on the Department of Public Instruction relaxed teacher credentialing, partner with a college or university to develop a unique RUSD teacher pathway for current employees and new hires that are interested in becoming teachers to meet the ongoing teacher staffing needs and diversity goals of the District.
4. Develop and implement Human Resources Advisory Group to serve as a thought partner with HR to address district climate concerns.





# Chief of Human Resources - 2017-2018 Goals



## Pillar 1: Student Learning

**Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college**

- Hire and retain high quality, fully licensed staff to support student learning in every classroom
- Provide support and training to evaluators to ensure they offer ongoing meaningful feedback to staff



## Pillar 3: Partnerships & Community

**Create strong family, community and business partnerships to accelerate our collective impact on student success**

- Partner with local colleges and universities to increase clinical and student teacher placements
- Partner with local colleges and universities to develop in-District cohort certification opportunities and tuition discounts



## Pillar 2: Culture & Environment

**Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed**

- Expand wellness and benefits options for all employees
- Enhance New Employee Orientation and develop a plan to sustain a positive on-boarding experience
- Develop career ladders for all employee groups to advance within the organization
- Revise the salary structure for teachers and BSE staff
- Expand cultural competence in all District work environments



## Pillar 4: Financial & Operational Excellence

**Ensure fiscal decisions and infrastructure planning align to student-centered District priorities**

- Develop and implement Planning Factors for school and department staffing in FY19 budget
- Monthly monitoring of CHR's budget with department team leads
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency



## Department of Public Instruction 2015-2016 Teacher Salary Data

Agency Name	Low Salary	High Salary	Average Salary	Average Fringe	Average Local Experience	Average Total Experience	Average Salary + Fringe
Sheboygan Area	\$35,319.00	\$90,538.00	\$62,049.00	\$23,559.00	14.12	14.12	\$85,608.00
Waukesha	\$41,719.00	\$88,326.00	\$61,731.00	\$22,048.00	11.25	14.29	\$83,779.00
Milwaukee	\$39,304.00	\$85,829.00	\$60,521.00	\$18,601.00	1.45	1.47	\$79,122.00
Kenosha	\$41,000.00	\$78,396.00	\$60,049.00	\$17,714.00	12.97	13.77	\$77,763.00
Fond du Lac	\$35,836.00	\$80,340.00	\$57,817.00	\$26,614.00	13.1	15.59	\$84,431.00
La Crosse	\$37,313.00	\$83,585.00	\$57,212.00	\$21,305.00	13.14	15.42	\$78,517.00
Racine Unified	\$38,517.00	\$72,538.00	\$55,991.00	\$27,341.00	10.16	12.1	<b>\$83,332.00</b>
Janesville	\$36,415.00	\$78,457.00	\$55,216.00	\$13,550.00	11.25	13.63	\$68,766.00
Madison Metropolitan	\$34,438.00	\$83,899.00	\$54,525.00	\$22,216.00	12.13	14.12	\$76,741.00
Green Bay Area Public	\$34,892.00	\$78,929.00	\$53,018.00	\$21,300.00	11.04	13.54	\$74,318.00
Oshkosh Area	\$37,621.00	\$81,100.00	\$51,518.00	\$21,900.00	10.43	11.8	\$73,418.00
West Allis-West Milwaukee	\$40,906.00	\$74,903.00	\$51,039.00	\$21,676.00	7.59	9.68	\$72,715.00

## Teacher Salary Survey 2017-2018

Rank	District	Lowest Salary/Minimum	Starting Salary - Masters	Highest Salary - Bachelors	Highest Salary/Maximum
1	Franklin	\$45,719			
2	Muskego-Norway	\$45,420	N/A	\$67,000	\$81,560
3	Mequon-Thiensville	\$45,000			\$101,206/\$85,920
4	Swallow	\$44,075	\$52,714	\$53,811	\$79,390
5	Arrowhead Union	\$43,566	\$50,856	\$56,697	\$81,121
6	Oak Creek-Franklin	\$43,500			\$90,000
7	Watertown	\$42,830	\$45,830	\$70,130	\$79,666
8	Whitnall	\$42,500			\$78,555
9	Waukesha	\$42,115	\$50,887	\$56,384	\$82,779
10	Menomonee Falls	\$42,000	\$48,000	\$64,300	\$81,000
11	Greendale	\$42,000			\$78,000
12	New Berlin	\$42,000			\$84,800
13	Oconomowoc	\$42,000			\$91,000
14	West Allis	\$42,000	\$44,000		\$76,207
15	Whitefish Bay	\$42,000			\$83,000
16	Shorewood	\$41,887	\$50,987	\$59,637	\$83,637
17	Pewaukee	\$41,750			\$87,832
18	Cudahy	\$41,500	\$45,000		\$82,163
19	Milwaukee	\$41,262	\$44,262	\$74,612	\$77,612
20	Hamilton	\$41,000	\$46,000	\$67,666	\$83,120
21	Wauwatosa	\$41,000			\$85,500
22	West Bend	\$41,000			\$90,000
23	Port Washington-Saukville	\$40,702	\$46,800	\$71,064	\$90,021
24	Cedarburg	\$40,650			\$80,000
<b>25</b>	<b>Racine Unified</b>	<b>\$40,593</b>	<b>\$47,169</b>	<b>\$45,991</b>	<b>\$73,801</b>
26	Germantown	\$40,000	\$45,000	\$70,000	\$80,000
27	Brown Deer	\$40,000			\$86,500
28	Grafton	\$40,000			\$84,049
29	Kettle Moraine	\$40,000			\$84,464
30	St. Francis	\$40,000			\$79,350
31	Mukwonago	\$38,000	\$43,000	\$55,000	\$74,743
32	Kewaskum	\$38,000			\$77,819
33	Northern Ozaukee	\$36,000			\$81,036
34	Messmer	\$35,000	\$38,000		\$59,943
35	Indian Community School	\$34,700	\$39,060	\$51,707	\$66,400

## High School Principal Salary Survey 2017-2018

Rank	District	Annual Salary or Hourly Rate (If more than one position use as 'High')	No. Contract Days
1	Hamilton	\$139,915	260
2	Pewaukee	\$139,669	260
3	Racine Unified	\$138,444	260
4	Mequon-Thiensville	\$136,662	260
5	New Berlin	\$134,940	260
6	Kenosha	\$133,530	260
7	Menomonee Falls	\$132,000	260
8	Elmbrook	\$130,000	260
9	Whitefish Bay	\$129,148	261
10	Grafton	\$128,520	260
11	Arrowhead Union	\$128,311	260
12	Milwaukee	\$128,085	260
13	Waukesha	\$125,941	260
14	Oconomowoc	\$124,386	261
15	West Bend	\$123,444	260
16	Greendale	\$123,225	260
17	Muskego-Norway	\$122,850	260
18	Cedarburg	\$121,860	260
19	Shorewood	\$121,310	260
20	Germantown	\$120,694	260
21	Greenfield	\$119,378	260
22	Mukwonago	\$117,855	261
23	Cudahy	\$116,441	260
24	South Milwaukee	\$116,041	260
25	Franklin	\$116,000	261
26	Port Washington-Saukville	\$114,857	260
27	West Allis	\$113,897	260
28	Watertown	\$112,899	260
29	Brown Deer	\$107,227	256
30	Kewaskum	\$103,000	260
31	St. Francis	\$103,000	260
32	Messmer	\$90,000	260
33	Kettle Moraine	\$122,400	230
34	Oak Creek-Franklin	\$121,267	230
35	Sheboygan	\$110,454	227
36	Wauwatosa	\$130,400	229
37	Northern Ozaukee	\$85,291	220
38	Whitnall	\$108,453	

Rank	District	Annual Salary or Hourly Rate (If more than one position use as 'High')	Low If Applicable	No. Contract Days
1	Wauwatosa	\$123,584	\$105,132	221
2	Pewaukee	\$123,393		260
3	Hamilton	\$123,000		260
4	Menomonee Falls	\$121,000	\$99,000	260
5	Waukesha	\$118,609		260
6	Mequon- Thiensville	\$116,323	\$115,000	260
7	Whitefish Bay	\$116,280		261
8	Cedarburg	\$115,344		260
9	Oconomowoc	\$115,167	\$110,635	261
10	Oak Creek- Franklin	\$113,826	\$113,497	230
11	Muskego-Norway	\$113,413		260
12	Franklin	\$112,475		261
13	Elmbrook	\$112,000		260
14	Milwaukee	\$111,108	\$96,767	220
15	Greendale	\$110,274		260
16	Port Washington- Saukville	\$110,000		260
17	Mukwonago	\$109,851		261
18	Watertown	\$109,756		260
19	Greenfield	\$109,413		260
20	Germantown	\$109,190		260
21	West Allis	\$107,824	\$99,500	260
22	West Bend	\$107,709	\$105,664	260
23	South Milwaukee	\$107,623		260
24	Racine Unified	\$107,587	\$93,394	260
25	Kettle Moraine	\$107,060		230
26	Cudahy	\$106,113		250
27	Grafton	\$106,080		260
28	Sheboygan	\$103,372	\$89,662	211
29	Whitnall	\$102,000		
30	Merton Community Schools	\$101,657.00		220
31	Shorewood	\$99,085		260
32	St. Francis	\$97,825		260
33	Indian Community School	\$95,000.00	\$89,250.00	260
34	Kewaskum	\$94,000		260
35	Maple Dale- Indian Hills	\$88,000		
36	Northern Ozaukee	\$74,388		220



## Elementary Principal Salary Survey 2017-2018

Rank	District	Annual Salary or Hourly Rate (If more than one position use as 'High')	Low If Applicable	No. Contract Days	Average Salary
1	Hamilton	\$135,059	\$118,000	260	\$126,530
2	Waukesha	\$118,609	\$104,383	260	\$111,496
3	Mequon-Thiensville	\$118,064	\$107,975	260	\$112,258
4	Mukwonago	\$116,779	\$89,194	261	\$102,987
5	Whitefish Bay	\$115,992	\$110,160	261	\$113,076
6	Swallow	\$113,000		260	\$113,000
7	Oconomowoc	\$112,665	\$104,545	261	\$108,605
8	Elmbrook	\$112,000	\$92,365	260	\$102,183
9	Wauwatosa	\$111,309	\$91,875	221	\$101,592
10	Pewaukee	\$110,315	\$103,758	260	\$107,037
11	Menomonee Falls	\$110,000	\$90,000	260	\$100,000
12	Franklin	\$109,913	\$96,322	261	\$103,118
13	New Berlin	\$109,519	\$85,000	260	\$97,260
14	Muskego-Norway	\$108,727	NA	260	\$108,727
15	Grafton	\$107,641	\$98,500	260	\$103,071
16	Oak Creek-Franklin	\$106,880	\$95,000	210	\$100,940
17	Milwaukee	\$106,220	\$92,995	220	\$99,608
18	Whitnall	\$105,886			\$105,886
19	Port Washington-Saukville	\$105,220	\$100,000	260	\$102,610
20	Racine Unified	\$105,147	\$86,519	260	\$95,833
21	Greenfield	\$104,568	\$93,728	260	\$99,148
22	Greendale	\$104,519	\$93,508	210	\$99,014
23	Cedarburg	\$104,517	\$98,341	260	\$101,429
24	Northern Ozaukee	\$103,138		260	\$103,138
25	Cudahy	\$102,597	\$84,890	210	\$93,744
26	West Allis	\$102,365	\$85,000	260	\$93,683
27	Merton Community Schools	\$101,824		220	\$101,824
28	Germantown	\$100,164	\$87,816	260	\$93,990
29	Sheboygan	\$100,012	\$81,305		\$90,659
30	Watertown	\$99,557	\$96,250	221	\$97,904
31	Shorewood	\$99,173	\$95,000	260	\$97,087
32	West Bend	\$97,632	\$95,504	220	\$96,568
33	South Milwaukee	\$97,572	\$94,581	220	\$96,077
34	Kettle Moraine	\$95,661	\$93,399	230	\$94,530
35	Brown Deer	\$95,439		240	\$95,439
36	St. Francis	\$92,654		220	\$92,654
37	Kewaskum	\$92,000	\$76,500	260	\$80,700
38	Maple Dale-Indian Hills	\$88,000			\$88,000
39	Messmer	\$77,000	\$70,000	260	\$73,500

## High School Assistant Principal 2017-2018 Salary Survey

Rank	District	Annual Salary or Hourly Rate (If more than one position use as 'High')	Low If Applicable	No. Contract Days
1	Oak Creek-Franklin	\$121,267	\$88,381	210
2	Racine Unified	\$112,216	\$86,519	260
3	Arrowhead Union	\$108,214	\$104,318	260
4	Waukesha	\$103,513	\$98,338	260
5	Pewaukee	\$101,400		260
6	Mukwonago	\$100,023	\$89,194	261
7	Menomonee Falls	\$99,000	\$81,000	260
8	Muskego-Norway	\$97,000		260
9	Port Washington-Saukville	\$96,714	\$86,471	
10	Milwaukee	\$96,514	\$78,852	200
11	Germantown	\$96,227	\$87,394	260
12	Hamilton	\$95,947	\$90,000	260
13	Kettle Moraine	\$95,753	\$90,000	230
14	Whitefish Bay	\$93,985		261
15	Elmbrook	\$93,638	\$85,323	260
16	Watertown	\$93,276		211
17	Wauwatosa	\$93,075	\$84,800	221
18	New Berlin	\$92,322	\$86,000	260
19	St. Francis	\$91,548		260
20	South Milwaukee	\$91,032	\$87,483	230
21	Greenfield	\$90,524	\$84,478	260
22	Franklin	\$90,458		224
23	Grafton	\$89,760		260
24	Mequon-Thiensville	\$88,322	\$87,720	221
25	Greendale	\$88,000	\$79,000	260
26	West Bend	\$87,734	\$79,500	220
27	Oconomowoc	\$87,393	\$81,200	210
28	Cedarburg	\$85,832	\$80,000	260
29	West Allis	\$85,000	\$81,902	260
30	Sheboygan	\$84,302	\$76,507	214
31	Brown Deer	\$80,095		215
32	Cudahy	\$80,000		210
33	Shorewood	\$79,563		260
34	Whitnall	\$75,505		
35	Messmer	\$70,000	\$60,000	260



## Middle School Assistant Principal Salary Survey 2017-2018

Rank	District	Annual Salary or Hourly Rate (If more than one position use as 'High')	Low If Applicable	No. Contract Days
1	Racine Unified	\$105,497	\$79,691	260
2	Port Washington-Saukville	\$102,206		260
3	Menomonee Falls	\$99,000	\$81,000	260
4	Muskego-Norway	\$97,000	NA	260
5	Oak Creek-Franklin	\$96,603	\$84,941	210
6	Kettle Moraine	\$95,445		230
7	Watertown	\$93,275		211
8	Hartford J1	\$92,500	\$92,500	261
9	Germantown	\$92,096		260
10	Milwaukee	\$92,046	\$78,756	200
11	Waukesha	\$91,868		260
12	Oconomowoc	\$91,577	\$89,931	210
13	Grafton	\$91,490		260
14	Whitefish Bay	\$90,797		261
15	Pewaukee	\$90,000		260
16	Greenfield	\$88,494	\$80,358	260
17	Wauwatosa	\$88,354	\$82,000	221
18	Mukwonago	\$88,012		261
19	Hamilton	\$88,000		220
20	Greendale	\$87,655		260
21	Cudahy	\$87,493		210
22	Elmbrook	\$86,608	\$84,956	210
23	West Allis	\$86,481	\$76,500	260
24	Whitnall	\$86,322		
25	Franklin	\$86,000		224
26	Cedarburg	\$84,788		260
27	South Milwaukee	\$82,413		230
28	West Bend	\$81,869	\$81,351	220
29	Brown Deer	\$75,266		215
30	Sheboygan	\$73,141	\$70,700	215
31	Indian Community School	\$72,800	\$53,980.00	200

## Contribution Analysis

Average Variances are showing the Teacher's rates as compared to other school district's premiums.  
Green = Racine has lower premiums; Red = Racine has higher premiums

School District Single Premium	Single Premium		Family Premium	
	Single Premium	Average Variance	Family Premium	Average Variance
Racine Admin	\$28.85		\$69.89	
Racine Assistants	\$22.05		\$58.50	
<b>Racine Teachers</b>	<b>\$20.80</b>		<b>\$41.60</b>	
Burlington HSA	\$0.00	- 100%	\$0.00	- 100%
Wauwatosa HSA	\$0.00	- 100%	\$0.00	- 100%
Hamilton	\$18.31	- 12%	\$48.42	+ 16%
Burlington PPO	\$47.43	+ 128%	\$132.75	+ 219%
Greenfield	\$65.66	+ 216%	\$152.66	+ 267%
Whitefish Bay	\$65.82	+ 216%	\$148.05	+ 256%
St. Francis 10%	\$73.02	+ 251%	\$204.45	+ 391%
Whitewater	\$75.85	+ 265%	\$172.11	+ 314%
Ashwaubenon	\$89.58	+ 331%	\$214.75	+ 416%
Franklin	\$93.96	+ 352%	\$213.24	+ 413%
Kenosha 1	\$105.65	+ 408%	\$237.07	+ 470%
St Francis 15%	\$131.43	+ 532%	\$368.01	+ 785%
Kenosha 2	\$132.28	+ 536%	\$305.71	+ 635%
Muskego-Norway (Preferred)	\$134.81	+ 548%	\$269.62	+ 548%
Whitnall (Preferred)	\$168.64	+ 711%	\$435.73	+ 947%
Kenosha 3	\$179.12	+ 761%	\$401.89	+ 866%



## Racine Unified School District Operational Expectations Monitoring Report

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

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, faith groups and other community 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.

#### EXECUTIVE SUMMARY

This report monitors OE-9 policy for September 1, 2016-August 31, 2017. This monitoring report is "Not in Compliance."

Expanded work this year will include:

- In 2017-2018, the Office of Communication and Community Engagement will lead four major initiatives and efforts to engage our community and staff in two-way dialogue:
  1. District phone app roll-out
  2. My School. My Choice communication campaign/roll-out
  3. School Start & End Times – plan and roll-out
  4. District re-branding/new logo development
- The Office of Communication and Community Engagement will continue to gather feedback from community members, staff and students through the Studer Surveys, which focus on a model of continuous improvement.
- The Office of Communication and Community Engagement will develop and launch a communication campaign to encourage community members to get involved with the Academies of Racine and to entice families to choose RUSD high schools.

With respect to Operational Expectation 9 (Communicating with and Treatment of External Stakeholders), the Board accepts the report as not in compliance.

Section	IC / NIC	Directive	Notes
<b><i>The Superintendent will:</i></b>			
9.1	IC	Assure the timely flow of information, appropriate input, and strategic two-way dialog between the District and the citizens that builds understanding and support for District efforts.	
9.2	IC	Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items: a. Data indicating student progress toward accomplishing the Board's <b>Results</b> policies. b. Information about School District strategies, programs and operations intended to accomplish the Board's <b>Results</b> policies. c. Revenues, expenditures and costs of major programs and a review of the District's financial condition.	
9.3	IC	Effectively handle complaints.	
9.4	NIC	Maintain an organizational culture that: a. Treats all people with respect, dignity and courtesy b. Values individual differences of opinion c. Reasonably includes people in decisions that affect them d. Provides timely and accurate communication in all written and interpersonal interaction that comes from the District e. Focuses on common achievement of the Board's <b>Results</b> policies f. Supports an open, responsive and welcoming environment	
<b><i>The Superintendent may not:</i></b>			
9.5	IC	Take any action that damages the District's public image or credibility.	

**IC = In Compliance    NIC = Not In Compliance**

Compliance Progress	2014-15	2015-16	2016-17
<i>Indicators In Compliance</i>	1	5	4
<i>Indicators Not In Compliance</i>	2	0	1
<i>% In Compliance</i>	50%	100%	80%

*Note: Two subsections were added in 2015-16.*

<p><b>9.1 The Superintendent will:</b> 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

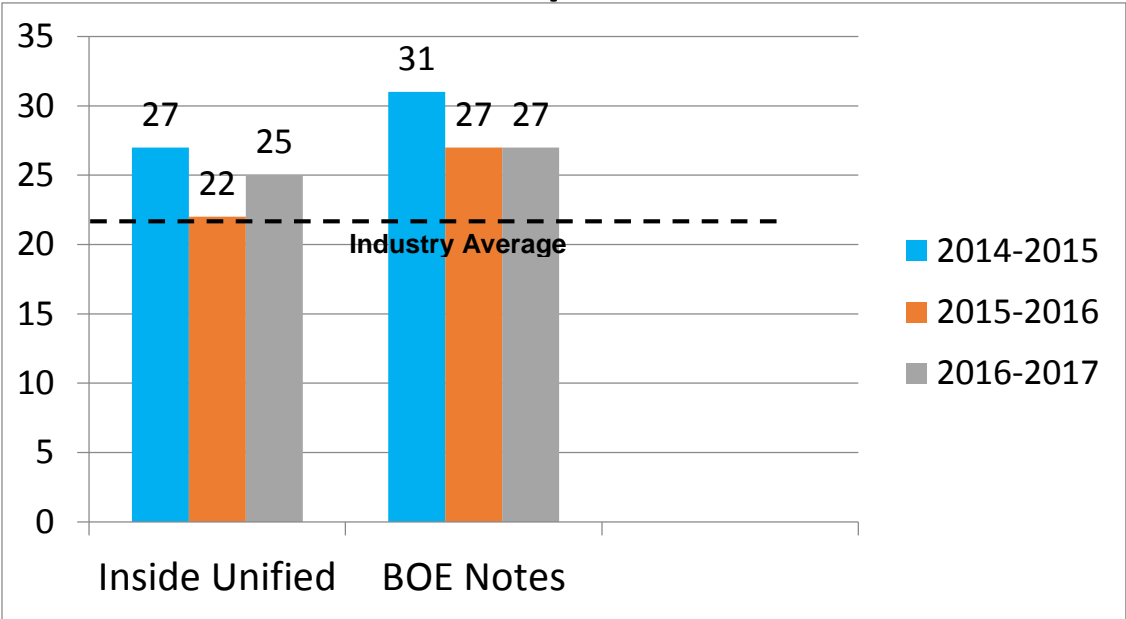
<p><b>Indicator 1:</b> (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) The open rate for District e-newsletters (Inside Unified and Board of Education Notes) meets or exceeds the industry average of 21 percent.</p>	<p><b>In Compliance</b></p>
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**Evidence:**

- Average open rate for Inside Unified e-newsletter is 25% (1% higher than industry average).
- Average open rate for BOE Notes e-newsletter is 27% (6% higher than industry average).

*Board of Education Note is distributed to 24,501 people and Inside Unified is distributed to 24,643 people.*

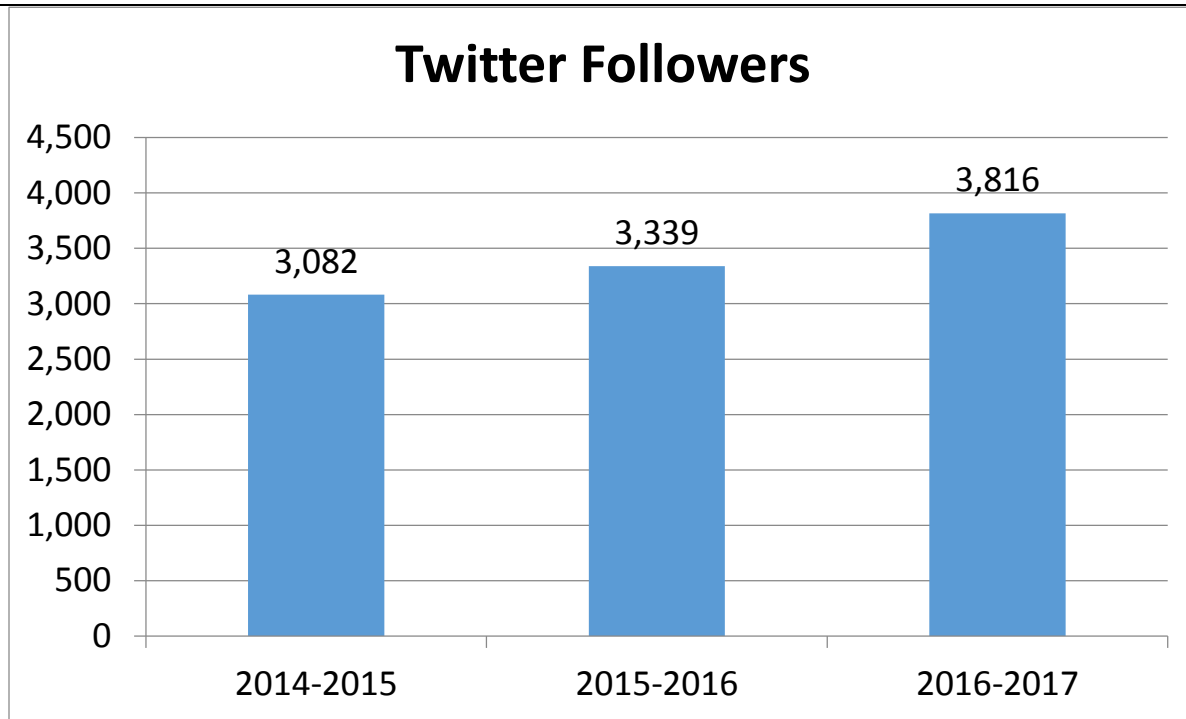
**E-Newsletter Open Rate**



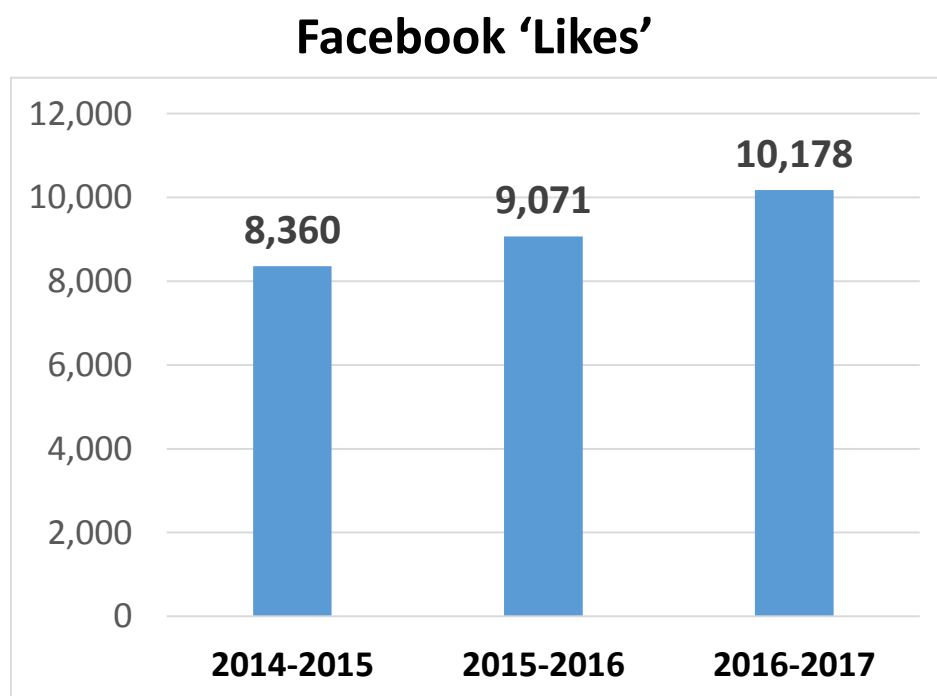
**Indicator 2:** (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) Each year, the number of parents and community members who follow the District via social media (Twitter, Facebook) increases by 5 percent.

**In Compliance**

**Evidence 1:** 3,816 followers on Twitter; an increase of 13% or 477 followers.



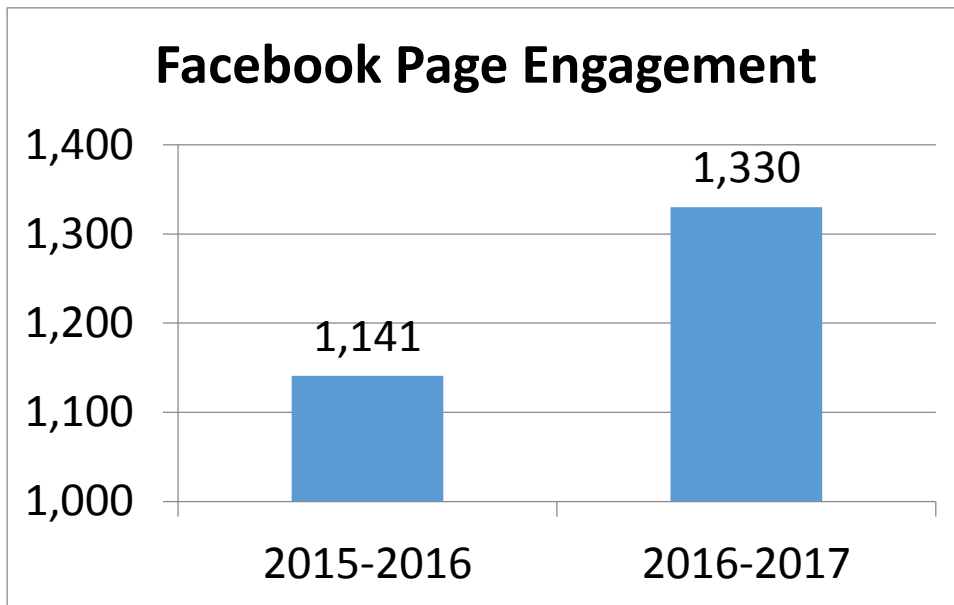
**Evidence 2:** 10,178 “likes” on our Facebook page, an increase of 11% or 1,107 “likes” from 2015-2016.



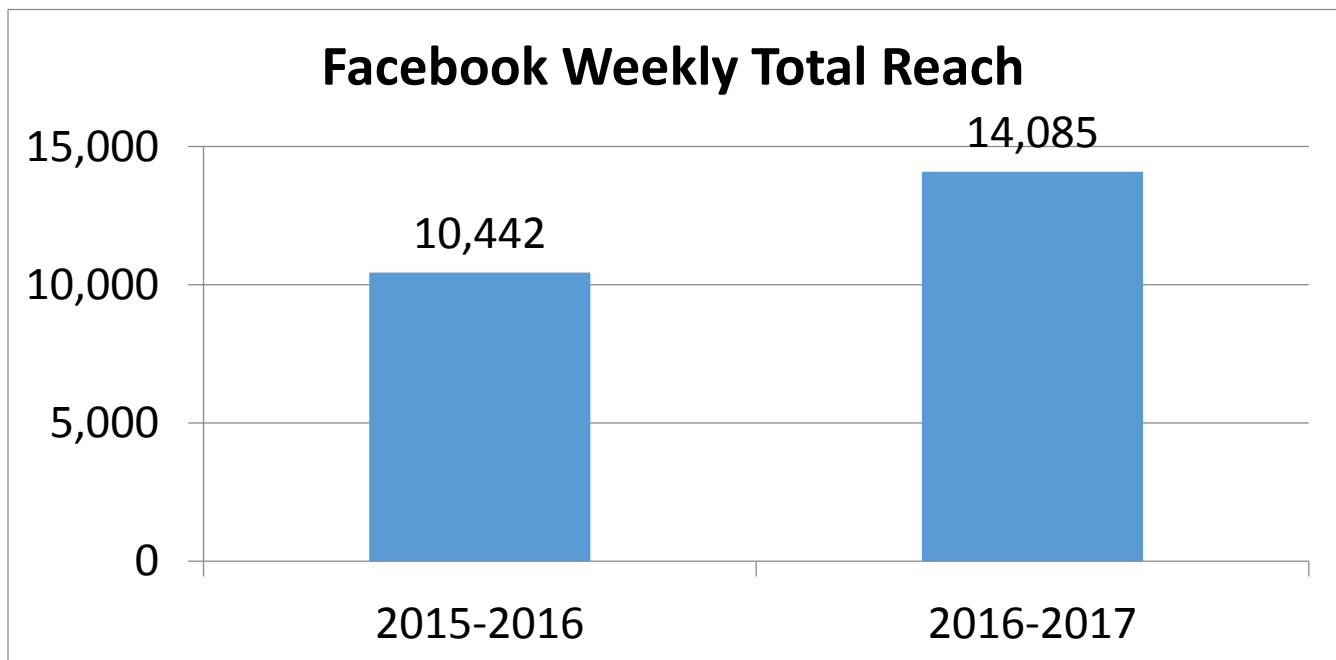
**Indicator 3:** (TIMELY FLOW OF INFORMATION/TWO-WAY DIALOGUE) Each year, the average number of users reached by RUSD's Facebook page increases.

**In Compliance**

**Evidence 1:** In 2016-2017, RUSD increased the average number of people engaged with our Facebook page each month by 14 percent (189 people).



**Evidence 2:** This past year, RUSD increased the average total weekly reach per Facebook post by 25 percent.





<b>Indicator 4: (INPUT/TWO-WAY DIALOGUE)</b> The superintendent seeks input from and dialogue with community stakeholders and organizations at least 18 times per year.	<b>In Compliance</b>
<b>Evidence:</b> The superintendent presented to and engaged in dialogue at 68 meetings and events with community stakeholders and organizations during the 2016-2017 school year. See <i>Appendix A</i> .	
<b>Indicator 5:</b> 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.	<b>In Compliance</b>
<b>Evidence:</b> The following advisory committees meet regularly throughout the school year. Members represent various stakeholder groups (community members, parents, staff, etc.) and advise the superintendent and RUSD administration on various topics. <ul style="list-style-type: none"> <li>• Facilities Advisory Council (meets quarterly) – 80 members</li> <li>• Superintendent Advisory Council (meets monthly during school year) – 69 members</li> <li>• Technology Advisory Council (meets quarterly) – 18 members</li> <li>• Parent Key Communicators (meets monthly) – 10 members</li> <li>• Academies of Racine Steering Committee (meets quarterly) – 40 members</li> <li>• My School. My Choice. Committees (meet as often as necessary) – 120+ members</li> </ul>	
<b>Indicator 6:</b> Opportunities for public input are provided on District policies and regulations.	<b>In compliance</b>
<b>Evidence:</b> 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> ).	

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

<b>Indicator 1:</b> 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.	<b>In Compliance</b>
<b>Evidence:</b> A published FY17 annual budget proposal and final budget were submitted to the Board of Education and posted here: <a href="http://www.rusd.org/district/budget-documents">http://www.rusd.org/district/budget-documents</a> .	

<p><b>Indicator 2:</b> A link to the Annual School District Performance Report is posted annually to the District website for public review.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Annual School District Performance Report is available here: <a href="http://www.rusd.org/district/annual-school-performance-report">http://www.rusd.org/district/annual-school-performance-report</a>.</p>	
<p><b>Indicator 3:</b> The District Annual Report to the Community is printed and distributed to all District families and staff during the fall and also distributed to members of the community and made available to all stakeholders via the District website.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The 2016 Annual Report to the Community was distributed:</p> <ul style="list-style-type: none"> <li>• Via direct mail to all District and private school families</li> <li>• Via interschool mail to all staff members</li> <li>• Posted on the District website here: <a href="http://www.rusd.org/district/publications">http://www.rusd.org/district/publications</a></li> <li>• In the Racine Journal Times on Dec. 14, 2016</li> <li>• To local organizations (Racine Board of Realtors, United Way, etc.)</li> <li>• Via social media campaign.</li> </ul>	
<p><b>Indicator 4:</b> All monthly Board of Education business meetings are video recorded and aired on District cable channel 20 (Time Warner) the day following the Board meeting.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> All BOE monthly business meetings were recorded and aired on District cable channel 20 (Time Warner).</p>	
<p><b>Indicator 5:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b> Dr. Lolli Haws, in collaboration with Deputy Superintendent Dr. Eric Gallien, Board of Education President Robert Wittke and community partners Jeff Neubauer (Higher Expectations) and Matt Montemuro (RAMAC) presented the RUSD five-year strategic plan <i>Raising Racine 2022</i> to Racine elected officials and local leaders at Wingspread on Aug. 15, 2017.</p>	
<p><b>Evidence:</b> <i>Raising Racine</i> progress reports are also available on the District website: <a href="http://www.rusd.org/district/progress-reports">http://www.rusd.org/district/progress-reports</a></p>	

<b>9.3 The Superintendent will:</b> Effectively handle complaints.	<i>In Compliance</i>
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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.

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

<b>9.4 The Superintendent will:</b> Maintain an organizational culture that: <ol style="list-style-type: none"> <li>a. Treats all people with respect, dignity and courtesy;</li> <li>b. Values individual differences of opinion;</li> <li>c. Reasonably includes people in decisions that affect them;</li> <li>d. Provides timely and accurate communication in all written and interpersonal interaction that comes from the District;</li> <li>e. Focuses on common achievement of the Board’s <i>Results</i> policies; and</li> <li>f. Maintains an open, responsive and welcoming environment.</li> </ol>	<i>Not in Compliance</i>
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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.

<b>Indicator 1:</b> The superintendent involves stakeholders in decisions that impact them. The superintendent will ensure that stakeholders are encouraged to provide input, ideas, expertise and feedback on major initiatives.	<b>In Compliance</b>
<b>Evidence:</b> A five-day Kaizen event took place in March involving 37 representatives of all impacted stakeholder groups (staff, students, parents, community members) focused on making recommendations and developing plans of action to launch the middle school My School. My Choice. initiative in fall 2018.	
<b>Indicator 2:</b> The number of parents/guardian who participate in the parent survey increases year over year.	<b>In Compliance</b>
<b>Evidence:</b> In spring 2017, 1,831 parents/guardians participated in the parent engagement survey. This is an increase of 502 or 27 percent over spring 2016.	
<b>Indicator 3:</b> The mean score of respondents to the Parent Survey who indicate they feel their opinions are valued by the District will increase every year.	<b>Not in Compliance</b>
<b>Evidence:</b> On a scale of 1-5, the mean score for parents who took the survey decreased in 2017 from 3.3 to 3.17.	
<b>Indicator 4:</b> 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.	<b>Not in Compliance</b>
<b>Evidence:</b> On a scale of 1-5, the mean score for parents who took the survey decreased from 3.55 to 3.37 in 2017.	
<b>Indicator 5:</b> 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.	<b>Not in Compliance</b>
<b>Evidence:</b> On a scale of 1-5, the mean score for parents who took the survey decreased from 3.55 to 3.44 in 2017.	
<b>Indicator 6:</b> The mean score of respondents to the Parent Survey indicate that when they visit their child's school they feel welcome increases each year.	<b>Not in Compliance</b>
<b>Evidence:</b> On a scale of 1-5, the mean score for parents who took the survey decreased from 4.08 to 4.25 in 2017.	
<b>Indicator 7:</b> 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.	<b>Not in Compliance</b>
<b>Evidence:</b> On a scale of 1-5, the mean score for parents who took the survey decreased from 4.3 to 4.16 in 2017.	
<b>Indicator 8:</b> The Superintendent will provide opportunities to include people in decisions that affect them.	<b>In Compliance</b>
<b>Evidence:</b> In September 2017, the District engaged 1,472 parents/families, staff and students in a Thoughtexchange process to gather their input regarding our middle schools (areas of strength, areas of challenge and programming they desire).	

<b>9.5 The Superintendent may not:</b> 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.

<b>Indicator 1:</b> News coverage of District events and operations provide a positive public image of the district. District will ensure at least 90 percent of news coverage is positive or neutral.	<b>In Compliance</b>
<b>Evidence:</b> Of 1,114 media stories, 283 were positive, 753 were neutral and 78 were negative (93% positive/neutral).	
<b>Indicator 2:</b> Superintendent will consistently communicate positive news that aligns with District core values via local media outlets.	<b>In Compliance</b>
<b>Evidence:</b> Dr. Haws authored two Journal Times commentaries that highlighted positive work and initiatives of the District and were aligned with RUSD core values.	
<b>Indicator 3:</b> Superintendent consistently communicates information and messages about the District’s progress, goals and initiatives via Twitter, and increasing followers each year.	<b>In Compliance</b>
<b>Evidence:</b> In her second year actively engaging the community via Twitter, Superintendent Dr. Haws garnered 125 new followers (29 percent increase) for a total of 433 followers.	

### Capacity Building:

- In 2017-2018, the Office of Communication and Community Engagement will lead four major initiatives and efforts to engage our community and staff in two-way dialogue:
  1. District phone app roll-out
  2. My School. My Choice communication campaign/roll-out
  3. School Start & End Times – collaborate, develop plan and roll out if/upon Board approval
  4. District re-branding/possible new logo development
- In support of the RUSD five-year strategic plan *Raising Racine 2022*, the Office of Communication and Community Engagement will continue to gather feedback from community members, staff and students through the Studer Surveys, which focus on a model of continuous improvement.
- The Office of Communication and Community Engagement will develop and launch a communication campaign to encourage community members to get involved with the Academies of Racine and to entice families to choose RUSD high schools.



# Chief of Communication & Community Engagement 2017-2018 Goals



## Pillar 1: Student Learning

**Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college**

- Communicate with and inform families about RUSD opportunities and choices
- Ensure families are informed about their middle school choice options
- Continue and expand communication to families about Career Academies opportunities
- Establish and implement FACE District framework
- Communicate with and inform staff about RUSD initiatives and changes
- Create systemic, integrated, sustainable strategies to support District and schools: School Progress Plans and District initiatives



## Pillar 2: Culture & Environment

**Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed**  
**Students**

- Collaborate with Chief of Schools to administer and roll out the student engagement survey
- Continue to communicate student success internally and externally

### **Families**

- Expand reach and impact of FACE to create meaningful relationships between families and their school staff
- Train and support school staff to provide excellent customer service & a welcoming environment for families
- Collaborate with school leaders to administer, analyze and roll out results of the Parent Engagement Survey

### **Staff**

- Implement Year 1 of internal communication plan
- Collaborate with school & District leaders to administer, analyze and roll out the results of the Staff Engagement Survey and District Services Survey

### **District-wide**

- District logo re-design/development and planning
- Academies of Racine - Year 2 marketing campaign







### Pillar 3: Partnerships & Community

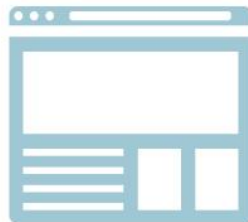
**Create strong family, community and business partnerships to accelerate our collective impact on student success**

- Increase partner support for District events and activities
- Work with Superintendent and School Board to develop positive community engagement strategy
- Intentionally increase positive District media presence
- Maintain Chairman's Club level of giving in annual United Way of Racine County campaign
- Collaborate with Office of Secondary Transformation to expand outreach to potential business and community partners

### Pillar 4: Financial & Operational Excellence

**Ensure fiscal decisions and infrastructure planning align to student-centered District priorities**

- Monthly monitoring of CCCE's budget with department team
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency





Appendix A

**Superintendent Presentations & Dialogue Engagement**

September 1, 2016 - August 31, 2017

<b>Date</b>	<b>Organization</b>	<b>Topic</b>	<b>Total</b>
Sept-Aug	Superintendent's Advisory Council	Various topics	7
Sept-Aug	Racine Collaborative for Children's Mental Health (C2MH)	Mental health clinics	1
Sept-Aug	Partners for Removing the Digital Divide in Racine	Digital divide	4
Sept-Aug	Jeff Neubauer, Executive Director, Higher Expectations	Data sharing and full-day 4K	4
Sept-Aug	Racine Chapter - NAACP	RUSD updates and student data/growth	3
Sept – Aug	Parent Key Communicators	Dialog with the Superintendent	5
Sept – Aug	Ford NGL	Conference Attendance, bringing their services to RUSD	4
Sept – Aug	Michele Hancock Carthage College	Carthage College, Classes	4
Sept – Aug	AASA	PD Re-Design Superintendent Forum	1
9/27/16	Julie Hueller, Community Volunteer	Mental health clinics	1
10/5/16	Dominic Cariello, General Manager, Badger Meter	General RUSD updates	1
10/17/16	Vince Bertram, President, Project Lead The Way	Project Lead The Way in RUSD	1
10/20/16	RAMAC	General RUSD updates	1
10/25/16	WRJN Interview with Glenn Klein	Middle school transformation	1
10/25/16	Jonathan Delagrave, Racine County Executive, and Jim Ladwig, Director of Community Affairs, SC Johnson	General RUSD updates	1
Nov-Aug	Bob Bradley, Village of Caledonia	General RUSD updates	2
Nov-Dec	Jim Eastman, Merchants Moving & Storage	General RUSD updates	2
11/7/16	American Association of Community Colleges (AACC) & AASA, The School Superintendents Association	Career & college readiness and Academies of Racine	1
11/11/16	Representative Robin Vos and Jonathan Delagrave, Racine County Executive	Legislative issues and RUSD	1
11/20/16	Matt Montemurro, President, RAMAC	Academies of Racine & RAMAC partnership	1

12/1/16	Young Leaders Academy	Academies of Racine	1
12/8/16	Visioning a Greater Racine	Academies of Racine	1
12/9/16	Racine Founder's Rotary Club	Referendum spending update & Academies of Racine	1
1/6/17	WGTD Interview with Dwayne Olson	Various topics facing RUSD	1
1/10/17	Leadership Racine	<i>Raising Racine 2022</i>	1
1/12/17	Racine County GED Initiative	Importance of GED attainment	1
1/18/17	Girls, Engineering, Math & Science (GEMS) Conference	STEAM & inquiry-based learning	1
Jan-Aug	Schools of Hope Leadership Council	Tutoring strategies for elementary students	3
Jan-Aug	Higher Expectations Leadership Table	Kindergarten readiness & race and equity capacity building	3
3/14/17	Rodney Prunty, President, United Way of Racine County	RUSD and UWRC partnership	1
5/18/17	Assembly Committee on Urban Revitalization	Revitalization on urban areas	1
6/7/17	Jonathan Delagrave, Racine County Executive	General RUSD updates	1
7/11/17	Village of Caledonia and Village of Mt. Pleasant	Racine County Education Master Plan	1
7/17/17	John Swallow, President, Carthage College	Introduction of RUSD	1
8/1/17	Debra Ford, Chancellor, University of Wisconsin-Parkside	General RUSD updates	1
8/15/17	<i>Raising Racine</i> for Elected Officials and Community & Business Leaders	<i>Raising Racine 2022</i>	1
8/15/17	Kevin Wanggaard, Village of Caledonia	General RUSD updates	1
8/25/17	Pastor Melvin Hargrove, Zoe Ministries	General RUSD updates	1
		<b>Total</b>	<b>68</b>

**Appendix B  
Parent Complaints**

School Year	TRACKING #	LEVEL 1			LEVEL 2		LEVEL 3
		Rcv'd at ASC	Response Date	Resolved/Closed	Complaint Rcv"d ASC	Complaint Resolved/Closed	Received / Resolved/Closed
2016-2017	001	7/28/2016	7/28/2016	1			
2016-2017	002	8/10/2016	8/12/2016	1	8/10/2016	8/12/2016	
2016-2017	003	8/17/2016	8/31/2016	1			
2016-2017	004	9/12/2016	9/14/2016	1			
2016-2017	005	9/20/2016	9/20/2016	1			
2016-2017	006	9/23/2016	9/23/2016	1			
2016-2017	007	9/28/2016	10/4/2016	1			
2016-2017	008	10/3/2016	10/3/2016	1			
2016-2017	009	10/4/2016	10/3/2016	1			
2016-2017	010	10/13/2016	10/13/2016	1			
2016-2017	011	10/14/2016	N/A (Complaint regarding program, not RUSD)	1			
2016-2017	012	10/18/2016	10/21/2016	1			
2016-2017	013	10/19/2016	10/24/2016	1			
2016-2017	014	10/19/2016	10/21/2016	1			
2016-2017	015	10/20/2016	10/26/2016	1	10/27/2016	11/30/2016	
2016-2017	016	10/26/2016	11/1/2016	1			
2016-2017	017	10/31/2016	10/31/16; with follow-up on 12/14/16 & 1/13/17	1			
2016-2017	018	11/1/2016	Several unsuccessful attempts to contact parent were made.	1			
2016-2017	019	11/3/2016	11/3/2016	1			
2016-2017	020	11/7/2016	11/8/2016	1			
2016-2017	021	11/8/2016	11/9/2016	1			
2016-2017	022	11/8/2016	11/14/2016	1			
2016-2017	023	11/9/2016	11/15/2016	1			
2016-2017	024	11/14/2016	11/17/2016	1	11/18/2016	11/21/2016	
2016-2017	025	11/15/2016	11/15/2016	1			
2016-2017	026	11/16/2016	11/16/2016	1			
2016-2017	027	11/17/2016	11/17/2016	1			
2016-2017	028	11/18/2016	11/18/2016	1			
2016-2017	029	11/30/2016	11/30/2016	1			
2016-2017	030	12/6/2016	12/6/2016	1			
2016-2017	031	12/21/2016	1/4/2017	1			
2016-2017	032	1/9/2017		1			
2016-2017	033	1/12/2017	1/12/2017	1			
2016-2017	034	1/18/2017	1/18/2017	1			
2016-2017	035	1/19/2017	1/23/2017	1			
2016-2017	036	1/25/2017	1/30/2017	1			
2016-2017	037	2/7/2017	2/9/2017	1			
2016-2017	038	2/9/2017	2/15/2017	1	2/21/2017	3/15/2017	

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2016-2017	039	2/9/2017	2/10/17- schedule a mtg. on 2/13/17	1			
2016-2017	040	2/10/2017	3/3/2017	1			
2016-2017	041	2/10/2017	2/10/2017	1			
2016-2017	042	2/13/2017	2/13/2017	1			
2016-2017	043	2/13/2017	2/14/17	1			
2016-2017	044		3/10/17	1			
2016-2017	045	2/27/2017	3/2/2017	1			
2016-2017	046	3/1/2017	School #1: 3/3/17; School #2 4/6/17	School #1: 1; School #2: 1			
2016-2017	047	3/1/2017	3/3/17	1			
2016-2017	048	3/9/17	3/9/17	1			
2016-2017	049	3/9/2017	3/13/17	1			
2016-2017	050	3/9/2017	3/10/17	1			
2016-2017	051	3/17/17	3/20/17	1			
2016-2017	052	3/20/17	4/18/17	1			
2016-2017	053	4/10/17	4/12/17	1			
2016-2017	054	4/12/17	4/26/17-Allow for spring break	1			
2016-2017	055	4/27/17	4/27/17	1			
2016-2017	056	4/28/17	5/2/17	1			
2016-2017	057	5/5/17	5/8/17	1			
2016-2017	058	5/8/17	5/8/17	1			
2016-2017	059	5/3/17	5/19/17	1			
2016-2017	060	5/3/17	5/3/17	1			
2016-2017	061	5/10/17	5/17/2017	1			
2016-2017	062	5/10/17	5/11/2017	1			
2016-2017	063	5/16/17	5/16/17- Documentation letter sent 6/20/17	1			
2016-2017	064	5/24/17	closed on 7/12/17	1			
2016-2017	065	5/24/17 (late afternoon)	5/26/17	1			
2016-2017	066	5/26/17	closed on 7/12/17	1			
2016-2017	067	5/31/17	5/11/17	1			
2016-2017	068	5/31/17	closed on 7/12/17	1			5/31/17
2016-2017	069	5/29/17	5/29/17	1			
2016-2017	070	6/6/17	closed on 7/12/17	1			
2016-2017	071	6/6/17	closed on 7/12/17	1			
2016-2017	072	6/6/17	closed on 7/12/17	1			
2016-2017	073	6/6/17	closed on 7/12/17	1			
2016-2017	074	6/6/17	closed on 7/12/17	1			
2016-2017	075	6/2/17	6/2/17	1			



**Racine Unified School District Operational  
Expectations Monitoring Report  
OE- 3 (FACILITIES)**



## OE-3 (FACILITIES)

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**Racine Unified School District  
Operational Expectations Monitoring Report  
DATE: November 20th, 2017**

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

**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.

**EXECUTIVE SUMMARY**

This report monitors OE-3 policy for September 1, 2016 through August 31, 2017.

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. All sections of the Operational Expectations are **In Compliance**, with the exception of Section 3.4: *Assure that facilities are evaluated regularly for cleanliness and safety*. The measure of work order completion and timeliness requiring 50% of work orders to be completed within 7 days was not in compliance. This measure was at 33%. Appendix J includes action items to improve/ enhance OE-3 to address this area.

**With respect to Operational Expectation 3 (Facilities), the Board accepts the report as compliant with noted exceptions.**

Section	IC / NIC	Directive	Notes
<b><i>The Superintendent will:</i></b>			
3.1	IC	Develop a plan that establishes priorities for construction, renovation and maintenance projects that: <ol style="list-style-type: none"> <li>a. Assign highest priority to the correction of unsafe conditions.</li> <li>b. Include sufficient maintenance costs as necessary to enable facilities, either open or closed, and equipment to reach their intended life cycles.</li> <li>c. Plan for and scheduled preventive maintenance.</li> <li>d. Plan for and schedules system replacement when new schools open, schools are renovated or systems replaced.</li> <li>e. Disclose 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.</li> <li>f. Increase funds for facility maintenance budget annually until sufficient funds are budgeted for facility maintenance costs.</li> </ol>	<ul style="list-style-type: none"> <li>• Long-range Facilities Improvement Plan was developed and presented to the Board on: May15, 2017</li> <li>• A list of projects completed in 2016-2017 was presented to the Board on August 21, 2017</li> </ul> <p style="text-align: center;"><i>See Appendix A</i></p>



3.2	IC	<p>The Superintendent shall, for all construction and renovation projects in excess of \$1,000,000, 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"> <li>Expected number of hours worked that are to be performed by district residents.</li> <li>Percent of hours worked that are to be performed by County residents.</li> <li>Previous District/County work hours used by the contractor in similar projects.</li> <li>Where applicable, ability/history of performing work that is compliant with LEED (Leadership in Energy &amp; Environment Design) Gold Certification, as determined by the U.S. Green Building Council.</li> <li>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.</li> <li>Compliance with current Wisconsin Department of Workforce Development standards to set appropriate apprenticeships ratios.</li> <li>Willingness to or already have recruitment efforts to hire for apprenticeship programs.</li> <li>Ability/history of minority employment and the utilization of minority contractors.</li> </ol>	<ul style="list-style-type: none"> <li>A total of 8 projects were brought forward to the Board for approval. All projects were presented with this required information</li> </ul> <p><i>See Appendix B</i></p>
3.3	IC	Project life-cycle costs as capital decisions are made.	<ul style="list-style-type: none"> <li>Replacement of capital equipment was made according to the established age and obsolescence plan to minimize maintenance costs and to maintain efficient operation. The estimate of planned replacement was \$427,000. A total of \$572,858 were replaced. This represents 134% of replacement as identified in the plan</li> <li>No projects involved roofing, paving or other specific measures met the criteria identified in the interpretation as requiring a life-cycle/cost benefit analysis</li> </ul> <p><i>See Appendix C</i></p>
3.4	NIC	Assure that facilities are evaluated regularly to meet established standards for cleanliness and safety.	<ul style="list-style-type: none"> <li>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</li> <li>During the monitoring period 99% of all work orders were completed within 6 months. Work completed within 7 days was 33%, this is below the OE-3 indicator of 50% and is not compliant. The average time for</li> </ul>

3.4		<p><i>(Continued section from previous page)</i>  Assure that facilities are evaluated regularly to meet established standards for cleanliness and safety.</p>	<p>completion is down 27.3 days from previous monitoring period and is complaint</p> <ul style="list-style-type: none"> <li>The department has increased Preventive Maintenance work orders by 80% (n= 2,743) thru an increase in equipment receiving preventive maintenance. There was a resulting decrease in corrective maintenance work orders of 43%. (n= 4926).</li> <li>RUSD conducted safety inspections at 11 buildings. All inspections indicated compliance</li> <li>Increased the number of facilities with entry control vestibules by 4. Eighteen (18) facilities (55%) now have entry control vestibules</li> <li>Racine Fire Department conducted a total of 41 annual inspections at all facilities. The inspections showed no violations or any violations were corrected</li> </ul> <p><i>See Appendix D</i></p>
3.5	IC	<p>Assure that facilities and equipment use guidelines are in place and evaluated annually:</p> <ol style="list-style-type: none"> <li>Permitted uses</li> <li>The applicable fee structure</li> <li>Clear user expectations, including behavior, clean-up, security, insurance and damage repair</li> <li>Consequences and enforcement procedures for public users who fail to follow the established rules</li> </ol>	<ul style="list-style-type: none"> <li>The District website (<a href="http://www.rusd.org">www.rusd.org</a>) provides the public with access to information about rules and permit applications</li> <li>2,474 permit requests were processed and issued. The average time for issuing a permit was 19 days</li> <li>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.</li> </ul> <p><i>See Appendix E</i></p>
<b><i>The Superintendent may not:</i></b>			
3.6	IC	Build, renovate, or demolish District buildings without Board approval.	<ul style="list-style-type: none"> <li>8 major maintenance/renovation construction projects were approved by the Board</li> </ul>

			<i>See Appendix F</i>
3.7	IC	Purchase or sell real estate, including land and buildings without Board approval.	<ul style="list-style-type: none"> <li>Three property transactions were completed in the monitoring period. All property transactions were approved by the Board of Education</li> </ul> <i>See Appendix G</i>
3.8	IC	Authorize construction schedules and change orders that significantly increase cost or reduce quality.	<ul style="list-style-type: none"> <li>Seven of eight projects were completed under budget</li> <li>The Hammes Field Track replacement had an increase of \$146,570 due to hidden conditions. This resulted in a 36% increase in the project. The project increase was approved by the Board of Education on July 24<sup>th</sup> 2017</li> <li>Project completion checklists (Punch Lists) are developed and used to track completion of project scopes</li> </ul> <i>See Appendix H</i>
3.9	IC	Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	<ul style="list-style-type: none"> <li>Of the 2,474 building use requests received, a total of 55 requests were declined. Reason for declining the requests include: <ul style="list-style-type: none"> <li>Principal or school declined due to room use conflicts (49)</li> <li>Declined due to lack of building coverage (6)</li> </ul> </li> </ul> <i>See Appendix I</i>

**IC = In Compliance    NIC = Not In Compliance**

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	6	8	8
<i>Indicators Not In Compliance</i>	3	1	1
<i>% In Compliance</i>	67%	89%	89%

*Note: Added one indicator in 2017*



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

**DATE:** November 20<sup>th</sup>, 2017

**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><b>3.1 The superintendent will:</b>  Develop a plan that establishes priorities for construction, renovation and maintenance projects that:</p> <ol style="list-style-type: none"> <li>a. Assigns highest priority to the correction of unsafe conditions;</li> <li>b. Includes sufficient maintenance costs as necessary to enable facilities, either open or closed, to reach their intended life cycles;</li> <li>c. Plans for and schedules preventive maintenance;</li> <li>d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced;</li> <li>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.</li> </ol>	<p><b><i>In Compliance</i></b></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><b>Indicator 1:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b> Long-range Facilities Improvement Plan was developed and presented to the Board on: May15, 2017 <i>See Appendix A</i></p>	
<p><b>Indicator 2:</b> A report as to the completion of items from the previous year’s plan will be presented to the Board annually.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> A list of projects completed in 2016-2017 was presented to the Board on August 21, 2017. <i>See Appendix A</i></p>	

<p><b>3.2 The superintendent will:</b>  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"> <li>Percent of hours worked that are to be performed by District residents;</li> <li>Percent of hours worked that are to be performed by County residents;</li> <li>Previous District/County work hours used by the contractor in similar projects;</li> <li>Ability/history of performing work that is compliant with LEED (Leadership in Energy &amp; Environment Design) Gold Certification, as determined by the U.S. Green Building Council;</li> <li>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;</li> <li>Compliance with current Wisconsin Department of Workforce Development standards to set appropriate apprenticeship ratios;</li> <li>Willingness to or already have included the First Choice Pre-Apprenticeship Program, or some similar program, in recruitment efforts to hire for apprenticeship programs;</li> <li>Ability/history of minority employment and the utilization of minority contractors.</li> </ol>	<p><i>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><b>Indicator:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b> A total of 8 projects were brought forward to the Board for approval. All projects were presented with this information. <i>See Appendix B</i></p>	

PROJECT	DESIGN	BID	BOE APPROVAL	WORK START	WORK END
Alternative Education & Virtual Learning Construction (NW Ave)	March, 2017	April, 2017	May, 2017	June, 2017	August, 2017
Case HS Hammes Track	June, 2016	April, 2017	April, 2017	June, 2017	August, 2017
Case HS Hammes Track Revised Contract Value Approval	June, 2016	April, 2017	July, 2017	June, 2017	August, 2017
Horlick Construction Pathway Addition	Nov 2016- Feb 2017	April, 2017	April, 2017	May, 2017	July, 2017
Horlick Library ADA Compliance	March, 2017	April, 2017	May, 2017	June, 2017	August, 2017
Horlick Science Classroom Reno & Addition Casework	February, 2017	March, 2017	March, 2017	June, 2017	August, 2017 Remodel
Horlick Science Classroom Reno & Addition Project	February, 2017	April, 2017	May, 2017	June, 2017	December, 2017 Addition
Jerstad Agerhom Mechanical Improvements	June- Aug 2016	October, 2016	May, 2017	December, 2016	October, 2017
McKinley Fire Alarm Replacement	October, 2016	December, 2016	January, 2017	February, 2017	June, 2017
REAL School Construction	Sept 2016- Jan 2017	February, 2017	March, 2017	April, 2017	August, 2017 Remodel

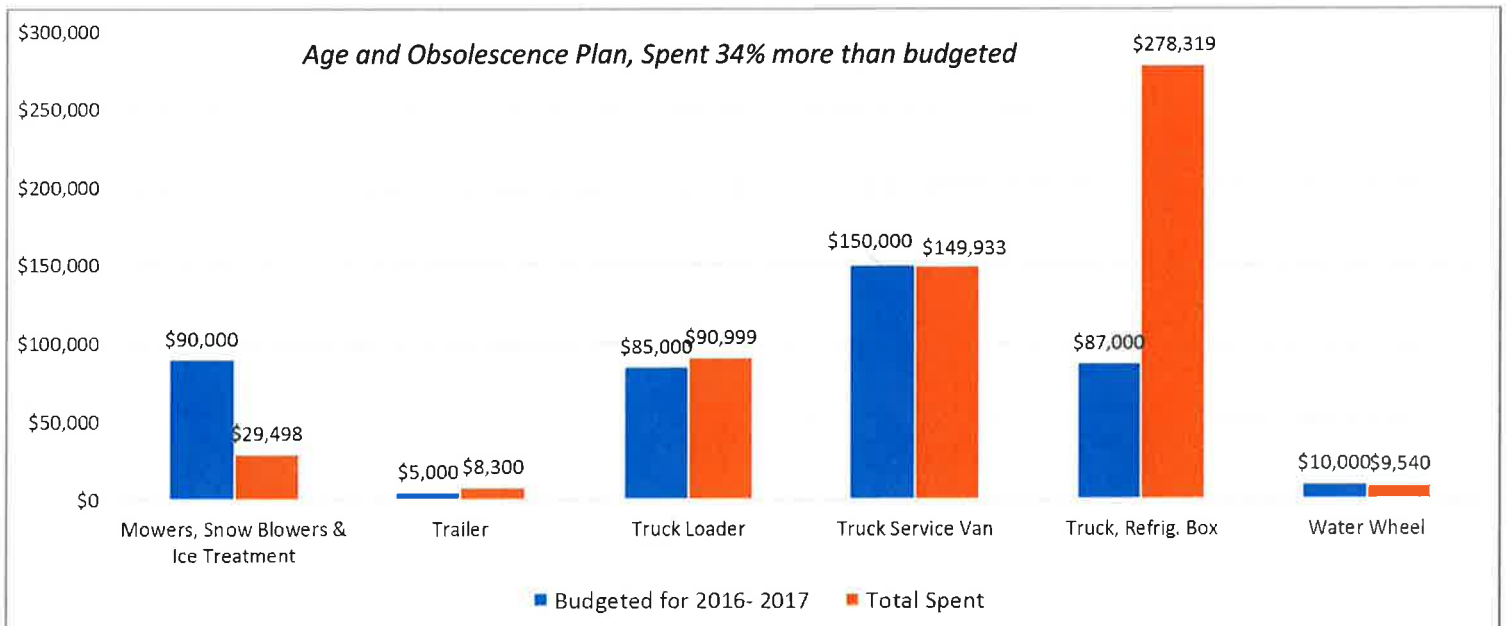


<b>3.3 The superintendent will:</b> Project life-cycle costs as capital decisions are made.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the superintendent to assure the appropriate life-cycle analysis is completed before 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.

<b>Indicator 1:</b> 80% or more of equipment identified for replacement on an annual age and obsolescence plan is replaced each year.	<b>In Compliance</b>
<b>Evidence:</b> Replacement of capital equipment was made according to the established age and obsolescence plan to minimize maintenance costs and to maintain efficient operation. The estimate for replacement was \$427,000. A total of \$572,858 were replaced. This represents 134% of replacement as identified in the plan.	
<b>Indicator 2:</b> Life-cycle/cost analysis is used to determine capital decisions for facility improvements.	<b>In Compliance</b>
<b>Evidence:</b> No projects involved roofing, paving or other specific measures met the criteria identified in the interpretation as requiring a life-cycle/cost benefit analysis. <i>See Appendix C</i>	





<b>3.4 The superintendent will:</b> 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.

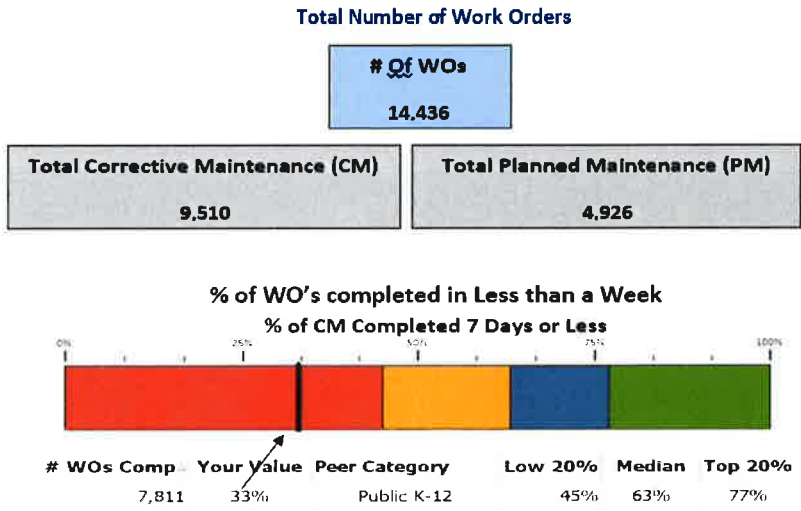
- **Clean:** The facility inspection standard for cleanliness is a minimum of 3 on the Association of Physical Plant Administrators (APPA) Scale for custodial operations.
- **Safe:** Inspections conducted by the local fire departments identify no violations or if violations are found, they are corrected. 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.

<b>Indicator 1:</b> Cleanliness: 85% of quarterly inspections are rated a 3 or better on the American Physical Plant Administrators (APPA) cleanliness rating scale.	<b>In Compliance</b>
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**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. *See Appendix D.*

<b>Indicator 2:</b> Good Repair: 50% of approved work orders are completed within 7 days and the average time for work order completion is less than 90 days.	<b>Not In Compliance</b>
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**Evidence:** 9,510 work orders for corrective maintenance were completed, a decrease of 4% (n=407) from the previous year. The average time for completion of work orders has decreased from 49.6 days to 27.3 days, an improvement of 55% over last year. 99% of all work orders are completed within 6 months or less, with a goal of 90 days. Average timeliness for completion of work orders within 7 days was 33%. This does not meet compliance with the indicator requirement of 50%. *See Appendix D.*



<b>Indicator 3:</b> Good Repair: 95% of critical building systems receive preventive maintenance service at prescribed intervals.	<b>In Compliance</b>
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**Evidence:** The department has increased Preventive Maintenance work orders by 80% (n= 2,743). There was a decrease in corrective maintenance work orders of 43% (n=407) *See Appendix D.*

<b>Indicator 4:</b> 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.	<b>In Compliance</b>
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**Evidence:** RUSD conducted safety inspections were completed at 11 buildings. All inspections indicated compliance with District requirements. *See Appendix D.*

<b>Indicator 5: Safe:</b> 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.	<b>In Compliance</b>
<b>Evidence:</b> Increased the number of facilities with entry control vestibules by 4. Eighteen (18) facilities (55%) now have entry control vestibules. <i>See Appendix D.</i>	

<b>Indicator 6: Safe:</b> The fire department conducts annual safety inspections at all buildings 100% of identified violations were corrected.	<b>In Compliance</b>
<b>Evidence:</b> The Racine Fire Department conducted a total of 41 annual safety inspections at all facilities. The inspections showed no violations or any violations were corrected. <i>See Appendix D</i>	

<b>3.5 The superintendent will:</b> Develop and consistently administer facilities and equipment use guidelines delineating: <ul style="list-style-type: none"> <li>a. Permitted uses;</li> <li>b. The applicable fee structure;</li> <li>c. Clear user expectations, including behavior, cleanup, security, insurance and damage repair;</li> <li>d. Consequences and enforcement procedures for public users who fail to follow the established rules.</li> </ul>	<b><i>In Compliance</i></b>
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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.

<b>Indicator 1:</b> Permit process and rules are easily accessible to the public.	<b>In Compliance</b>
<b>Evidence:</b> The District website (www.rusd.org) provides the public with access to information about rules and permit applications.	
<b>Indicator 2:</b> Permits are issued in a timely fashion (within 30 days of request).	<b>In Compliance</b>
<b>Evidence:</b> 2,474 permit requests were processed and issued. The average time for issuing a permit was 19 days.	
<b>Indicator 3:</b> Every procedural concern was addressed with facility users within 5 business days.	<b>In Compliance</b>
<b>Evidence:</b> 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. <i>See Appendix E</i>	

**AVERAGE DAYS TO  
ACTIVATE  
PERMITS= 19**  
Permits 2,474



<b>3.6 The superintendent may not:</b> 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.

<b>Indicator:</b> 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.	<b>In Compliance</b>
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<b>Evidence:</b> 8 major maintenance/renovation construction projects were approved by the Board. <i>See Appendix F</i>
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<b>3.7 The superintendent may not:</b> 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.	<i>In Compliance</i>
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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.

<b>Indicator:</b> 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.	<b>In Compliance</b>
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<b>Evidence:</b> Three property transactions were completed in 2016-2017 period. All property transactions were approved by the Board of Education. <i>See Appendix G</i>
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<b>Property next to Case HS</b>	7543 Washington Ave
<b>Property next to Gifford</b>	8210 NW Ave
<b>Property of Medical Complex on NW Avenue</b>	Kurten Medical Bldg.



<b>3.8 The superintendent may not:</b> 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.

<b>Indicator:</b> 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.	<b>In Compliance</b>
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**Evidence:**

- Seven of eight projects were completed under budget.
- The Hammes Field Track replacement had an increase of \$146,570 due to hidden conditions. This resulted in a 36% increase in the project. The project increase was approved by the Board of Education on July 24th 2017.
- Project completion checklists (Punch Lists) are developed and used to track completion of project scopes.

*See Appendix H*

<b>3.9 The superintendent may not:</b>  Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	<i>In Compliance</i>
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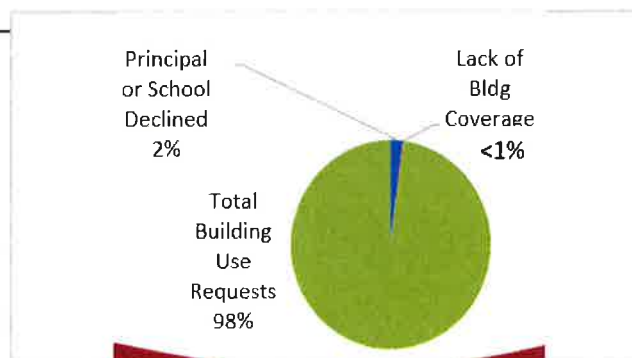
**Interpretation:** The Board of Education expects the superintendent to make District properties available to qualified community groups but requires that the security for students, their events and the learning in the schools will not be negatively impacted.

<b>Indicator:</b> Any denial of facility use is based on established Use and Permit Policies.	<b>In Compliance</b>
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**Evidence:** Of the 2,474 building use requests received, a total of 55 requests were declined. Reasons for declining the requests include:

- Principal or school declined due to room use conflicts (49) or
- Declined due to lack of building coverage (6)

*See Appendix I*



**Appendix J:**

**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. Remove the 50% completed within 7 days and the average time for completion of work request of 90 days in indicator #2.**
- 2. Replace with an indicator consistent with our strategic plan for improvement. The indicator will be revised to 95% of work orders are completed on time as follows:**

To completed within Days	With the WO Priority
7	High
21	Medium
45	Low



**Appendix A:**

- **Long Range Facilities Improvement Plan**
- **Projects completed 2016-2017**



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wiser, Vice President

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Racine, Wisconsin

May 15, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, May 15, 2017.

#### 3. ROLL CALL

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Brian O'Connell, Dennis Wiser, and Robert Wittke, Jr.

Also present: Rosalie Daca, Chief Academic Officer, Acting Superintendent; Marc Duff, Chief Financial Officer; Dave Hazen, Chief of Operations; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication and Community Engagement; Christopher Thompson, Executive Director of Curriculum and Instruction; Bryan Arnold, Director of Building and Grounds; Emily Neubauer, Marketing and Communication Specialist; and Elizabeth Tobias, Recording Secretary.

#### 4. APPROVAL OF THE AGENDA

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the agenda. Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke). Noes – 0. The motion to approve passed.

#### 5. RECOGNITIONS

Ms. Neubauer coordinated the Board of Education's recognitions for the evening. The following Case, Horlick and Park High School students were recognized for earning medals at the 44<sup>th</sup> Annual Wisconsin SkillsUSA Leadership and Skills conference in Madison last month: Jordan Bloemers, Amanda Kemper, David Cervantes, Seth Coronado, Mickey Meredith, Amanda Kemper, Dwight Holley, Gerardo Erber, Kaitlyn Faust, Cruz Avila, Gilberto Lopez, Raishein Thomas, Joe Krueger, Luis Guereca, Jayden Norton, Mitchell Jaeck, and Christian Ferguson.

The following Academy Ambassadors from Case, Horlick and Park High Schools were recognized: Eric Joiner, Stephanie Narciso, Raylee Nelson, Steve Koudahenou, Sebastian Jankowski, Ericka Groen, James Morelan, Stefany Serrano, Anthony Genac, Alana Spang, Sophia Governatori, Stephanie Strange, Karen Sancha, Kelsey Jacobs, Katelyn Rooney, Yesenia Garcia, Jennifer Osorio, Yuly Mora, Isabelle Buhler, Olivia Pitrof, Olivia Smetana, Omunazia Hicks, Kye Rieckhoff, Alexander Morales, Geordon Chachere, Cristian Ramirez, Bradley Pagel, Collin Skarzynski, Alan Faz, Steven Cannalte, Kai Nakayama, Sarina Garibay, Alyssa Gonsky, Jasmine Gonzales, Devynn Gruender, Brittany Gutierrez, Britney Harrell, Najee Jones, Matthew Lesperance, Jaylen Love, Drake Ludvigsen, Sierra Nares, and Greta Mau.



The Board also recognized Park High School senior Emma Widmar for being selected as a semifinalist for the 2017 U.S. Presidential Scholars Program; and Riley Construction for being awarded a 2016 Top Project award by the Daily Reporter for RUSD's three new schools.

Mr. Wittke recognized all of the teachers for all of their hard work and dedication in observance of National Teacher's Appreciation week; and Mr. Johnson and the entire music staff for their work in coordinating last week's Orchestra Fest, which displayed the enormous amount of talent within the District.

## **6. REPORTS ON STUDENT ACHIEVEMENT (None)**

### **7. SUPERINTENDENT'S REPORT**

#### **a. Middle School: My School. My Choice. Update**

Ms. Tapp gave a brief report on the *My School. My Choice.* plan. On May 4, 2017, all members from the middle school kaizen event were brought back together. The group reviewed goals and timelines as well as how to incorporate volunteers (more than 100 individuals) who have since signed up to participate and be a part of the planning process for the initiative.

Two community listening events have been planned for Monday, May 22 from 6:00-7:00 p.m. at Gilmore Middle School, and Thursday, May 25 from 7:00-8:00 p.m. at Starbuck Middle School. The public will continue to be updated via the District's website where individuals may submit questions or sign up to volunteer.

#### **b. 2016-17 Quarter 4 Report of Referendum Spending and Maintenance Planning**

Mr. Hazen and Mr. Arnold presented on the quarterly report on referendum spending and maintenance planning. The first three years (2014-2017) of referendum spending are as follows: new construction \$10.25 million; major maintenance \$8.12 million; debt service \$3.66 million; and technology \$3.45 million. Facility projects for 2017-18 were briefly reviewed including items that will need to be discussed in the future, for instance, the old Olympia Brown building and culinary arts space for the Academies.

## **8. BOARD DEVELOPMENT**

#### **a. Knapp Community School and United Way of Racine County Partnership**

Ms. Jamie Racine, Community Schools Manager with United Way of Racine County, presented on the Knapp Community School. The focus of a community school is to coordinate services that alleviate pressures and remove barriers for student learning as well as for families and the community as a whole.

Thus far, Knapp has enrolled 175 students in afterschool programs, providing over 600 hours of programming. Preliminary data in terms of impact shows students enrolled in afterschool activities are achieving higher grades by half a GPA percentage; a two percent increase in attendance; and 85% of the students have had zero office discipline referrals.

Knapp has also served over 550 dinner meals; provided dental screenings, cleanings and sealants for students; partnered with the City of Racine's Mobile Medical Unit; scheduled WEAC and Wisconsin Vision optometrist visits; and provided other family engagement programs.

#### **b. Virtual Learning Program**

Mr. James O'Hagan, Director of Digital and Virtual Learning, presented to the Board an update on the virtual learning program, which included a plan to re-envision the student learning experience as well as develop a new space supporting virtual learning. Virtual learning will be expanded and continued as a program as it provides a personal learning experience and services no other virtual school can provide. The program will also honor the work of the Academies as well as give opportunities for students to still participate in athletics, music, etc.

Entry into the program begins with a conversation with the student and allows the student to make a declaration of their personal learning plan. A counselor referral and student interview is also conducted. Currently, there are 16 AP courses offered online as well as the entire face-to-face course catalog. The District has over 100 teachers certified to teach online courses.

After the construction at Northwestern Avenue has been completed, an update will be given to the Board on the program at that time.

## **9. PUBLIC INPUT**

Bob LaSalle, Racine, WI 53403

Spoke against the Safe Zone resolution.

Theresa Jakala, Kenosha, WI 53142

On behalf of the Racine Education Association, spoke on excessive testing within the District.

Jose R. Palacios, 2000 Kearney Avenue, Racine, WI 53403

Spoke on assessments within the District.

Carmen Janecky, Racine, WI 53406

Spoke on the amount of standardized testing.

Angelina Cruz, Racine, WI 53403

As President of the Racine Education Association, addressed a number of concerns including excessive testing, elimination of the specialist language in the employee handbook, and proposed changes to the ethics code.

Julie Vodicka, Racine, WI 53126

Spoke on the importance of specialists and the concerns with changes made to the employee handbook.

Ms. Daca commented changes regarding elementary school specialists for art, music and physical education will not be implemented until the 2018/19 school year. Administration will involve the specialist teachers and ask for their input in regards to developing a plan. There are also no changes that will affect any existing teachers at this time.

Sonali Knotek, 3812 St. Clair Street, Racine, WI 53402

Spoke in support of the reinstatement of specialist language in the employee handbook.

Eric Borchert, 615 W. Riverwood Drive, #308, Oak Creek, WI 53154

Spoke in support of the reinstatement of specialist language in the employee handbook. Also commented the communication for the change could have been better and requested teachers be kept informed.

Lexi Mason, 3657 92<sup>nd</sup> Place, Sturtevant, WI 53177

Walden III junior spoke in support of teachers and the concerns she has about the new code of ethics rules.

Rosemary Mason

Spoke regarding the new ethics code; the reinstatement of three full-time inclusion teaching positions at Schulte Elementary; classroom materials needed for the new ELA curriculum; and the need of specialists at each school.

Ms. Daca reiterated specialist changes will not be made until the 2018-19 school year and encouraged

any specialist or homeroom teacher to become involved and have their voice heard.

## **10. OPERATIONAL EXPECTATIONS (None)**

### **11. ACTION ITEMS**

#### **a. 2016-17 Budget Assumptions**

Mr. Duff presented to the Board the 2016-17 budget adjustments. A total of \$1.9 million was identified in savings and revenues; and \$913,000 was identified in expenses and revenue loss. Other budget adjustments included the Fund 38 debt service fund to properly record financing transactions and to adjust fund reserves as well as changes made to capital project funds to update costs, financing and fund transfers.

Next steps will include Administration finalizing the dedicated fund balance plan for interim budget proposal; the Board approving the preliminary budget in June; and the Board approving the original budget/set tax levy for the 2017-18 fiscal year in October.

Dr. Frontier moved, Mr. Wisner seconded, to approve the budget adjustments. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow). Noes – 0. The motion to approve passed.

#### **b. Goodland Elementary School Start and End Time Schedule**

Mr. Duff presented the Goodland Elementary School start and end time schedule. For the 2017-18 school year, Priority Schools no longer need to plan for an extended day to meet mandated hours by the Wisconsin Department of Public Instruction. Therefore, Goodland requested the following changes to their instructional day, which will be in line with instructional minutes at peer RUSD elementary schools: start time at 7:20 a.m. and end time at 2:05 p.m.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the proposed start and end time schedule for Goodland Elementary School. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

#### **c. Sonnenberg School Boundary**

Mr. Duff presented the Sonnenberg School boundary to the Board. The District received notification that Sonnenberg School will be opening a facility in Mt. Pleasant for the 2017-18 school year in the RUSD boundary. State law requires private schools to provide attendance areas for the schools to the District for Board approval by April 1 of each year. The Sonnenberg School appears to service more children with special needs and currently has a school in the Kenosha area.

Mr. Hanser moved, Mr. O’Connell seconded, to approve the Sonnenberg School attendance area. Ayes – 9 (Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser). Noes – 0. The motion to approve passed.

#### **d. Reading, English and Language Arts (ELA) Resources for K-12**

Ms. Janell Decker, Assistant Director of Curriculum and Instruction, and Dr. Christopher Thompson, Executive Director of Curriculum and Instruction, presented to the Board the Reading/English Language Arts (ELA) resources for K-12. The Curriculum Review Committee consisted of 29 individuals throughout the District. The Lucy Calkins and Schoolwide resources provides students with reading and writing strategies through instructional mini-lessons that support proficiency level growth for all students. The workshop model is adaptive to student need and based on student reading and writing work with teacher observations.

The resource and professional learning costs are as follows: \$323,902 for elementary schools and \$295,345 for middle schools. Resources for high schools is yet to be determined since rolling out ELA

in high school will be over a two years. Various teachers and instructional coaches in the audience introduced themselves and stated their support of the presented resources.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the purchase of the Lucy Calkins Units of Study in Reading and Writing, classroom libraries, Schoolwide Fundamentals, and professional development for a total of \$619,247 beginning in the 2017-18 school year. Ayes – 9 (Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to approve passed.

e. **English Language Development (ELD) Resources for English as a Second Language K-12**

Ms. Patricia Lenow, English Language Learner Coordinator, and Dr. Christopher Thompson, Executive Director of Curriculum and Instruction, presented the English Language Development resources for English as a Second Language K-12. The Textbook Adoption Committee consisted of over 27 individuals throughout the District who worked on reviewing resources. The implementation of the National Geographic Learning (*Reach, Inside, and Edge*) will be scheduled for the 2017-18 school year in grades K5 through 12. Ongoing training for ESL teachers will be embedded into scheduled ESL teacher meetings.

Dr. Frontier moved, Mr. O’Connell seconded, to approve the purchase of the National Geographic Learning (*Reach, Inside, and Edge*) for a total not to exceed \$311,216 beginning in the 2017-18 school year. Ayes – 9 (McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. The motion to approve passed.

f. **Center for Educational Leadership and Technology Contract for Information Technology Planning Services**

Mr. Peltz presented on the Center for Educational Leadership and Technology (CELТ) Contract for the information technology planning services to the Board. The Information Systems department contracted with CELТ to build a rolling, comprehensive technology and curriculum integration plan for the District. The work CELТ is doing has been rolled out in phases. The first two phases of the plan were considered “discovery phases.” The District established a \$50,000 purchase order to cover the cost of the first two phases as allowed by the Board of Education’s professional service agreement rules. As phases of work are completed, it has been determined the total cost of what it will take to create the final product is \$129,000.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the total allocation of \$129,000 for the continuation of utilizing services from CELТ. Ayes – 9 (O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna). Noes – 0. The motion to approve passed.

g. **Energy Efficiency Tax Levy Related to Jerstad-Agerholm School**

Mr. Duff presented on the energy efficiency tax levy for debt payments related to the Jerstad-Agerholm School to be completed by Trane U.S. Inc. State law provides school districts with the authority to approve a tax levy over and above state revenue limits to fund the energy efficiency projects completed by companies utilizing a performance contract. The Board of Education must approve an energy efficiency tax levy before October 1. Authorization can be given to approve the energy efficiency tax levy for all annual debt payments rather than approving the levy each year. Approving this resolution will authorize the energy efficiency tax levy for all associated debt related to the project completed by Trane in 2016 and 2017.

Dr. Frontier moved, Mr. Heckenlively seconded, to approve the resolution establishing the energy efficiency tax levy for the debt costs associated with Trane U.S. Inc., for the 2017-18 through 2024-25 school years. Be It Resolved That The School Board Of The Racine Unified School District Is Exercising Its Taxing Authority Under S. 121.91 (4)(o), Wis. Stats., On Or Before October 1<sup>ST</sup>, To Exceed The Revenue Limit On A Non-Recurring Basis By An Amount The District Will Spend On

Principal And Interest Payments On Remaining Debt For The Next 8 Years Of Debt Payments For The \$6,000,000 General Obligation School Improvement Bond Issued May 15, 2017. The Debt Was Issued For New Energy Efficiency Measures. The Amount To Be Expended On Debt For Projects Completed by Trane U.S. Incorporated:

2017-18	\$650,943.89
2018-19	\$491,562.50
2019-20	\$558,712.50
2020-21	\$555,062.50
2021-22	\$590,912.50
2022-23	\$640,712.50
2023-24	\$1,668,381.25
2024-25	\$1,740,725.00

The Board Has Entered Into A 20 Year Performance Contract Under S. 66.0133, Stats., With Trane U.S. Inc. For A Project To Implement The Following Energy Efficiency Measures Or To Purchase Energy Efficiency Products. The Board Has Also Identified The Following Cost Recovery Performance Indicators To Measure Energy Savings And/Or Operational Savings For Each Measure Or Product, Including The Timeline For Cost Recovery: 1. Jerstad-Agerholm School – Converting The Existing Steam System To A Hybrid Hot Water Boiler System • Projected Cost: \$5,675,100 • Performance Indicator: 107,885 Kwh Savings And 14,875 Therms Savings • Timeline: November 2016 – October 2017 • Projected Energy And Operational Savings \$309,403 • Projected Payback Period: 16.7 Years. 2. Jerstad-Agerholm School – Fire Alarm Upgrade • Projected Cost: \$421,600 • Performance Indicator: No Estimated Kwh Or Therms Savings • Timeline: November 2016 – October 2017 • Projected Annual Capital Cost Avoidance \$21,984 • Projected Payback Period: 21.2 Years. Savings Will Also Be Recognized From Focus On Energy Grants Of Up To \$33,600. Monitoring And Evaluation Of The Projects Will Begin Upon Completion Of The Projects By Trane U.S. Inc. An Evaluation Of The Performance Indicators Will Be Included As An Addendum In The Required Published Budget Summary Document Per S. 65.90, Wis. Stats., And In The District’s Published Minutes Of The School Board Meeting. The Board Will Use The Evaluation To Determine The Amount Of Energy Or Utility Cost Savings, As A Result Of The Project, That Shall Be Applied To Retire The Debt. Ayes – 9 (Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell). Noes – 0. The motion to approve passed.

**h. WE Energies Easement at Jerstad-Agerholm Site**

Mr. Hazen presented on the WE Energies easement at the Jerstad-Agerholm site to the Board. WE Energies requested an easement on the District property located at the Jerstad-Agerholm School. The easement would allow for work to be done to “install underground utility facilities.” The easement should not diminish the use of the property. There is no cost to the District.

Mr. Hanser moved, Mr. O’Connell seconded, to approve the easement on District property located at the Jerstad-Agerholm School. Ayes – 9 (Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser). Noes – 0. The motion to approve passed.

**i. Horlick High School Library ADA Improvements**

Mr. Hazen presented on the proposed ADA improvements at the Horlick High School library. This includes the construction of a ramp for access to the lower level and new carpeting. Funding for the project will be financed using referendum funds.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the construction of new ADA improvements at the Horlick High School library at a cost not to exceed \$167,774 to Bukacek Construction. Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke). Noes – 0. The motion to approve passed.

**j. Horlick High School Science Classroom Addition Construction and Classroom Remodeling**

Mr. Hazen and Mr. Arnold presented on the science classroom addition construction and remodeling at Horlick High School. Originally, anticipated bids were to come in between \$3.3 to \$3.8 million, but the received bids came in slightly over \$5 million. Mr. Arnold shared factors that impacted pricing. Mr. Hazen suggested deferring any action so Administration may take a closer look at the bids and budget.

Mr. Hanser moved, Mr. Heckenlively seconded, to defer this item to the next study session. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow). Noes – 0. The motion to approve passed.

**k. Horlick High School Science Lab Furniture Purchase**

Mr. Hazen presented on the science lab furniture purchase to the Board. Operations will not administer the purchase order for the furniture until the Board approves the project, but it may be approved now if the Board is comfortable.

Dr. Frontier moved, Ms. Duchow seconded, to defer this to next Tuesday’s study session. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

**l. Racine Alternative Education Facilities Construction for Turning Point Academy and Virtual School at the 2333 Northwestern Avenue Building**

Mr. Hazen presented on the Racine Alternative Education facilities construction for the Turning Point Academy and Virtual School at the Northwestern Avenue building. The bid came in slightly under budget, but the Board should know there is more work to be done at the building.

Mr. Hooper moved, Mr. O’Connell seconded, to approve the construction of the new Turning Point Academy and Virtual School facilities at a cost not to exceed \$1,863,864.28. Ayes – 9 (Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser). Noes – 0. The motion to approve passed.

**12. BOARD CONSENT AGENDA**

- a. Board Meeting Minutes of April 24, 2017
- b. Executive Session Minutes of April 24 and May 1, 2017
- c. Work Session Minutes of May 1, 2017
- d. Oath of Office and Reorganization Meeting Minutes of April 24, 2017
- e. REAL School Charter Contract Expiration

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the Board Consent Agenda. All were in favor. The motion to approve passed.

**13. SUPERINTENDENT CONSENT AGENDA**

- a. Personnel Changes
- b. Monthly Financial Statements for April 2017
- c. Incidents by Students to Staff for April 2017
- d. Youth Options Courses Fall, 2017
- e. Operational-Expectation-10 Part II (Instructional Program)

Dr. Frontier moved, Mr. Hooper seconded, to approve the Superintendent Consent Agenda. All were in favor. The motion to approve passed.


**14. REFERRALS**

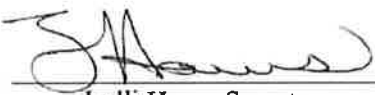
**a. Referral #06-2017 (Agenda Amendments)**

Mr. Wiser moved, Mr. Heckenlively seconded, to refer referral item #06-2017 to the Governance Committee. All were in favor. The motion to approve passed.

**15. ADJOURNMENT**

Mr. O'Connell moved, Mr. Heckenlively seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 9:23 p.m.

Signed:   
Matthew Hanser, Clerk

Signed:   
Lolli Haws, Secretary





## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wiser, Vice President

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Racine, Wisconsin

August 21, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, August 21, 2017.

#### 3. ROLL CALL

The following Board members were present: Michelle Duchow, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Dennis Wiser, and Robert Wittke, Jr. Absent: Michael Frontier and Brian O'Connell.

Also present: Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Eric Gallien, Deputy Superintendent; Lolli Haws, Superintendent; Dave Hazen, Chief Operations Officer; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication & Community Engagement; Dan Thielen, Chief of Secondary Transformation; Christopher Thompson, Executive Director of Curriculum and Instruction; Bryan Arnold, Director of Building and Grounds; and Elizabeth Tobias, Executive Assistant.

#### 4. APPROVAL OF THE AGENDA

Ms. Duchow moved, Mr. Heckenlively seconded, to make a friendly amendment to extend the public speaking section to three minutes each. Ayes – 5 (Duchow, Hanser, Heckenlively, Hooper, McKenna). Noes – 2 (Wiser, Wittke). Motion of the amendment passed.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the agenda as presented. Ayes – 7 (Hanser, Heckenlively, Hooper, McKenna, Wiser, Wittke, Duchow). Noes – 0. Motion to approve passed.

#### 5. RECOGNITIONS

Ms. Neubauer coordinated the Board of Education's recognitions for the evening. The Board recognized the 2017 Case High School Full Diploma IB graduates as well as the other high-achieving Case High School students who far exceeded expectations on IB testing last school year. The following are IB Scholars that received a 4.0 or higher on three or more IB exams: Julia Atkins, Kaitlin Bartlett, Laura Cardenas, Hana Church, Kelly Cole, Ty Cruz, Andrew Dahl, David Finley, Lauryn Gullberg, Breeanne Heusdens, Alfred Kinchen, Hannah Klinkhammer, Antonina Kortendick, Erin Long, Kealy Marnell, Alyx Pedraza, Samantha Penzkowski, Michael Pucci, Jocelin Reynoso Urenda, Daniel Rohde, Taylor Shufelt, Abigail Smith, Taylor Vance, and Kerri Warner. The following are IB Scholars with Honor receiving a 4.25 average on four IB exams: Tongzhuo Chang, Wendy Cruz, Abram Fabela, Husien Hammad, Alex Harmann, Ty Monty, Emma Mortensen, and Mariam Rodriguez. The following are IB Scholars with Distinction receiving a 4.0 or higher on five IB exams: Amari Dailey and Jenna Swiertz. The following students received an IB full diploma with a 4.0 average or higher on six exams as well as completed a Theory of Knowledge, Extended Essay, and Creative, Activity and Service: Emily Bollendorf, Emma Graves, Amanda Kemper, Collin Nguyen, Alyssa Olson, Myranda Orlovsky, Alex

Shaw, Brooke Strain, and Anneliese Tomlinson.

## **6. REPORTS ON STUDENT ACHIEVEMENT**

### **a. Freshman on Track to Graduate**

### **b. Graduation Rate Update**

Mr. Thielen gave an update to the Board regarding the number of freshman students on track to graduate. In 2016-17, 60.5% (or 177 more students since 2015-16) of freshman are on track to graduate by having completed seven or more credits. The implementation of Freshman Advocates in high schools along with the increase of online credit recovery options for students have been successful in increasing the number of freshman who are on track to graduate.

Mr. Thielen also gave an update to the Board on graduation rates. Data shows that throughout the last seven years, RUSD's graduation rate has increased by 9.8%. The District is also closing the achievement gap to 6.2% between the District's graduation rate and the state's.

## **7. SUPERINTENDENT'S REPORT**

### **a. Process for Employee Input to Revised Handbook**

Dr. Haws updated the Board on the process for employee input to the revised Employee Handbook. At the last Board Business meeting, the Board voted for administration to gather input from employees on the language of the revised handbook. In making sure that all 3,200 employees had the opportunity to provide input, the District not only sent an email, but also sent a postcard to every home of every employee giving them a link of where to find the proposed handbook as well as a template to submit their input. Administration received 136 replies and will now review the input and consider all suggestions. On August 15<sup>th</sup>, Human Resources hosted a meeting with representatives from the REA, REAA, RAA, and Local 152. The group will meet again this week. Administration will review all feedback received, make changes to the handbook as appropriate, and then present the revisions back to the Board of Education.

### **b. Academies of Racine Summer Retreat**

Dr. Haws informed the Board of the Academies of Racine summer retreat held on August 18<sup>th</sup> at The Johnson Foundation at Wingspread. This retreat gave an opportunity to review what was done last year, what can be made better and what the goals are for the upcoming year. The Career Academies will be launched for sophomores this fall. There is tremendous support from business partners in the Racine community for the Academies of Racine.

### **c. Annual Progress Report to the Community**

On Tuesday, August 15, Dr. Haws presented the District's 2016-17 results, ongoing and upcoming initiatives such as Academies of Racine, *My School. My Choice.*, and RUSD's new five-year strategic plan at The Johnson Foundation at Wingspread to an audience of community leaders and elected officials. This update also included a panel with Deputy Superintendent, Dr. Gallien; Board of Education President, Robert Wittke, Jr.; RAMAC Present and CEO, Matt Montemurro; and Higher Expectations Executive Director, Jeff Neubauer.

### **d. Leadership Hiring Announcements**

Dr. Haws introduced new and promoted District administrators, including: Mr. Joshua Hancock, principal at Olympia Brown Elementary; Mr. Esteban Malacara, directing principal at Mitchell K-8; Mr. Richard Wytonick, principal at Knapp Elementary; and Ms. Kimberly Granger, Director of Health Services.

### **e. Back to School Staff Events**

Dr. Haws shared several back to school events that have taken place, including the Data Team Retreat, Leadership Kickoff, and New Teacher Orientation. The 2017 Institute Day will be held on Thursday,

August 31 with all employees meeting at Case High School to kick-off the new school year. The first day of school is Tuesday, September 5.

## **8. BOARD DEVELOPMENT**

### **a. 2017-18 Quarter 1 Report on Referendum Spending**

Mr. Hazen and Mr. Arnold presented on the Quarter 1 report on Referendum Spending for 2017-18 to the Board. To date, the District has spent roughly \$3.5 million on upgrading technology, \$10.2 million on new construction and \$8.1 million on major maintenance projects. Some of the referendum needs have changed since 2014. The Board will be presented with future projects at the next work session.

## **9. PUBLIC INPUT**

Bob LaSalle, Racine, WI 53403

Questioned why the District teaches children in the dual language program Spanish in the students' formative years versus being taught English first.

Dr. Haws commented that dual language is a program that parents have the option to select the program for their child; it is not required; The District offers this dual language program to all families. The program starts in Spanish and then transitions to English. Research shows that this is the best way for children to acquire a new language.

Point of Order by Mr. Wisser. The purpose of public input is not to have an active debate, but to provide a set of comments and one response.

Amy Cimbalk, Sturtevant, WI 53177

Spoke in favor of handbook changes and requested the Board adopt changes in handbook without further delay.

Ryan Knudson, 3603 W. Manitoba Street, Milwaukee, WI 53215

Mr. Knudson was not present to give comments.

## **10. ACTION ITEMS**

### **a. Quaver Marvelous World of Music Curriculum Adoption and Resources Purchase**

Dr. Thompson presented this music curriculum adoption and resource purchase for all kindergarten through middle school level General Music classes.

Mr. Wisser moved, Mr. Hanser seconded, to approve the purchase of Quaver Marvelous World of Music for a total of \$37,320 for each of three years (2017-18, 2018-19 and 2019-20) at a total District cost of \$111,960. Ayes – 7 (Heckenlively, Hooper, McKenna, Wisser, Wittke, Duchow, Hanser). Noes – 0. The motion to approve passed.

### **b. Staffing Process Exception for My School. My Choice.**

Ms. Landry presented the request to the Board of Education to make exceptions to the addenda of the employee handbook to implement the *My School. My Choice.* staffing process. The Staffing Kaizen Committee recommends that staff at Starbuck and McKinley be given first priority to apply and be considered for positions for which they qualify at the "new" IB Middle School and any other vacant or new position created as a result of the *My School. My Choice.* initiative.

Mr. Hanser moved, Mr. Wisser seconded, to approve exceptions to addenda of the Employee Handbook as requested. Ayes – 7 (Hooper, McKenna, Wisser, Wittke, Duchow, Hanser, Heckenlively). Noes – 0. The motion to approve passed.

c. **Independent Hearing Officers**

Dr. Haws presented to the Board the Independent Hearing Officers slated for the 2017-18 school year. State law and Board policy dictate Independent Hearing Officers must be reaffirmed before the start of the new school year.

Mr. Heckenlively moved, Mr. Hooper seconded, to approve that Gilbert Berthelsen, Thomas Krohn, and Richard Regner be appointed as Independent Hearing Officers for the 2017-18 school year. Ayes – 7 (McKenna, Wisner, Wittke, Duchow, Hanser, Heckenlively, Hooper). Noes – 0. The motion to approve passed.

**11. BOARD CONSENT AGENDA**

- a. **Board Meeting Minutes of July 24, 2017**
- b. **Executive Session Minutes of July 24, 2017**
- c. **Special Board Meeting and Work Session Minutes of August 7, 2017**
- d. **SME PRIME Grant Acknowledgement**
- e. **Project CAPE Grant Acknowledgement**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the Board Consent Agenda. All were in favor. The motion passed.

**13. SUPERINTENDENT CONSENT AGENDA**

- a. **Personnel Changes**
- b. **Monthly Financial Statements for July, 2017**
- c. **Administrative Regulation 6168 (Animals in Schools)**

Mr. Hanser moved, Mr. Wisner seconded, to approve the Superintendent Consent Agenda. All were in favor. The motion passed.

**14. REFERRALS (None)**


**15. ADJOURNMENT**

Mr. Heckenlively moved, Ms. Duchow seconded, to adjourn. All were in favor. The motion to adjourn passed. The meeting adjourned at 7:35 p.m.

Signed:

  
\_\_\_\_\_  
Matthew Hanser, Clerk

Signed:

  
\_\_\_\_\_  
Lolli Haws, Secretary



## **Appendix B:**

- **8 Projects brought to Board for Approval**

- 8 major maintenance/renovation construction projects were approved by the Board

PROJECT	DESIGN	BID	BOE APPROVAL	WORK START	WORK END
Alternative Education & Virtual Learning Construction (NW Ave)	March, 2017	April, 2017	May, 2017	June, 2017	August, 2017
Case HS Hammes Track	June, 2016	April, 2017	April, 2017	June, 2017	August, 2017
Case HS Hammes Track Revised Contract Value Approval	June, 2016	April, 2017	July, 2017	June, 2017	August, 2017
Horlick Construction Pathway Addition	Nov 2016- Feb 2017	April, 2017	April, 2017	May, 2017	July, 2017
Horlick Library ADA Compliance	March, 2017	April, 2017	May, 2017	June, 2017	August, 2017
Horlick Science Classroom Reno & Addition Casework	February, 2017	March, 2017	March, 2017	June, 2017	August, 2017 Remodel
Horlick Science Classroom Reno & Addition Project	February, 2017	April, 2017	May, 2017	June, 2017	December, 2017 Addition
Jerstad Agerhom Mechanical Improvements	June- Aug 2016	October, 2016	May, 2017	December, 2016	October, 2017
McKinley Fire Alarm Replacement	October, 2016	December, 2016	January, 2017	February, 2017	June, 2017
REAL School Construction	Sept 2016- Jan 2017	February, 2017	March, 2017	April, 2017	August, 2017 Remodel



**Appendix C:**

- **Age and Obsolescence Plan**

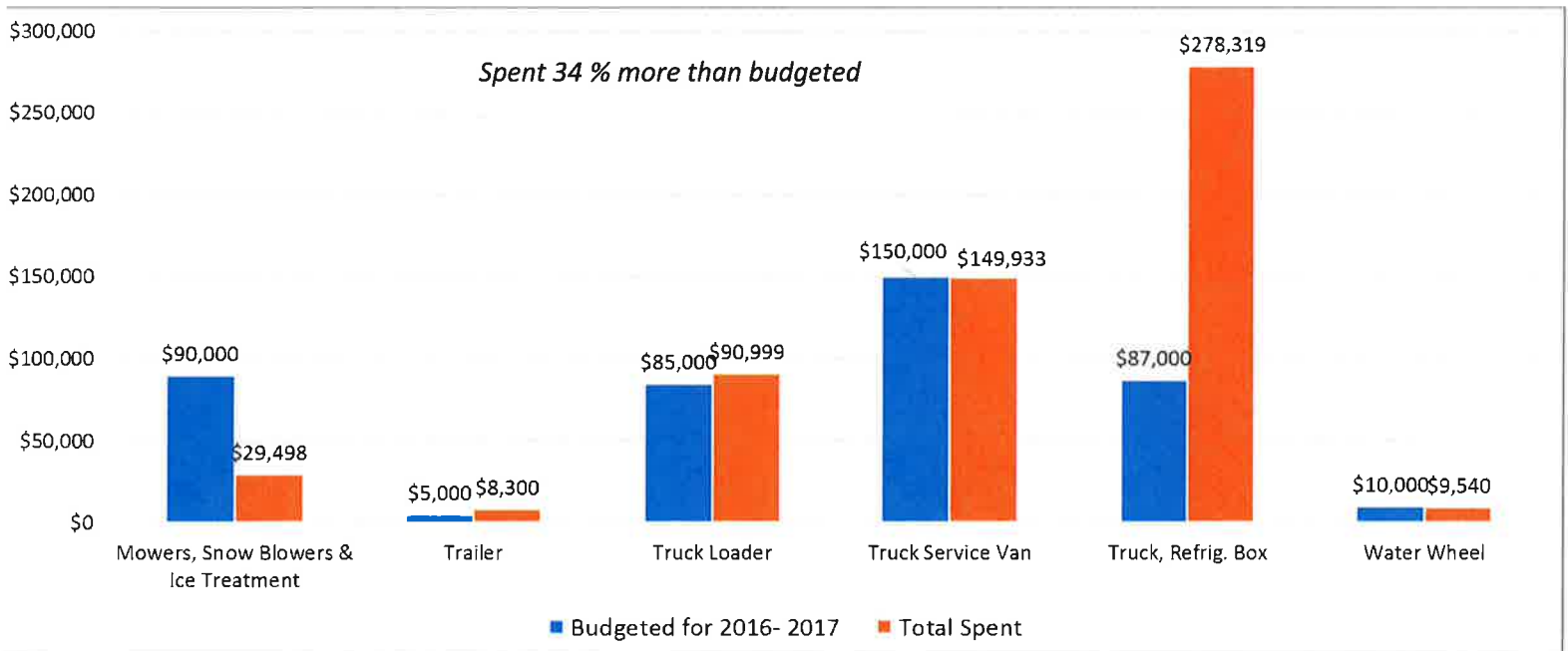


### SECTION 3.3

#### RUSD FLEET SERVICES

<u>Equipment Name</u>	<u>Total Spent</u>	<u>Budget for 2016-2017</u>
Truck Loader (Ventrac)	\$90,999	\$85,000
Truck Service Van	\$149,933	\$150,000
Truck, Refrigerated Box	\$278,319	\$87,000
Trailer	\$8,300	\$5,000
Water Wheel	\$9,540	\$10,000
Mowers, Snow Blowers & Ice Treatment	\$29,498	\$90,000
<b>TOTAL SPENT</b>	<b>\$572,858</b>	
<b>TOTAL REQUESTED</b>		<b>\$427,000</b>

( 34% more)



**RACINE UNIFIED SCHOOL DISTRICT**  
**February 20, 2017**  
**Operations**

**Agenda Item:** Fleet Vehicle Purchase

**Presenting:** David Hazen and Bryan Arnold

**Description:** To provide the Board with fleet maintenance and grounds service vehicles for use by the Buildings and Grounds Department. Specifically, 5 service-technician vans and 1 heavy duty pickup truck.

IFB #17-076 was received January 10<sup>th</sup>, 2017. Two responses were received and ranged from \$142,824 to \$150,901 for all 6 vehicles.

Boucher Auto Group is recommended to be awarded the contract for purchase as the responsive bidder meeting the specifications. An additional benefit is realized by awarding the contract to Boucher Auto Group as a local Racine vendor.

Delivery will be completed within 7 days of contract award and authorization to proceed from purchasing.

The purchase of this equipment supports compliance with the Operational Expectations (OE3) with respect to the Age and Obsolescence Plan (A&O) implementation.

**Fiscal Note:** The total cost of this request is \$150,901.00

**Recommendation:** The Board to approve the agreement with Boucher Auto Group for providing 5 service van and 1 pickup truck service vehicles as provided for in IFB#17-076.



2216 N. Greenbay Rd.  
Waukegan, IL 60087  
Phone: (847) 336-1205

COPY

Locations:

Waukegan, IL  
(847) 336-1205

Ingleside, IL  
(815) 363-4100

Joliet, IL  
(815) 464-6650

SOLD TO \*\*\* emailed \*\*\*  
RACIO9 RACINE UNIFIED SCHOOL DIST  
ATTN: A.P.  
3109 MOUNT PLEASANT  
RACINE, WI 53404

SHIP TO  
RACINE UNIFIED SCHOOL DIST  
~~PO# 120128~~  
3109 MOUNT PLEASANT  
RACINE, WI 53404

Sold By: VERD01 PO #: 133420  
Ship By: SCOTT V Tax #: ES 42052

Date 11/23/16 WHLGDS INVOICE WT31942  
7:38:39 PRT: 3 Open

Tax	D	Qty	Description	Price	Amount
E		39.55300	VC0412 VENTRAC SER#:KC180-AB1638 Tractor	KC180 GRINDR	2678.00
COMMENT					** TOTAL EQUIPMENT SALE 86181.00
E		*** TERMS: DUE NET 10 DAYS ***			
E		WE APPRECIATE YOUR BUSINESS			

gh  
By [Signature]  
12/7/16

Terms: Net 10th of month following purchase. Past due invoices subject to interest at 1.5% per month (18% annual rate)

\*\* SUBTOTAL 81781.00

Charge Sale

*Joseph Leaver*

PAY THIS AMOUNT

\$81781.00



2216 N. Greenbay Rd.  
 Waukegan, IL 60087  
 Phone: (847) 336-1205

Locations:

Waukegan, IL  
 (847) 336-1205

Ingleside, IL  
 (815) 363-4100

Joliet, IL  
 (815) 464-6650

SOLD TO \*\*\* emailed \*\*\*  
 RACI09 RACINE UNIFIED SCHOOL DIST  
 ATTN: A.P.  
 3109 MOUNT PLEASANT  
 RACINE, WI 53404

SHIP TO  
 RACINE UNIFIED SCHOOL DIST  
~~PO# 120128~~  
 3109 MOUNT PLEASANT  
 RACINE, WI 53404

Sold By: VERD01 PO #: 133420  
 Ship By: SCOTT V Tax #: ES 42052

Date 11/23/16 WHLGDS INVOICE WI31942  
 7:38:39 PRT: 3 Open

Tax	D	Qty	Description	Price	Amount
- COMMENTS -					
Each Trade In Includes Loader, Broom, Snowblower, & Blade					
All Equipment Specifications Per Quote By Scott Verdun					
TURF EQ TRADE					
E		2	KUBOTA B2150 S/N 60838, 60839		4400.00
EQUIPMENT SALE					
E		39.51209	VC0386 VENTRAC 4500Y SER#:4500Y-AJ05226~		20353.00
E		39.51209	VC0387 VENTRAC 4500Y SER#:4500Y-AJ05228-		20353.00
E		70.2014	VC0413 VENTRAC KW452 CAB SER#:KW452-AA01082		6621.50
E		70.2014	VC0393 VENTRAC KW452 CAB SER#:KW452-AA01046		6621.50
E		39.55427	VC0409 VENTRAC KX523 SER#:KX523-AA4288		4760.50
E		39.55427	VC0401 VENTRAC KX523 SER#:KX523-AA4267		4760.50
E		70.2013	VC0414 VENTRAC SA250 SPRDR SER#:SA250-AA01770		4856.50
E		70.2013	VC0392 VENTRAC SA250 SPRDR SER#:SA250-AA01731		4856.50
E		39.55400	VC0410 VENTRAC HB580 BROOM SER#:HB580-AB3056		3734.00
E		39.55400	VC0399 VENTRAC HB580 BROOM SER#:HB580-AB3036		3734.00
E		39.55252	VC0411 VENTRAC KD602 BLADE SER#:KD602-AA3191		1426.00
E		39.55252	VC0400 VENTRAC KD602 BLADE SER#:KD602-AA3195		1426.00

Terms: Net 10th of month following purchase. Past due invoices subject to interest at 1.5% per month (18% annual rate)



2216 N. Greenbay Rd.  
Waukegan, IL 60087  
Phone: (847) 336-1205

COPY

Locations:

Waukegan, IL  
(847) 336-1205

Ingleside, IL  
(815) 363-4100

Joliet, IL  
(815) 464-6650

SOLD TO \*\*\* emailed \*\*\*  
RACIO9 RACINE UNIFIED SCHOOL DIST  
ATTN: A.P.  
3109 MOUNT PLEASANT  
RACINE, WI 53404

SHIP TO  
RUSD-500AP  
ADMINISTRATIVE  
SERVICE CENTER  
3109 MT. PLEASANT ST  
RACINE, WI 53404

*on Borg Drill 6/11/17*

Sold By: VERD01 PO #: 135333 Date 5/23/17 WHLGDS INVOICE WI32540  
Ship By: Tax #: ES 42052 11:45:34 PRT: 1 Open

Tax	D	Qty	Description	Price	Amount
- COMMENTS -					
** ALL LISTED BELOW INSTALLED ON CUSTOMERS UNIT **					
E			EQUIPMENT SALE		
			VC0464 VENTRAC 39.55280 DG550 RNOVTR		7693.15
			SER#:DG550-AA01169		
			Renovator		
			Installed on Customers Unit - 70.4100 3 Point Hitch Kit,		
			70.8156 Brush Groomer Kit, 70.8154 Groomer Drags Kit		
			(includes Steel & Coco Mat), 70.4038 Hydraulic Top Link,		
			70.4126 Rear Hydraulic Valve.		
E			VC0465 VENTRAC 39.55285 DR540 GROOMR		1525.75
			SER#:DR540-AA01145		
					** TOTAL EQUIPMENT SALE 9218.90
E			COMMENT *** TERMS: DUE NET 10 DAYS ***		
E			WE APPRECIATE YOUR BUSINESS		

Terms: Net 10th of month following purchase. Past due invoices subject to interest at 1.5% per month (18% annual rate)

*Heever*

\*\* SUBTOTAL 9218.90

X Customer Copy

Charge Sale

Phone: (262) 635-5600

PAY THIS AMOUNT

\$9218.90

close PO





BOUCHER

Frank Boucher Chevrolet, Inc.  
PO Box 085570  
Racine, WI 53406  
Ph: (262) 886-1010  
Fax: (262) 886-8642  
Federal Tax ID: 39-1643599

COPY

: INVOICE REMITTANCE  
: Please return this portion with your check  
: made payable to:  
:  
: Frank Boucher Chevrolet, Inc.  
: PO Box 085570  
: Racine, WI 53406

Racine Unified School District  
3109 Mt. Pleasant ST.  
Racine, WI 53404

: AMOUNT ENCLOSED \$ \_\_\_\_\_

Invoice		Previous Balance		Invoice		Previous Balance	
119443		0.00		119443		0.00	
Date	Reference	Description	Charge	Credit	Date	Reference	Charges
2/28/2017	16C620	Purchase of a 2016 Chevy Express VIN# 1GCWGAFF8G1303331	\$22,829.50		2/28/2017	2016 Chevy Express Cargo Van	\$22,829.50
	16C749	Purchase of 2016 Chevy Express VIN# 1GCWGAFF2G1331903	\$22,729.50			2016 Chevy Express Cargo Van	\$22,729.50
	16C750	Purchase of 2016 Chevy Express VIN# 1GCWGAFF2G1332288	\$22,729.50			2016 Chevy Express Cargo Van	\$22,729.50
	16C789	Purchase of 2016 Chevy Express VIN# 1GCWGAFF0G1338753	\$22,029.50			2016 Chevy Express Cargo Van	\$22,029.50
	16C848	Purchase of 2016 Chevy Plow Truck VIN# 1GC0KUEG9GZ357688	\$37,500.50			2016 Chevy Silverado Plow Truck	\$37,500.50
	16C945	Purchase of 2016 Chevy Express VIN# 1GCWGAFF9G1327427	\$22,114.50			2016 Chevy Express Cargo van	\$22,114.50
TOTALS			\$149,933.00	0.00			

Current	30 Days	60 Days	90+ Days	Amount Due
\$ 149,933.00				\$ 149,933.00

Please pay this amount
\$ 149,933.00



Thank You For Your Business

For billing questions call:

Mark Towne  
(262) 886-1010

DR  
5/8/17  
on By [Signature] 5/9/17

Company 4620 Racine Unified School District  
Total POs 7 Lines 18 Amount

FC	PO	Status	PO Date	V
<input type="checkbox"/>	92468	Closed	02/28/2008	11770
<input type="checkbox"/>	92469	Closed	02/28/2008	11770
<input type="checkbox"/>	92950	Closed	03/31/2008	11770
<input type="checkbox"/>	114770	Closed	02/01/2012	11770
<input type="checkbox"/>	118978	Closed	02/22/2013	11770
<input type="checkbox"/>	127332	Closed	04/12/2015	11770
<input type="checkbox"/>	133651 \$ 278,319.00	Closed	11/22/2016	11770
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				





Gleason  
631-2032

# MIKE'S TRAILER SALES, INC.

COPY

(262) 886-0551  
6410 Washington Avenue (Hwy. 20)  
Racine, WI 53406

Customer's Order No.	Phone No. 262-770-7036	Date 5/25/17	
Sold To Racine Unified			
Address			
City		Quote	
Qty.	Description	Price	Amount
	Sure Trac Model		3900 <sup>00</sup>
	STB120IT-B-140		
	Implement Trailer		
option	Heavy Duty Split spring Assist Gate		310 <sup>00</sup>
	Mesa Tool Basket		75 <sup>00</sup>
	Head crank w/lock set up		350 <sup>00</sup>
	Fabricated Bolt on Basket 7' wide		550 <sup>00</sup>
	With Freight		
	PO 134919W	Subtotal	5185 <sup>00</sup>
	Pick up 5/22/17	Tax	
		TOTAL	5185 <sup>00</sup>
		Deposit	
		Balance Due	5185 <sup>00</sup>

Rec'd.  
By

*Joseph Beever*

Thank You

37914

Oh by *David*  
5/31/17

*5/31/17*



5/13/17

# MIKE'S TRAILER SALES, INC.

(262) 886-0551

6410 Washington Avenue (Hwy. 20)

Racine, WI 53406

COPY

Customer's Order No.		Phone No.	Date
Racine Unified		262-770-7036	5/13/17
Sold To			
Racine Unified			
Address			
City			
<b>Quote</b>			
Qty.	Description	Price	Amount
	Stone-Trace Tilt Trailer		3115.00
	6.5 x 12		
	8" Drings		
	Adj Hitch (position Ball)		
	Single 7K Axle		
	Rayland 5100 lbs		
	Drop Axle		
	Model ST 7812 SATE - 8 - 070		
	P.O. 134919		
	Pick up 5/16/17		
Subtotal			3115.00
Tax			
TOTAL			3115.00
Deposit			
Balance Due			3115.00
Rec'd. By	Mike's Trailer Sales		

or by bank 5/13/17

Rec'd. By: *Mike's Trailer Sales*  
Thank You

37915

# RACINE UNIFIED SCHOOL DISTRICT PURCHASE REQUISITION

SCHOOL NAME      Horlick High School	REQUISITION #
DEPT. REQUESTING      B&G	RECOMMENDED VENDOR NAME      Reinders
PERSON REQUESTING      BR	ADDRESS      W227 N6225 Sussex Road
DATE      June 29, 2017	CITY/STATE/ZIP      Sussex, WI 53089-3969
DATE NEEDED      ASAP	VENDOR CODE   Fiscal Year 2017-18

Quantity	UOM	Vendor Item #	Description (include colors & sizes when appropriate)	Unit Price	Total Price
1			B140 Kifco Water Reel 5.5HP Booster W/Komet per proposal dated June 22, 2017		
					\$9,540.90

**Comments:**

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Where did you obtain pricing?     Catalog (specify catalog year or issue & attach copy of pages(s) \_\_\_\_\_)

Website

Vendor Quote (please attach a copy of the quote).

Verbal Quote (Identify person and date) \_\_\_\_\_

Other-Please specify: \_\_\_\_\_

Is S&H no charge or included in the cost of purchase? \_\_\_\_\_ If not, did you remember to include S&H costs? \_\_\_\_\_

Do prices include a discount? \_\_\_\_\_ If so, what percent? \_\_\_\_\_

For each item, if UOM is set/pkg/cs/etc., please detail how many per unit (i.e. 24/cs) \_\_\_\_\_

**ORDERS ARE NOT ACCEPTED UNTIL ALL BOXES BELOW ARE CHECKED OR MARKED N/A**

Charge to Account Number	Supervisor Approval	Level II Apprv	Accounting Apprv	Purchasing Apprv	PO #
10.840.0560.254200.000.846.701	<i>OR</i> 6/29/17				

# FILE COPY

QUOTE DATE	ORDER NO.
06/22/17	1692867-00
P.O. NO.	PAGE #
Kifco Quote	1

CUST.#: 106526

SHIP TO: RACINE UNIFIED SCHOOL DISTRICT  
SERVICE BLDG.  
3109 MOUNT PLEASANT ST  
RACINE, WI 53404

CORRESPONDENCE TO: Reinders, Inc.  
P.O. Box 78955  
Milwaukee, WI 53278-0955

BILL TO: RACINE UNIFIED SCHOOL DISTRICT  
3109 MOUNT PLEASANT ST  
RACINE, WI 53404-1511

INSTRUCTIONS		TERMS
		Net 30 Days
SHIP POINT	SHIP VIA	REQ SHIP DATE
Reinders, Inc. (Sussex Whse)	SALES REP	06/27/17

Quote Expires: 08/21/17

LINE NO.	PRODUCT AND DESCRIPTION	QTY. ORDERED	QTY. B.O.	QTY. SHIPPED	QTY. U/M	UNIT PRICE	DISCOUNT	AMOUNT (NET)
1	B140 B140 KIFCO WATER REEL 5.5HP BOOSTER W/ KOMET	1			EA	10601.00 Net9540.90	10.00%	9540.90
1	Lines Total					Total Total		9540.90 9540.90

Taken By: emab Sales Rep: 99 Order Type: QU

Last Page

**FILE COPY**

CENTRAL SAW AND MOWER, INC.  
 2625 A LATHROP AVE  
 RACINE, WI 53405  
 Phone: 262-637-9546, Fax: 262-637-2215  
 Email: centralsaw@centralsaw.com  
 Web Address: www.centralsaw.com

COPY

**INVOICE**

Invoice No.: 126804  
 Date : 5/10/2017 11:14 AM

**Bill To:**

RACINE UNIFIED SCHOOL DISTRICT  
 3109 MT. PLEASANT STREET,  
 P.O.128090 GAR 112780 GROUND,  
 RACINE, WI 53404-

*on boy A  
 5/15/17*

**Ship To:**

RACINE UNIFIED SCHOOL DISTRICT  
 3109 MT. PLEASANT STREET,  
 P.O.128090 GAR 112780 GROUND,  
 RACINE, WI 53404-  
 Phone: 262-631-7164

Sales Person	Customer PO	Ship Date	Due Date	Terms
KK	136005		6/9/2017	Due 30 Days

**Parts :**

*PO 136002*

Part	Description	Sold	Shipped	BO	Price	Net Price	Extension
ARI 92606500	ST28DLE PRO 120V Serial #: 002207	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00
ARI 92606500	ST28DLE PRO 120V Serial #: 001898	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00
ARI 92606500	ST28DLE PRO 120V Serial #: 002202	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00
ARI 92606500	ST28DLE PRO 120V Serial #: 002208	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00
ARI 92606500	ST28DLE PRO 120V Serial #: 002206	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00
ARI 92606500	ST28DLE PRO 120V Serial #: 001900	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00
ARI 92606500	ST28DLE PRO 120V Serial #: 001899	1.00	1.00	0.00	\$2,389.00	\$1,784.00	\$1,784.00

*Snow Blowers*

**Work Completed / Notes : po 136002**

<b>Subtotal:</b>	\$16,723.00
<b>Discount:</b>	\$4,235.00
<b>Tax:</b>	\$0.00
<b>Total:</b>	\$12,488.00
<b>Balance Due:</b>	\$12,488.00

*Amy Nelson  
 R060*

All repairs are covered under warranty for 30 days from repair date. Fuel has a shelf life of thirty (30) days. Fuel over thirty (30) days is NOT recommended and voids the repair warranty on the machine. 20% restocking fee for returned parts. NO returns on belts or special order parts, NO EXCEPTIONS! All electrical parts are non-refundable. Returns must be within 15 days and original receipt must be present.

*✓  
 5/12/17*

*Mowers*

CENTRAL SAW AND MOWER, INC.  
 2625 A LATHROP AVE  
 RACINE, WI 53405  
 Phone: 262-637-9546, Fax: 262-637-2215  
 Email: centralsaw@centralsaw.com  
 Web Address: www.centralsaw.com

COPY

**INVOICE**

Invoice No.: 123497  
 Date : 5/1/2017 8:42 AM

**Bill To:**  
**RACINE UNIFIED SCHOOL DISTRICT**  
 3109 MT. PLEASANT STREET,  
 P.O.128090 GAR 112780 GROUND,  
 RACINE, WI 53404-

**Ship To:**  
**RACINE UNIFIED SCHOOL DISTRICT**  
 3109 MT. PLEASANT STREET,  
 P.O.128090 GAR 112780 GROUND,  
 RACINE, WI 53404-  
 Phone: 262-631-7164

Sales Person	Customer PO	Ship Date	Due Date	Terms
JW	135495		5/31/2017	Due 30 Days

**Parts :**

Part	Description	Sold	Shipped	BO	Price	Net Price	Extension
TOR 39078	15 H KAW FS 48" WAM	1.00	1.00	0.00	\$5,888.00	\$4,239.36	\$4,239.36

*Toro*  
 Serial #: 400098102  
 WALK BEHIND MOWER

Work Completed / Notes : JOE REEVES 770-7036  
 JOSEPH.REEVES@RUSD.ORG

Subtotal: \$5,888.00  
 Discount: \$1,648.64  
 Tax: \$0.00  
 Total: \$4,239.36  
 Amt Tendered: \$0.00  
 Change: \$0.00  
 Balance Due: \$4,239.36 ✓

*on by  
 [Signature]*

All repairs are covered under warranty for 30 days from repair date. Fuel has a shelf life of thirty (30) days. Fuel over thirty (30) days is NOT recommended and voids the repair warranty on the machine. 20% restocking fee for returned parts. NO returns on belts or special order parts, NO EXCEPTIONS! All electrical parts are non-refundable. Returns must be within 15 days and original receipt must be present.

Customer:

Date: 5/1/2017 8:42:40 AM

*[Signature]*

*[Signature]*  
 5/1/17

**RACINE UNIFIED SCHOOL DISTRICT  
PURCHASE REQUISITION**



<b>SCHOOL: ASC</b>	<b>REQUISITION #</b>
<b>DEPT. REQUESTING B&amp;G</b>	<b>RECOMMENDED Maxon equipment</b>
<b>PERSON REQUESTING Michael Hennessy</b>	<b>ADDRESS 6221 122nd</b>
	<b>CITY/STATE/ZIP Kenosha, WI 53142</b>
<b>DATE NEEDED ASAP</b>	<b>VENDOR CODE</b>   <b>Fiscal Year 16/17</b>

Quantity	UOM	Vendor Item #	Description (include colors & sizes when appropriate)	Unit Price	Total Price
4			western harness	54.18	216.72
4			25 gallon tank	967.50	3870.00
4			pump	1871.00	7484.00
4			Delivery and installation	300.00	1200.00
			<b>Total</b>		<b>\$12,771.13</b>

Where did you obtain pricing?  Catalog (specify catalog year or issue & attach copy of pages(s) \_\_\_\_\_)  
 Website  
 Vendor Quote (please attach a copy of the quote).  
 Verbal Quote (Identify person and date) \_\_\_\_\_  
 Other-Please specify: \_\_\_\_\_

Is S&H no charge or included in the cost of purchase?  X \_\_\_\_\_ If not, did you remember to include S&H costs? \_\_\_\_\_

Do prices include a discount? \_\_\_\_\_ If so, what percent? \_\_\_\_\_

For each item, if UOM is set/pkg/cs/etc., please detail how many per unit (i.e. 24/cs) \_\_\_\_\_

**ORDERS ARE NOT ACCEPTED UNTIL ALL BOXES BELOW ARE CHECKED OR MARKED N/A**

<u>Charge to Account Number</u> 10 840 0553 254200 000 846 701 <b>440</b>	<u>Supervisor Approval</u>	<u>Level II Apprv</u> <i>[Signature]</i>	<u>Accounting Apprv</u>	<u>Purchasing Apprv</u>	<u>PO #</u>
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12/5/16





**Appendix D:**

- **Inspections (Cleanliness, Safety, Vestibule Entry Controls and Fire)**
- **Work Order Data**

# 1-009 | Management Summary Report

 Return  Edit  PDF  Excel

**Date of First Audit : 03 Dec 2016**  
**Date of Last Audit : 11 Jun 2017**  
**Management : Racine Unified School District**

**Audits Conducted : 70**

## US-RUSD

**Average Score : 95%**

### Top Questions

<u>Reference</u>	<u>Question</u>	<u>% Non-Compliance</u>
USRUSDha01	<b>A. Horizontal surfaces</b>	4%
USRUSDha02	<b>B. Corners, vents, exhaust fans, etc.</b>	2%
USRUSDha05	<b>E. Floor: mop , debris, sanitized, etc</b>	2%
USRUSDlr08	<b>H.Wall surfaces</b>	1%
USRUSDcl05	<b>E. Floor: mop , debris, sanitized, etc</b>	1%

# Audits Included

Date of First Audit : 03 Dec 2016

Date of Last Audit : 11 Jun 2017

Management : Racine Unified School District

Audits Conducted : 70

	<u>Date</u>	<u>Site/Store No.</u>	<u>Site Name</u>	<u>Audit Name</u>	<u>Management Name</u>	<u>Auditor</u>	<u>Score</u>
1	03 Dec 2016	US-RUSD280	Gilmore Middle	Racine Unified School District V2	Racine Unified School District	RUSD User 2	94.07%
2	03 Dec 2016	US-RUSD280	Gilmore Middle	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96.3%
3	17 Dec 2016	US-RUSD134	Jerstad Agerholm EL	Racine Unified School District V2	Racine Unified School District	RUSD User 2	95.71%
4	17 Dec 2016	US-RUSD282	Jerstad Agerholm MD	Racine Unified School District V2	Racine Unified School District	RUSD User 2	72%
5	17 Dec 2016	US-RUSD3109	Admin Bldg. 1	Racine Unified School District V2	Racine Unified School District	RUSD User 2	91.54%
6	31 Dec 2016	US-RUSD119	Gifford	Racine Unified School District V2	Racine Unified School District	RUSD User 3	96%
7	31 Dec 2016	US-RUSD166	Schulte	Racine Unified School District V2	Racine Unified School District	RUSD User 3	98.75%
8	31 Dec 2016	US-RUSD491	Case High School	Racine Unified School District V2	Racine Unified School District	RUSD User 3	96.67%
9	31 Dec 2016	US-RUSD164	West Ridge	Racine Unified School District V2	Racine Unified School District	RUSD User 3	97.31%
10	31 Dec 2016	US-RUSD121	Giese	Racine Unified School District V2	Racine Unified School District	RUSD User 3	100%
11	31 Dec 2016	US-RUSD122	Goodland	Racine Unified School District V2	Racine Unified School District	RUSD User 3	98.43%
12	01 Jan 2017	US-RUSD288	Starbuck	Racine Unified School District V2	Racine Unified School District	RUSD User 3	95.87%
13	01 Jan 2017	US-RUSD111	Dr Jones	Racine Unified School District V2	Racine Unified School District	RUSD User 3	99.2%
14	01 Jan 2017	US-RUSD148	Mitchell EL	Racine Unified School District V2	Racine Unified School District	RUSD User 3	96.81%
15	01 Jan 2017	US-RUSD138	Knapp	Racine Unified School District V2	Racine Unified School District	RUSD User 3	99.23%
16	02 Jan 2017	US-RUSD118	Fratt	Racine Unified School District V2	Racine Unified School District	RUSD User 3	99.15%
17	02 Jan 2017	US-RUSD284	McKinley	Racine Unified School District V2	Racine Unified School District	RUSD User 3	98.81%
18	02 Jan 2017	US-RUSD132	Jefferson	Racine Unified School District V2	Racine Unified School District	RUSD User 3	99.6%
19	02 Jan 2017	US-RUSD106	Steven Bull	Racine Unified School District V2	Racine Unified School District	RUSD User 3	96.6%

20	02 Jan 2017	US-RUSD114	Racine Early Education	Racine Unified School District V2	Racine Unified School District	RUSD User 3	100%
21	27 Jan 2017	US-RUSD001	REAL School	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96.67%
22	01 Feb 2017	US-RUSD3109	Admin Bldg. 1	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96.8%
23	01 Feb 2017	US-RUSD162	Wadewitz	Racine Unified School District V2	Racine Unified School District	RUSD User 2	97.14%
24	01 Feb 2017	US-RUSD112	Olympia Brown	Racine Unified School District V2	Racine Unified School District	RUSD User 2	97.14%
25	01 Feb 2017	US-RUSD492	Horlick High School	Racine Unified School District V2	Racine Unified School District	RUSD User 2	98.24%
26	04 Feb 2017	US-RUSD500	Admin Bldg. 2	Racine Unified School District V2	Racine Unified School District	RUSD User 2	89.03%
27	04 Feb 2017	US-RUSD150	North Park	Racine Unified School District V2	Racine Unified School District	RUSD User 2	100%
28	04 Feb 2017	US-RUSD134	Jerstad Agerholm EL	Racine Unified School District V2	Racine Unified School District	RUSD User 2	93.14%
29	04 Feb 2017	US-RUSD282	Jerstad Agerholm MD	Racine Unified School District V2	Racine Unified School District	RUSD User 2	92.63%
30	04 Feb 2017	US-RUSD280	Gilmore Middle	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96.97%
31	04 Feb 2017	US-RUSD501	Racine Alternative Education	Racine Unified School District V2	Racine Unified School District	RUSD User 2	100%
32	11 Feb 2017	US-RUSD154	Roosevelt	Racine Unified School District V2	Racine Unified School District	RUSD User 2	100%
33	11 Feb 2017	US-RUSD284	McKinley	Racine Unified School District V2	Racine Unified School District	RUSD User 2	95.76%
34	11 Feb 2017	US-RUSD132	Jefferson	Racine Unified School District V2	Racine Unified School District	RUSD User 2	97.06%
35	11 Feb 2017	US-RUSD310	Walden III	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96.47%
36	18 Feb 2017	US-RUSD001	REAL School	Racine Unified School District V2	Racine Unified School District	RUSD User 2	88.82%
37	18 Feb 2017	US-RUSD130	Janes Elementary	Racine Unified School District V2	Racine Unified School District	RUSD User 2	98.82%
38	18 Feb 2017	US-RUSD174	Red Apple	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96%
39	18 Feb 2017	US-RUSD120	Julian Thomas	Racine Unified School District V2	Racine Unified School District	RUSD User 2	92.57%
40	15 Mar 2017	US-RUSD130	Janes Elementary	Racine Unified School District V2	Racine Unified School District	RUSD User 2	97.14%
41	19 Mar 2017	US-RUSD134	Jerstad Agerholm EL	Racine Unified School District V2	Racine Unified School District	RUSD User 2	91.35%
42	25 Mar 2017	US-RUSD491	Case High School	Racine Unified School District V2	Racine Unified School District	RUSD User 2	94.86%
43	25 Mar 2017	US-RUSD164	West Ridge	Racine Unified School District V2	Racine Unified School District	RUSD User 2	93.14%
44	25 Mar 2017	US-RUSD288	Starbuck	Racine Unified School District V2	Racine Unified School District	RUSD User 2	98.29%
45	01 Apr 2017	US-RUSD494	Washington Park High School	Racine Unified School District V2	Racine Unified School District	RUSD User 2	94.55%



	46	01 Apr 2017	US-RUSD118	Fratt	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96%
47		01 Apr 2017	US-RUSD122	Goodland	Racine Unified School District V2	Racine Unified School District	RUSD User 2	81.71%
48		08 Apr 2017	US-RUSD150	North Park	Racine Unified School District V2	Racine Unified School District	RUSD User 2	98.92%
49		08 Apr 2017	US-RUSD112	Olympia Brown	Racine Unified School District V2	Racine Unified School District	RUSD User 2	97.06%
50		15 Apr 2017	US-RUSD154	Roosevelt	Racine Unified School District V2	Racine Unified School District	RUSD User 2	99.43%
51		23 Apr 2017	US-RUSD174	Red Apple	Racine Unified School District V2	Racine Unified School District	RUSD User 2	97.65%
52		23 Apr 2017	US-RUSD501	Racine Alternative Education	Racine Unified School District V2	Racine Unified School District	RUSD User 2	87.78%
53		23 Apr 2017	US-RUSD280	Gilmore Middle	Racine Unified School District V2	Racine Unified School District	RUSD User 2	92.73%
54		30 Apr 2017	US-RUSD111	Dr Jones	Racine Unified School District V2	Racine Unified School District	RUSD User 2	94.05%
55		13 May 2017	US-RUSD286	Mitchell MD	Racine Unified School District V2	Racine Unified School District	RUSD User 2	88.15%
56		13 May 2017	US-RUSD121	Giese	Racine Unified School District V2	Racine Unified School District	RUSD User 2	99.49%
57		13 May 2017	US-RUSD136	SC Johnson	Racine Unified School District V2	Racine Unified School District	RUSD User 2	93.71%
58		13 May 2017	US-RUSD284	McKinley	Racine Unified School District V2	Racine Unified School District	RUSD User 2	87.06%
59		20 May 2017	US-RUSD492	Horlick High School	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96.47%
60		20 May 2017	US-RUSD3109	Admin Bldg. 1	Racine Unified School District V2	Racine Unified School District	RUSD User 2	98.18%
61		20 May 2017	US-RUSD500	Admin Bldg. 2	Racine Unified School District V2	Racine Unified School District	RUSD User 2	91.58%
62		23 May 2017	US-RUSD132	Jefferson	Racine Unified School District V2	Racine Unified School District	RUSD User 2	100%
63		03 Jun 2017	US-RUSD119	Gifford	Racine Unified School District V2	Racine Unified School District	RUSD User 2	82.22%
64		03 Jun 2017	US-RUSD166	Schulte	Racine Unified School District V2	Racine Unified School District	RUSD User 2	96%
65		10 Jun 2017	US-RUSD162	Wadewitz	Racine Unified School District V2	Racine Unified School District	RUSD User 2	95.9%
66		10 Jun 2017	US-RUSD138	Knapp	Racine Unified School District V2	Racine Unified School District	RUSD User 2	90.29%
67		10 Jun 2017	US-RUSD114	Racine Early Education	Racine Unified School District V2	Racine Unified School District	RUSD User 2	100%
68		10 Jun 2017	US-RUSD106	Steven Bull	Racine Unified School District V2	Racine Unified School District	RUSD User 2	99.26%
69		11 Jun 2017	US-RUSD310	Walden III	Racine Unified School District V2	Racine Unified School District	RUSD User 2	94.81%
70		11 Jun 2017	US-RUSD120	Julian Thomas	Racine Unified School District V2	Racine Unified School District	RUSD User 2	89.66%

## 1-001 | Audit Score Summary

&lt;&lt;Return

Edit

PDF

Excel

Date of First Audit : 01 Jan 2017

Date of Last Audit : 11 Jun 2017

Management : Racine Unified School District

Audits Conducted : 59

Start Date and Time	Site Name	Site/Store No.	Auditor	Score
2/1/2017 6:37:00 PM	<u>Admin Bldg. 1</u>	US-RUSD3109	RUSD User 2	97%
5/20/2017 3:34:00 PM	<u>Admin Bldg. 1</u>	US-RUSD3109	RUSD User 2	98%
2/4/2017 8:43:00 AM	<u>Admin Bldg. 2</u>	US-RUSD500	RUSD User 2	89%
5/20/2017 4:25:00 PM	<u>Admin Bldg. 2</u>	US-RUSD500	RUSD User 2	92%
3/25/2017 1:31:00 PM	<u>Case High School</u>	US-RUSD491	RUSD User 2	95%
1/1/2017 1:54:00 PM	<u>Dr Jones</u>	US-RUSD111	RUSD User 3	99%
4/30/2017 1:35:00 PM	<u>Dr Jones</u>	US-RUSD111	RUSD User 2	94%
1/2/2017 1:11:00 PM	<u>Fratt</u>	US-RUSD118	RUSD User 3	99%
4/1/2017 2:51:00 PM	<u>Fratt</u>	US-RUSD118	RUSD User 2	96%
5/13/2017 1:45:00 PM	<u>Giese</u>	US-RUSD121	RUSD User 2	99%
6/3/2017 1:44:00 PM	<u>Gifford</u>	US-RUSD119	RUSD User 2	82%
2/4/2017 2:35:00 PM	<u>Gilmore Middle</u>	US-RUSD280	RUSD User 2	97%
4/23/2017 12:14:00 PM	<u>Gilmore Middle</u>	US-RUSD280	RUSD User 2	93%
4/1/2017 4:30:00 PM	<u>Goodland</u>	US-RUSD122	RUSD User 2	82%
2/1/2017 7:33:00 PM	<u>Horlick High School</u>	US-RUSD492	RUSD User 2	98%
5/20/2017 1:20:00 PM	<u>Horlick High School</u>	US-RUSD492	RUSD User 2	96%
2/18/2017 12:41:00 PM	<u>Janes Elementary</u>	US-RUSD130	RUSD User 2	99%

User 2 = Tim  
User 3 = Ryan

9/13/2017 6:30:00 PM	<u>James Elementary</u>	US-RUSD130	RUSD User 2	91%
1/2/2017 2:16:00 PM	<u>Jefferson</u>	US-RUSD132	RUSD User 3	100%
2/11/2017 2:20:00 PM	<u>Jefferson</u>	US-RUSD132	RUSD User 2	97%
5/23/2017 5:56:00 PM	<u>Jefferson</u>	US-RUSD132	RUSD User 2	100%
2/4/2017 10:13:00 AM	<u>Jerstad Agerholm EL</u>	US-RUSD134	RUSD User 2	93%
3/19/2017 2:41:00 PM	<u>Jerstad Agerholm EL</u>	US-RUSD134	RUSD User 2	91%
2/4/2017 11:09:00 AM	<u>Jerstad Agerholm MD</u>	US-RUSD282	RUSD User 2	93%
2/18/2017 3:05:00 PM	<u>Julian Thomas</u>	US-RUSD120	RUSD User 2	93%
6/11/2017 3:19:00 PM	<u>Julian Thomas</u>	US-RUSD120	RUSD User 2	90%
1/1/2017 3:14:00 PM	<u>Knapp</u>	US-RUSD138	RUSD User 3	99%
6/10/2017 3:48:00 PM	<u>Knapp</u>	US-RUSD138	RUSD User 2	90%
1/2/2017 1:38:00 PM	<u>McKinley</u>	US-RUSD284	RUSD User 3	99%
2/11/2017 11:01:00 AM	<u>McKinley</u>	US-RUSD284	RUSD User 2	96%
5/13/2017 4:06:00 PM	<u>McKinley</u>	US-RUSD284	RUSD User 2	87%
1/1/2017 2:28:00 PM	<u>Mitchell EL</u>	US-RUSD148	RUSD User 3	97%
5/13/2017 11:07:00 AM	<u>Mitchell MD</u>	US-RUSD286	RUSD User 2	88%
2/4/2017 9:42:00 AM	<u>North Park</u>	US-RUSD150	RUSD User 2	100%
4/8/2017 2:49:00 PM	<u>North Park</u>	US-RUSD150	RUSD User 2	99%
2/1/2017 7:21:00 PM	<u>Olympia Brown</u>	US-RUSD112	RUSD User 2	97%
4/8/2017 3:43:00 PM	<u>Olympia Brown</u>	US-RUSD112	RUSD User 2	97%
2/4/2017 3:26:00 PM	<u>Racine Alternative Education</u>	US-RUSD501	RUSD User 2	100%
4/23/2017 11:31:00 AM	<u>Racine Alternative Education</u>	US-RUSD501	RUSD User 2	88%
1/2/2017 3:15:00 PM	<u>Racine Early Education</u>	US-RUSD114	RUSD User 3	100%
6/10/2017 4:41:00 PM	<u>Racine Early Education</u>	US-RUSD114	RUSD User 2	100%
1/27/2017 4:23:00 PM	<u>REAL School</u>	US-RUSD001	RUSD User 2	97%
2/18/2017 10:40:00 AM	<u>REAL School</u>	US-RUSD001	RUSD User 2	89%
2/18/2017 1:34:00 PM	<u>Red Apple</u>	US-RUSD174	RUSD User 2	96%
4/23/2017 10:58:00 AM	<u>Red Apple</u>	US-RUSD174	RUSD User 2	98%



2/4/2017 9:42:00 AM	<u>North Park</u>	US-RUSD150	RUSD User 2	100%
4/8/2017 2:49:00 PM	<u>North Park</u>	US-RUSD150	RUSD User 2	99%
2/1/2017 7:21:00 PM	<u>Olympia Brown</u>	US-RUSD112	RUSD User 2	97%
4/8/2017 3:43:00 PM	<u>Olympia Brown</u>	US-RUSD112	RUSD User 2	97%
2/4/2017 3:26:00 PM	<u>Racine Alternative Education</u>	US-RUSD501	RUSD User 2	100%
4/23/2017 11:31:00 AM	<u>Racine Alternative Education</u>	US-RUSD501	RUSD User 2	88%
1/2/2017 3:15:00 PM	<u>Racine Early Education</u>	US-RUSD114	RUSD User 3	100%
6/10/2017 4:41:00 PM	<u>Racine Early Education</u>	US-RUSD114	RUSD User 2	100%
1/27/2017 4:23:00 PM	<u>REAL School</u>	US-RUSD001	RUSD User 2	97%
2/18/2017 10:40:00 AM	<u>REAL School</u>	US-RUSD001	RUSD User 2	89%
2/18/2017 1:34:00 PM	<u>Red Apple</u>	US-RUSD174	RUSD User 2	96%
4/23/2017 10:58:00 AM	<u>Red Apple</u>	US-RUSD174	RUSD User 2	98%
2/11/2017 10:26:00 AM	<u>Roosevelt</u>	US-RUSD154	RUSD User 2	100%
4/15/2017 3:06:00 PM	<u>Roosevelt</u>	US-RUSD154	RUSD User 2	99%
5/13/2017 2:39:00 PM	<u>SC Johnson</u>	US-RUSD136	RUSD User 2	94%
6/3/2017 3:43:00 PM	<u>Schulte</u>	US-RUSD166	RUSD User 2	96%
1/1/2017 1:04:00 PM	<u>Starbuck</u>	US-RUSD288	RUSD User 3	96%
3/25/2017 4:38:00 PM	<u>Starbuck</u>	US-RUSD288	RUSD User 2	98%
1/2/2017 2:45:00 PM	<u>Steven Bull</u>	US-RUSD106	RUSD User 3	97%
6/10/2017 5:01:00 PM	<u>Steven Bull</u>	US-RUSD106	RUSD User 2	99%
2/1/2017 7:10:00 PM	<u>Wadewitz</u>	US-RUSD162	RUSD User 2	97%
6/10/2017 12:50:00 PM	<u>Wadewitz</u>	US-RUSD162	RUSD User 2	96%
2/11/2017 3:43:00 PM	<u>Walden Ill</u>	US-RUSD310	RUSD User 2	96%
6/11/2017 12:53:00 PM	<u>Walden Ill</u>	US-RUSD310	RUSD User 2	95%
4/1/2017 1:49:00 PM	<u>Washington Park High School</u>	US-RUSD494	RUSD User 2	95%
3/25/2017 2:53:00 PM	<u>West Ridge</u>	US-RUSD164	RUSD User 2	93%
<b>Average :</b>				<b>95%</b>

<b>LOC #</b>	<b>School</b>	<b>JULY 1, 2016 thru JUNE 30, 2017</b>
118	Fratt	2/21/2017
121	Giese	12/20/2016
119	Gifford	1/17/2017
122	Goodland	2/7/2017
491	J.I. Case	11/22/2016
132	Jefferson	3/21/2017
284	McKinley	1/12/2017
136	SC Johnson	5/10/2017
166	Schulte	4/4/2017
288	Starbuck	11/15/2016
164	West Ridge	5/23/2017



RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT

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DATE: 2/21/17 NEXT SAFETY AUDIT 2/2020  
SCHOOL NAME: Fratt  
ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:   
SCHOOL ADDRESS: 3501 Kinzie Ave  
SCHOOL TELEPHONE NUMBER: 262-664-8150  
DIRECTING PRINCIPAL: Babbitts

Audit Team Members (print name):

\_\_\_\_\_  
*RUSD Administrator/ Director of Safety & Security*

Bryan Arnold  
*Director of Buildings and Grounds*

\_\_\_\_\_  
*Buildings and Grounds Supervisor*

Brian Babbitts  
*School Principal*

\_\_\_\_\_  
*School Head Engineer*

\_\_\_\_\_  
*Fire Service*

## INITIAL BUILDING SECURITY ASSESSMENT

Criterion	YES	NO	N/A	Comment
Were the building's exterior doors secured?	✓			
Was the buildings front door camera system operational?	✓			
Was the buildings front door intercom system operational?	✓			
Did school staff greet and direct you to the main office?			✓	
Did school staff greet and escort you to the main office?			✓	
Was school staff member's photo identification visible?	✓			
Dose the school have security staff?		✓		
Was security staff visible?			✓	
Was security staffs photo identification visible?			✓	
Was security staff accessible?			✓	
Other?				

## CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS

Criterion	YES	NO	N/A	Comment
Does school have a current Crisis Response Action Plan manual?	✓			
Was the Crisis Response Action Plan manual readily accessible to staff?	✓			
Does the school have an Emergency Evacuation Kit? (EEK)	✓			
Does the EEK contain a copy of the school emergency operations plan?	✓			
Does the EEK contain student release/ sign- out sheets?			✓	Infinite Campus
Does the EEK contain emergency telephone numbers for response agencies?	✓			

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?	✓			
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?	✓			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?			✓	
Does the EEK contain emergency medical information regarding students and staff?			✓	
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			
Is the automated external defibrillator (AED) also included in the EEK?	✓			
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	✓			
Does the school have a formal crisis response team?	✓			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	✓			
Is student access to vehicles monitored during the school day?			✓	
Have all fire alarms pull stations and emergency lights been tested this year?	✓			
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	✓			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	✓			
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?	✓			

POLICY AND PROCEDURE (continued)

Criterion	YES	NO	N/A	Comment
Have any lockdown, severe weather sheltering and shelter in-place drills been conducted this year?	✓			
Has at least one functional exercise been conducted at the school this year to allow staff to practice for crisis situations?	✓			
Does the student handbook clearly explain school policy on weapons, dress code, plain-view searches and penalties associated with various offenses?	✓		✗	
Does the student handbook clearly explain search and seizure policies as they apply to the student, personal items, lockers and vehicles?	✓			
Are tasks assigned to ALL personnel in your emergency procedures plan? (Ex. Cafeteria workers, custodians, etc..)	✓			
Does every staff member know their role in the event of an emergency, especially for functional protocols such as lockdowns, shelter in place and emergency evacuations?	✓			
Is there some mechanism by which to advise substitute teachers of their role during an emergency?	✓			substitute
Does your plan address the location of all access points onto campus and how these can be controlled during a potential crisis?	✓			
Has the fire department conducted a pre-fire plan for your facility?	✓			
Have any and all fire code violations noted in the last fire inspection been corrected?	✓			
Are staff members trained in the use of fire extinguishers?		✓		District wide issue
Are backup personnel assigned for all critical crisis team functions?				
Is there a current list of all first aid and CPR certified staff in your facility?	✓			
Are all fire exit diagrams properly oriented?	✓			
Do all fire evacuation plans have a brightly colored indicator to show people where they are in the building? (You Are Here...?)			✓	written instructions

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			✓	
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				



## LOCKDOWNS

Criterion	YES	NO	N/A	Comment
Is there a plan of actions for students in hallways, cafeteria, outside on the ball fields and for bus unloading/ loading when the lock- down signal is initiated?	✓			
Does the school conduct lockdown drills?	✓			
Do teachers know proper procedures in a lockdown situation?	✓			
Do lockdown procedures include ALL school staff ( <i>ie, cafeteria works, media center personnel, custodial staff, etc...</i> )	✓			
Other?				

## FAMILY REUNIFICATION PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school established multiple areas away from the campus where students can be united with their families?	✓			
Has the school designated an individual to coordinate the family reunification site and all of the agencies that will be responding to that site?	✓			
Are staff members assigned responsibility and trained for signing out students and verifying identification?	✓			
Does the school crisis response team update student and staff emergency contact information several times a year?	✓			
Other?				

## MEDIA PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school designated a public information and back-up public information representative on the crisis response team?	✓			
Has all staff been briefed within the past year to remind them of the district media policy with an emphasis on the need to closely follow it during and after a crisis?	✓			
Other?				

### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?	✓			
Are there any hazardous materials concerns near the campus?		✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?		✓		
Are there commercial establishments near the school where armed robberies might occur?		✓		
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?		✓		
Are there major highways or railroad tracks near the school?		✓		
Are there nuclear power plants, factories or other industrial facilities near the school?		✓		
Are there any stores near the school that sell weapons of firearms?		✓		
Other Hazards noted:				

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓			
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?	✓			
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	✓			
Is there video surveillance in parking lots?		✓		
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?	✓	✓		

**SCHOOL GROUNDS (continued)**

Criterion	YES	NO	N/A	Comment
Are bushes and trees trimmed to reduce hiding spaces and is the campus line- of- sight free of obstructions?	✓			
Is there graffiti on walls and outbuildings?		✓		
Is there a designated after hour student pick- up area?	✓			
Are there any obstructions that could impede emergency vehicles?		✓		
Are all construction tools and materials secured at the end of the day and construction debris cleared?			✓	
Are door to internal courtyards kept secure?			✓	
Are courtyards adequately illuminated?			✓	

END OF DOCUMENT



RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT

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DATE: Dec. 20, 2016 *NEXT SAFETY Audit 12/2019*

SCHOOL NAME: Giese

ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:

SCHOOL ADDRESS: 5120 Byrd Ave

SCHOOL TELEPHONE NUMBER: 262-664-8250

DIRECTING PRINCIPAL: Thomas Hyland

Audit Team Members (print name):

\_\_\_\_\_  
*RUSD Administrator/ Director of Safety & Security*

*BRYAN ARZIVOLO* 12/20/16  
\_\_\_\_\_  
*Director of Buildings and Grounds*

\_\_\_\_\_  
*Buildings and Grounds Supervisor*

*THOMAS HYLAND* 12/20/16  
\_\_\_\_\_  
*School Principal*

\_\_\_\_\_  
*School Head Engineer*

\_\_\_\_\_  
*Fire Service*

## INITIAL BUILDING SECURITY ASSESSMENT

Criterion	YES	NO	N/A	Comment
Were the building's exterior doors secured?	✓			
Was the buildings front door camera system operational?	✓			
Was the buildings front door intercom system operational?	✓			
Did school staff greet and direct you to the main office?			✓	
Did school staff greet and escort you to the main office?			✓	
Was school staff member's photo identification visible?	✓			
Dose the school have security staff?		✓		
Was security staff visible?		<del>✓</del>	✓	
Was security staffs photo identification visible?			✓	
Was security staff accessible?			✓	
Other?				

## CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS

Criterion	YES	NO	N/A	Comment
Does school have a current Crisis Response Action Plan manual?	✓			
Was the Crisis Response Action Plan manual readily accessible to staff?	✓			
Does the school have an Emergency Evacuation Kit? (EEK)	✓			
Does the EEK contain a copy of the school emergency operations plan?	✓			
Does the EEK contain student release/ sign- out sheets?			✓	computerized

\* Jan 20 In service for Staff Training.

Does the EEK contain emergency telephone numbers for response agencies?	✓			
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**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?			✓	computerized
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?	✓			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?			✓	
Does the EEK contain emergency medical information regarding students and staff?			✓	
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			
Is the automated external defibrillator (AED) also included in the EEK?			✓	separate @ Nurse's office
Other?				

**POLICY AND PROCEDURE**


Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	✓			
Does the school have a formal crisis response team?	✓			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	✓			
Is student access to vehicles monitored during the school day?			✓	
Have all fire alarms pull stations and emergency lights been tested this year?	✓			
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	✓			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	✓			

Has a staff training or briefing session been conducted this year to review the districts emergency procedures?	✓			
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**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Have any lockdown, severe weather sheltering and shelter in-place drills been conducted this year?	✓			
Has at least one functional exercise been conducted at the school this year to allow staff to practice for crisis situations?	✓			
Does the student handbook clearly explain school policy on weapons, dress code, plain-view searches and penalties associated with various offenses?	✓			
Does the student handbook clearly explain search and seizure policies as they apply to the student, personal items, lockers and vehicles?	<del>✓</del>		✓	
Are tasks assigned to ALL personnel in your emergency procedures plan? (Ex. Cafeteria workers, custodians, etc..)	✓			
Does every staff member know their role in the event of an emergency, especially for functional protocols such as lockdowns, shelter in place and emergency evacuations?	✓			
Is there some mechanism by which to advise substitute teachers of their role during an emergency?	✓			Emergency info in Substitute folder
Does your plan address the location of all access points onto campus and how these can be controlled during a potential crisis?	✓			
Has the fire department conducted a pre-fire plan for your facility?		✓		Scheduled for Spring - March.
Have any and all fire code violations noted in the last fire inspection been corrected?	✓	<del>✓</del>		
Are staff members trained in the use of fire extinguishers?		✓		Inservice trng
Are backup personnel assigned for all critical crisis team functions?	✓			
Is there a current list of all first aid and CPR certified staff in your facility?	✓			
Are all fire exit diagrams properly oriented?		✓		



Do all fire evacuation plans have a brightly colored indicator to show people where they are in the building? ( <i>You Are Here...?</i> )				
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**POLICY AND PROCEDURE** (*continued*)

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? ( <i>As applicable</i> )	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			Starbuck
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			✓	Bldg principal, Engineer
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				

## LOCKDOWNS

Criterion	YES	NO	N/A	Comment
Is there a plan of actions for students in hallways, cafeteria, outside on the ball fields and for bus unloading/ loading when the lock- down signal is initiated?	✓			
Does the school conduct lockdown drills?	✓			
Do teachers know proper procedures in a lockdown situation?	✓			
Do lockdown procedures include ALL school staff (ie, cafeteria works, media center personnel, custodial staff, etc...)	✓			
Other?				

## FAMILY REUNIFICATION PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school established multiple areas away from the campus where students can be united with their families?	✓			Parade of Starbucks
Has the school designated an individual to coordinate the family reunification site and all of the agencies that will be responding to that site?	✓			CRISIS TEAM
Are staff members assigned responsibility and trained for signing out students and verifying identification?	✓			
Does the school crisis response team update student and staff emergency contact information several times a year?	✓			INFINITE CAMPUS
Other?				

## MEDIA PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school designated a public information and back-up public information representative on the crisis response team?	✓			
Has all staff been briefed within the past year to remind them of the district media policy with an emphasis on the need to closely follow it during and after a crisis?	✓			
Other?				

### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?	✓			
Are there any hazardous materials concerns near the campus?		✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?		✓		
Are there commercial establishments near the school where armed robberies might occur?		✓		
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?		✓		
Are there major highways or railroad tracks near the school?		✓		
Are there nuclear power plants, factories or other industrial facilities near the school?		✓		
Are there any stores near the school that sell weapons of firearms?		✓		
Other Hazards noted:				

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓			
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?		✓		
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	✓			

Is there video surveillance in parking lots?	✓			
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?	✓			

**SCHOOL GROUNDS** *(continued)*

Criterion	YES	NO	N/A	Comment
Are bushes and trees trimmed to reduce hiding spaces and is the campus line- of- sight free of obstructions?	✓			
Is there graffiti on walls and outbuildings?		✓		
Is there a designated after hour student pick- up area?	✓			
Are there any obstructions that could impede emergency vehicles?		✓		
Are all construction tools and materials secured at the end of the day and construction debris cleared?			✓	
Are door to internal courtyards kept secure?			✓	
Are courtyards adequately illuminated?			✓	

END OF DOCUMENT



**RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT**

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DATE: JAN 17, 2017      NEXT SAFETY Audit 1/2020

SCHOOL NAME: GIFFORD SCHOOL

ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:

SCHOOL ADDRESS: 8332 NORTHWESTERN AVE.

SCHOOL TELEPHONE NUMBER: 619-4550

DIRECTING PRINCIPAL: MARY CLINE

**Audit Team Members (print name):**

ALDRED DAYS  
*RUSD Administrator/ Director of Safety & Security*

BRYAN ARNOLD  
*Director of Buildings and Grounds*

*Buildings and Grounds Supervisor*

MARY CLINE / LES HUNT  
*School Principal*

*School Head Engineer*

*Fire Service*

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?		✓		INFINITE Campus
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?	✓			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?		✓		INFINITE Campus
Does the EEK contain emergency medical information regarding students and staff?		✓		INFINITE Campus
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			
Is the automated external defibrillator (AED) also included in the EEK?	✓			
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	✓			updated w/ new construction
Does the school have a formal crisis response team?	✓			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	✓			
Is student access to vehicles monitored during the school day?			✓	
Have all fire alarms pull stations and emergency lights been tested this year?	✓			
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	✓			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	✓			
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?	✓			include After Action Reviews of Drills & Incidents

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			WE Energies
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			MEET AT FRONT DOOR
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			✓	
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				



### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓	✗		
Are there any known locations of drug activity near the school?		✓		
Are there any hazardous materials concerns near the campus?	✓			Railroad Tracks
Are there drainage ditches near the campus that could pose a hazard to children following rain?	✓			Retention Pond.
Are there commercial establishments near the school where armed robberies might occur?		✓		
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?			✓	
Are there major highways or railroad tracks near the school?	✓			
Are there nuclear power plants, factories or other industrial facilities near the school?		✓		
Are there any stores near the school that sell weapons of firearms?		✓		
Other Hazards noted:				

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓			
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?	✓			
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	✓			
Is there video surveillance in parking lots?	✓			
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?	✓			



RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT

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DATE: 2/7/17 NEXT SAFETY Audit 2/2020

SCHOOL NAME: Goodland

ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:

SCHOOL ADDRESS: 4800 Grace land Blvd, Racine

SCHOOL TELEPHONE NUMBER: 444-6852

DIRECTING PRINCIPAL: Janet Colvin

Audit Team Members (print name):

ALDRED DAYS  
*RUSD Administrator/ Director of Safety & Security*

BRYAN ARNOLD  
*Director of Buildings and Grounds*

Buildings and Grounds Supervisor

JANET COLVIN  
*School Principal*

School Head Engineer

Fire Service

## INITIAL BUILDING SECURITY ASSESSMENT

Criterion	YES	NO	N/A	Comment
Were the building's exterior doors secured?	✓			
Was the buildings front door camera system operational?	✓			
Was the buildings front door intercom system operational?	✓			
Did school staff greet and direct you to the main office?	✓			
Did school staff greet and escort you to the main office?			✓	
Was school staff member's photo identification visible?			✓	
Dose the school have security staff?			✓	No Security Staff
Was security staff visible?			✓	↓
Was security staffs photo identification visible?			✓	
Was security staff accessible?			✓	
Other?				

## CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS

Criterion	YES	NO	N/A	Comment
Does school have a current Crisis Response Action Plan manual?	✓			
Was the Crisis Response Action Plan manual readily accessible to staff?	✓			
Does the school have an Emergency Evacuation Kit? (EEK)	✓			
Does the EEK contain a copy of the school emergency operations plan?	✓			
Does the EEK contain student release/ sign- out sheets?			✓	INFINITE Campus
Does the EEK contain emergency telephone numbers for response agencies?	✓			

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?	✓			- Red Binder in main office
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?	✓			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?	✓			
Does the EEK contain emergency medical information regarding students and staff?	✓			
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			Located in the nurses office hanging on
Is the automated external defibrillator (AED) also included in the EEK?	✓			in hall by Principals door.
Other?				Office to grab for evacuation if needed.

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	✓			
Does the school have a formal crisis response team?	✓			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?			✓	
Is student access to vehicles monitored during the school day?			✓	
Have all fire alarms pull stations and emergency lights been tested this year?	✓			
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	✓			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	✓			
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?	✓			beginning of school year meeting

POLICY AND PROCEDURE (continued)

Criterion	YES	NO	N/A	Comment
Have any lockdown, severe weather sheltering and shelter in-place drills been conducted this year?				Not yet - scheduled
Has at least one functional exercise been conducted at the school this year to allow staff to practice for crisis situations?	✓			CPA - Oct, 2016
Does the student handbook clearly explain school policy on weapons, dress code, plain-view searches and penalties associated with various offenses?	✓			
Does the student handbook clearly explain search and seizure policies as they apply to the student, personal items, lockers and vehicles?	✓			
Are tasks assigned to ALL personnel in your emergency procedures plan? (Ex. Cafeteria workers, custodians, etc..)	✓			
Does every staff member know their role in the event of an emergency, especially for functional protocols such as lockdowns, shelter in place and emergency evacuations?	✓			
Is there some mechanism by which to advise substitute teachers of their role during an emergency?	✓			Included in Sub folders
Does your plan address the location of all access points onto campus and how these can be controlled during a potential crisis?	✓			
Has the fire department conducted a pre-fire plan for your facility?	✓			Scheduled for Spring
Have any and all fire code violations noted in the last fire inspection been corrected?			✓	
Are staff members trained in the use of fire extinguishers?		✓		
Are backup personnel assigned for all critical crisis team functions?	✓			
Is there a current list of all first aid and CPR certified staff in your facility?	✓			
Are all fire exit diagrams properly oriented?	✓			
Do all fire evacuation plans have a brightly colored indicator to show people where they are in the building? (You Are Here...?)	✓			

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			Principal
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			✓	
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				

## LOCKDOWNS

Criterion	YES	NO	N/A	Comment
Is there a plan of actions for students in hallways, cafeteria, outside on the ball fields and for bus unloading/ loading when the lock- down signal is initiated?	↓			
Does the school conduct lockdown drills?	✓			
Do teachers know proper procedures in a lockdown situation?	✓			
Do lockdown procedures include ALL school staff (ie, cafeteria works, media center personnel, custodial staff, etc...)	✓			
Other?				

## FAMILY REUNIFICATION PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school established multiple areas away from the campus where students can be united with their families?	✓			
Has the school designated an individual to coordinate the family reunification site and all of the agencies that will be responding to that site?	✓			principle
Are staff members assigned responsibility and trained for signing out students and verifying identification?	✓			
Does the school crisis response team update student and staff emergency contact information several times a year?	✓			
Other?				

## MEDIA PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school designated a public information and back-up public information representative on the crisis response team?	✓			Admin. J. Colvin
Has all staff been briefed within the past year to remind them of the district media policy with an emphasis on the need to closely follow it during and after a crisis?	✓			Staff meeting
Other?				

### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?		✓		
Are there any hazardous materials concerns near the campus?		✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?		✓		
Are there commercial establishments near the school where armed robberies might occur?		✓		
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?			✓	
Are there major highways or railroad tracks near the school?			✓	
Are there nuclear power plants, factories or other industrial facilities near the school?			✓	
Are there any stores near the school that sell weapons of firearms?			✓	
Other Hazards noted:		✓		

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓			
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?		✓		
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	✓			
Is there video surveillance in parking lots?		✓		
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?	✓			



**SCHOOL GROUNDS (continued)**

Criterion	YES	NO	N/A	Comment
Are bushes and trees trimmed to reduce hiding spaces and is the campus line- of- sight free of obstructions?	✓			
Is there graffiti on walls and outbuildings?		✓		
Is there a designated after hour student pick- up area?	✓			
Are there any obstructions that could impede emergency vehicles?		✓		
Are all construction tools and materials secured at the end of the day and construction debris cleared?	✓			
Are door to internal courtyards kept secure?			✓	
Are courtyards adequately illuminated?			✓	

END OF DOCUMENT



RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT

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DATE: March 21, 2017 NEXT SAFETY Audit 3/2020

SCHOOL NAME: JEFFERSON Lighthouse

ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:

SCHOOL ADDRESS: 1722 W. Sixth Street, Racine

SCHOOL TELEPHONE NUMBER: 664-6900

DIRECTING PRINCIPAL: HEDI Williams

Audit Team Members (print name):

Aldren Days  
RUSD Administrator/ Director of Safety & Security

Bryan Arnow  
Director of Buildings and Grounds

Buildings and Grounds Supervisor

Heidi Williams  
School Principal

School Head Engineer

Fire Service

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?			✓	Infinite Campus
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?	✓			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?			✓	Infinite Campus
Does the EEK contain emergency medical information regarding students and staff?			✓	" "
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			
Is the automated external defibrillator (AED) also included in the EEK?	✓			10 Building
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	X			
Does the school have a formal crisis response team?		X		
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?			X	
Is student access to vehicles monitored during the school day?		X		no cameras outside
Have all fire alarms pull stations and emergency lights been tested this year?	X			
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?		✓		In process of updating
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?		✓		"
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?		X		- Formal will be conducted 17-18 (documenting changes that need to be made)

POLICY AND PROCEDURE (continued)

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	X			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	X			
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	X			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?		X		
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	X			Takes 45 minutes
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?			X	
Is there a staff member to check the alarm system at the end of the day?	X			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	X			Principal to make sure
Is there a policy for receiving cash and securing it at the school?		X		Not written
Is there a maintenance schedule for all regularly performed maintenance?	X			*Notebook
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			✓	
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?		X		We could do Colors of awareness
Other?				

### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?				
Are visitor parking areas easily observed from the school?		X		
Is the campus main entrance easily viewed from the street?	X			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	X	<del>NO</del>		
Are there any known locations of drug activity near the school?	X			
Are there any hazardous materials concerns near the campus?		X		
Are there drainage ditches near the campus that could pose a hazard to children following rain?		X		
Are there commercial establishments near the school where armed robberies might occur?	X			
Are there any locations where regular gang activity is occurring near the school?	X			
Is there currently construction underway near the school?		X		
Are there any vacant buildings near the school?	X			
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?		X		
Are there major highways or railroad tracks near the school?				<del>Highway</del> Both Sts. busy
Are there nuclear power plants, factories or other industrial facilities near the school?		X		
Are there any stores near the school that sell weapons of firearms?		X		
Other Hazards noted:				

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	X	<del>NO</del>		
Are the campus exterior grounds clean?	X			picked up DAILY
Are there any noticeable blockages for line-of-sight on the school grounds?	X			
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	X			
Is there video surveillance in parking lots?		X		
Are students issued parking permits that must be visually placed on their vehicle?			X	
Is there adequate lighting in all lots?		X		



**RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT**

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DATE: January 12, 2017 NEXT SCHEDULE SAFETY 1/2018  
SCHOOL NAME: McKinley Middle School  
ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:   
SCHOOL ADDRESS: 2340 Mohr Ave, Racine  
SCHOOL TELEPHONE NUMBER: 920 6150  
DIRECTING PRINCIPAL: Kathryn Poznanski

**Audit Team Members (print name):** Ellis Torrentine  
Acting

Aldred Doyls  
RUSD Administrator/ Director of Safety & Security

Bryan Anderson  
Director of Buildings and Grounds

Buildings and Grounds Supervisor

Ellis Torrentine  
School Principal - ASSIST Principal

School Head Engineer

Fire Service

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?			✓	Infinite Campus
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?		✓		NEED WHISTLE
Does the EEK contain a copy of the most recent school yearbook/ student pictures?	✓			
Does the EEK contain emergency medical information regarding students and staff?			✓	INFINITE CAMPUS
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			
Is the automated external defibrillator (AED) also included in the EEK?	✓			
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	✓			
Does the school have a formal crisis response team?	✓			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	✓			
Is student access to vehicles monitored during the school day?			✓	
Have all fire alarms pull stations and emergency lights been tested this year?	✓			Replacing FIRE Alarm.
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	✓			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	✓			
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?	✓			Beginning of School Year

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			Bldg service STAFF
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			↓
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			WREN ORDER SYSTEM
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			✓	
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				



### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?		✓		
Are there any hazardous materials concerns near the campus?		✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?		✓		
Are there commercial establishments near the school where armed robberies might occur?		✓		
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?			✓	
Are there major highways or railroad tracks near the school?		✓		
Are there nuclear power plants, factories or other industrial facilities near the school?		✓		
Are there any stores near the school that sell weapons of firearms?		✓		
Other Hazards noted:				

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓	✓		
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?		✓		
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?			✓	
Is there video surveillance in parking lots?		✓		
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?		✓		



**RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT**

DATE: 4-4-17 Next Scheduled Safety 4/20/20  
SCHOOL NAME: Schulte  
ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:   
SCHOOL ADDRESS: 8515 Westminster Dr.  
SCHOOL TELEPHONE NUMBER: 262-664-6300  
DIRECTING PRINCIPAL: Damon Jackson

**Audit Team Members (print name):**

Al Days  
RUSD Administrator / Director of Safety & Security

BRYAN ARNOLD  
Director of Buildings and Grounds

Buildings and Grounds Supervisor

DAMON JACKSON

School Principal

School Head Engineer

Fire Service

Does the EEK contain student release/ sign- out sheets?	✓			Infinite Campus
Does the EEK contain emergency telephone numbers for response agencies?	✓			"

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?	✓			Infinite Campus
Does the EEK contain a flashlight and extra batteries?	✓			
Does the EEK contain a whistle?	.			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?	✓			Infinite Campus
Does the EEK contain emergency medical information regarding students and staff?	✓			"
Does the EEK contain non- latex gloves?	✓			
Is the EEK readily available/ accessible?	✓			
Is the EEK easily mobile?	✓			
Is the first aid kit/ bag included in the EEK?	✓			
Is the automated external defibrillator (AED) also included in the EEK?	✓			
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	✓			
Does the school have a formal crisis response team?	✓			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	✓			
Is student access to vehicles monitored during the school day?			✓	
Have all fire alarms pull stations and emergency lights been tested this year?	✓			
Do you revise the names and assignments in your plan to reflect the	✓			online-updated

Are staff members trained in the use of fire extinguishers?		✓		District wide leave
Are backup personnel assigned for all critical crisis team functions?	✓			
Is there a current list of all first aid and CPR certified staff in your facility?	✓			
Are all fire exit diagrams properly oriented?				
Do all fire evacuation plans have a brightly colored indicator to show people where they are in the building? (You Are Here...?)				

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			Concordia LUTHERAN
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/			✓	

Has the school designated a public information and back-up public information representative on the crisis response team?	✓			DISTRICT LEVEL
Has all staff been briefed within the past year to remind them of the district media policy with an emphasis on the need to closely follow it during and after a crisis?	✓			
Other?				

### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?		✓		SOMEWHAT
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?	✓			
Are there any hazardous materials concerns near the campus?		✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?	✓			pond in back
Are there commercial establishments near the school where armed robberies might occur?	✓			
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?	✓			
Are there major highways or railroad tracks near the school?	✓			RT 11

**END OF DOCUMENT**



**RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT**

DATE: 11/15/16 *Next Scheduled Safety Audit 11/2019*  
SCHOOL NAME: STARBUCK MS  
ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:   
SCHOOL ADDRESS: 1516 OHIO ST.  
SCHOOL TELEPHONE NUMBER: 664-6500  
DIRECTING PRINCIPAL: Andre Bennet

Audit Team Members (print name):

  
RUSD Administrator/ Director of Safety & Security

  
Director of Buildings and Grounds

Buildings and Grounds Supervisor

  
School Principal

School Head Engineer

Fire Service

### **REVIEW PROCESS OF SAFETY AND SECURITY AUDITS:**

Upon completion of a safety and security audit, all schools / buildings shall provide the safety and security director a copy of the completed audit document. The director of safety and security shall review audit document results and ensure that a copy is forwarded to the Office of the Superintendent of Schools. Safety and security audit concerns shall be remedied, improved upon, or come into compliance within the time frame allotted or as soon as practical.

### **FREQUENCY OF SAFETY AND SECURITY AUDITS / REPORTS:**

- All district schools should be audited at least once every three years (One school cluster per year).
- All district schools / buildings shall provide a written report with audit results upon completion of the audit.



**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?		✓		
Does the EEK contain a flashlight and extra batteries?		✓		
Does the EEK contain a whistle?		✓		
Does the EEK contain a copy of the most recent school yearbook/ student pictures?		✓		
Does the EEK contain emergency medical information regarding students and staff?		✓		
Does the EEK contain non- latex gloves?		✓		
Is the EEK readily available/ accessible?		✓		
Is the EEK easily mobile?		✓		
Is the first aid kit/ bag included in the EEK?		✓		
Is the automated external defibrillator (AED) also included in the EEK?		✓		
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?				
Does the school have a formal crisis response team?	✓			FORMALIZED GROUP NEEDED- IMPROVEMENT
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	✓			
Is student access to vehicles monitored during the school day?		<del>✓</del>	✓	
Have all fire alarms pull stations and emergency lights been tested this year?				
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	✓			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	✓			
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?		✓		

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			Hall Monitors Violence Free Zone Team
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?			×	
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				

## SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?	✗	✓		
Are there any hazardous materials concerns near the campus?	✗	✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?	✗	✓		
Are there commercial establishments near the school where armed robberies might occur?	✓			
Are there any locations where regular gang activity is occurring near the school?	.	✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?	✓			
Are there major highways or railroad tracks near the school?	•	✓		
Are there nuclear power plants, factories or other industrial facilities near the school?		✓		
Are there any stores near the school that sell weapons of firearms?		✓		
Other Hazards noted:				

## SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓			
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?		✓		
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	✓			
Is there video surveillance in parking lots?		✓		
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?	✓			



RACINE UNIFIED SCHOOL DISTRICT  
CAMPUS SAFETY AND SECURITY AUDIT  
DOCUMENT

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DATE: 5/23/17      *NEXT SAFETY Audit 5/2020*  
SCHOOL NAME: Westridge ES  
ELEMENTARY:  MIDDLE SCHOOL:  HIGH SCHOOL:   
SCHOOL ADDRESS: 1347 S. Emertser Rd  
SCHOOL TELEPHONE NUMBER: \_\_\_\_\_  
DIRECTING PRINCIPAL: Joseph Hinz

Audit Team Members (print name):

<u>x</u>	<u>Bryan Arnold</u>
<i>RUSD Administrator/ Director of Safety &amp; Security</i>	<i>Director of Buildings and Grounds</i>
_____	_____
<i>Buildings and Grounds Supervisor</i>	<u>Joe Hinz</u>
_____	_____
<i>School Head Engineer</i>	<i>School Principal</i>
_____	_____
_____	<i>Fire Service</i>

## INITIAL BUILDING SECURITY ASSESSMENT

Criterion	YES	NO	N/A	Comment
Were the building's exterior doors secured?	✓			
Was the buildings front door camera system operational?	✓			
Was the buildings front door intercom system operational?	✓			
Did school staff greet and direct you to the main office?	✓			
Did school staff greet and escort you to the main office?	✓			
Was school staff member's photo identification visible?	✓			
Dose the school have security staff?			✓	
Was security staff visible?			✓	None
Was security staffs photo identification visible?			✓	
Was security staff accessible?			✓	
Other?				

## CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS

Criterion	YES	NO	N/A	Comment
Does school have a current Crisis Response Action Plan manual?	✓			
Was the Crisis Response Action Plan manual readily accessible to staff?	✓			
Does the school have an Emergency Evacuation Kit? (EEK)	✓			
Does the EEK contain a copy of the school emergency operations plan?	✓			
Does the EEK contain student release/ sign- out sheets?	✓			
Does the EEK contain emergency telephone numbers for response agencies?	✓			

**CRISIS RESPONSE ACTION PLAN/ EMERGENCY EVACUATION KITS (Continued)**

Criterion	YES	NO	N/A	Comment
Does the EEK contain copies of all student and staff emergency telephone contact/ release cards?			X	Infinite Campus
Does the EEK contain a flashlight and extra batteries?	X			
Does the EEK contain a whistle?	X			
Does the EEK contain a copy of the most recent school yearbook/ student pictures?			X	Infinite Campus
Does the EEK contain emergency medical information regarding students and staff?			X	"
Does the EEK contain non- latex gloves?	X			
Is the EEK readily available/ accessible?	X			
Is the EEK easily mobile?	X			
Is the first aid kit/ bag included in the EEK?	X			
Is the automated external defibrillator (AED) also included in the EEK?	X			
Other?				

**POLICY AND PROCEDURE**

Criterion	YES	NO	N/A	Comment
Has the school developed site procedures for the district emergency operations plan?	X			
Does the school have a formal crisis response team?	X			
Have specific plans been made to assist mobility, visually or otherwise impaired staff and students during evacuations?	X			No sidewalk to Alternate site
Is student access to vehicles monitored during the school day?	X			
Have all fire alarms pull stations and emergency lights been tested this year?	X			
Do you revise the names and assignments in your plan to reflect the current staff available to respond to an emergency?	X			
Are all phone numbers and extensions mentioned in the plan updated at least annually and/ or verified?	X			
Has a staff training or briefing session been conducted this year to review the districts emergency procedures?	X			

**POLICY AND PROCEDURE (continued)**

Criterion	YES	NO	N/A	Comment
Have any lockdown, severe weather sheltering and shelter in-place drills been conducted this year?	✓			
Has at least one functional exercise been conducted at the school this year to allow staff to practice for crisis situations?	✓			
Does the student handbook clearly explain school policy on weapons, dress code, plain-view searches and penalties associated with various offenses?	✓			District Program
Does the student handbook clearly explain search and seizure policies as they apply to the student, personal items, lockers and vehicles?	✓			??
Are tasks assigned to ALL personnel in your emergency procedures plan? (Ex. Cafeteria workers, custodians, etc..)	✓			
Does every staff member know their role in the event of an emergency, especially for functional protocols such as lockdowns, shelter in place and emergency evacuations?	✓			
Is there some mechanism by which to advise substitute teachers of their role during an emergency?	✓			
Does your plan address the location of all access points onto campus and how these can be controlled during a potential crisis?	✓			
Has the fire department conducted a pre-fire plan for your facility?	✓			
Have any and all fire code violations noted in the last fire inspection been corrected?	✓			
Are staff members trained in the use of fire extinguishers?	✓	✓		BSG Staff have
Are backup personnel assigned for all critical crisis team functions?	✓			
Is there a current list of all first aid and CPR certified staff in your facility?	✓			
Are all fire exit diagrams properly oriented?	✓			
Do all fire evacuation plans have a brightly colored indicator to show people where they are in the building? (You Are Here...?)	✓			

POLICY AND PROCEDURE (continued)

Criterion	YES	NO	N/A	Comment
Has the school developed a detailed floor plan or schematic, which labels all power, gas, and water cut-off areas? (As applicable)	✓			
Is the school prepared to utilize alternate crisis evacuation sites and alternate routes when a crisis occurs?	✓			
Is someone assigned to meet public safety (fire, police, EMT) at the front of the building any time these agencies are called for an emergency?	✓			
Is there staff designated to regularly walk through the school buildings and grounds during the day to maintain visibility and watch for loitering students?	✓			
Is there a staff member designated to check all classroom, office and exterior doors at the end of the day to ensure that they are locked?	✓			
Is there a staff member designated to check locker rooms and other hiding places at the end of school day?	✓			
Is there a staff member to check the alarm system at the end of the day?	✓			
Is the principal's direct phone line provided to emergency agencies for notification in an emergency?	✓			
Is there a policy for receiving cash and securing it at the school?	✓			District
Is there a maintenance schedule for all regularly performed maintenance?	✓			
Does the school law enforcement/ security staff have keys to all indoor/ outdoor buildings in case of the need of immediate access?	✓			
Is all staff trained to watch for suspicious persons on campus and make a note of their physical description, clothing and vehicle description if applicable?	✓			
Other?				



## LOCKDOWNS

Criterion	YES	NO	N/A	Comment
Is there a plan of actions for students in hallways, cafeteria, outside on the ball fields and for bus unloading/ loading when the lock- down signal is initiated?	✓			
Does the school conduct lockdown drills?	✓			
Do teachers know proper procedures in a lockdown situation?	✓			
Do lockdown procedures include ALL school staff ( <i>ie, cafeteria works, media center personnel, custodial staff, etc...</i> )	✓			
Other?				

## FAMILY REUNIFICATION PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school established multiple areas away from the campus where students can be united with their families?	✓			
Has the school designated an individual to coordinate the family reunification site and all of the agencies that will be responding to that site?	✓			
Are staff members assigned responsibility and trained for signing out students and verifying identification?	✓			
Does the school crisis response team update student and staff emergency contact information several times a year?	✓			
Other?				

## MEDIA PROTOCOL

Criterion	YES	NO	N/A	Comment
Has the school designated a public information and back-up public information representative on the crisis response team?	✓			
Has all staff been briefed within the past year to remind them of the district media policy with an emphasis on the need to closely follow it during and after a crisis?	✓			
Other?				

### SCHOOL SAFETY ZONE

Criterion	YES	NO	N/A	Comment
Visitor directional signage?	✓			
Are visitor parking areas easily observed from the school?	✓			
Is the campus main entrance easily viewed from the street?	✓			
Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	✓			
Are there any known locations of drug activity near the school?		✓		Appt. complex TO SOUTH
Are there any hazardous materials concerns near the campus?		✓		
Are there drainage ditches near the campus that could pose a hazard to children following rain?		✓		
Are there commercial establishments near the school where armed robberies might occur?	✓			Gas Station/ BANK
Are there any locations where regular gang activity is occurring near the school?		✓		
Is there currently construction underway near the school?		✓		
Are there any vacant buildings near the school?		✓		
Has the school coordinated efforts with local public safety officials concerning hazards near the campus?	✓			
Are there major highways or railroad tracks near the school?	✓			Hwy 20
Are there nuclear power plants, factories or other industrial facilities near the school?		✓		
Are there any stores near the school that sell weapons of firearms?		✓		
Other Hazards noted:			✓	

### SCHOOL GROUNDS

Criterion	YES	NO	N/A	Comment
Are trash dumpsters positioned in a location as not to block the line of sight to critical areas?	✓			
Are the campus exterior grounds clean?	✓			
Are there any noticeable blockages for line-of-sight on the school grounds?	✓			
Are staff and or faculty on duty in parking lots during times when students are coming and or leaving school?	✓			
Is there video surveillance in parking lots?		✓		
Are students issued parking permits that must be visually placed on their vehicle?			✓	
Is there adequate lighting in all lots?	✓	✓		

SCHOOL GROUNDS *(continued)*

Criterion	YES	NO	N/A	Comment
Are bushes and trees trimmed to reduce hiding spaces and is the campus line- of- sight free of obstructions?	✓			
Is there graffiti on walls and outbuildings?		✓		
Is there a designated after hour student pick- up area?	✓			
Are there any obstructions that could impede emergency vehicles?		✓		
Are all construction tools and materials secured at the end of the day and construction debris cleared?		✓	✓	
Are door to internal courtyards kept secure?	✓			
Are courtyards adequately illuminated?	✓			

END OF DOCUMENT

## VESTIBULE ENTRY CONTROLS

Updated as of: 11/3/2017

School	Vestibule Entry Controls- YES/ NO	NOTES
Bull Fine Arts	YES	
Dr Jones	YES	Added 2016- 2017
Fratt	YES	
Giese	NO	
Gifford	YES	
Gilmore	YES	
Goodland	NO	
Horlick	No	
J.I. Case	YES	
Janes	YES	Added 2016- 2017
Jefferson	NO	
Jerstad EI	YES	Added 2016- 2017
Jerstad Mid	YES	Added 2016- 2017
Julian Thomas	NO	
Knapp- NEW	YES	
McKinley	YES	
Mitchell EI	YES	
Mitchell Mid	NO	
North Park	YES	
Olympia Brown	YES	
Park	NO	
Racine Alternative Education	NO	Added 2016- 2017
REAL. School NEW	YES	Added 2016- 2017 added with new construction
Red Apple/ P-COC	NO	
REEC (Mack Center)	NO	
Roosevelt	YES	
SC Johnson	NO	
Schulte	NO	
Starbuck	YES	
Wadewitz	NO	
Walden III	NO	
West Ridge	NO	
ASC Campus	YES	

**SUMMARY**

**18/33 = 53%**

# BUKACEK CONSTRUCTION

building your vision

*2017* ✓

Invoice Date  
09/01/2017

Customer ID  
RACIUN

Invoice ID  
20170225

Draw ID  
1

Job Number  
17060

Due Date  
10/01/2017

To:  
Racine Unified School District  
3109 Mt. Pleasant St.  
Attn: Accounts Payable  
Racine, WI 53404-1511

Job Location:  
RUSD Janes El Secure Vestibule  
1425 N. Wisconsin Street  
Racine, WI 53402

PO #136748 Dated 7/31/17

Invoice for the Revisions on the Secure Vestibule at the Janes School.

14,942.00

*on. by 9/11/17*  
*9/18/17*

Thank you for the opportunity to complete this work for you.

Bukacek Construction Group, Inc.

*R.J. Adel*  
R.J. Adel  
Project Manager

Amount Billed \$14,942.00

TOTAL AMOUNT DUE THIS INVOICE \$14,942.00 ✓

# BUKACEK CONSTRUCTION

building your vision

COPY ✓

Invoice Date  
09/01/2017

Customer ID  
RACIUN

Invoice ID  
20170222

Draw ID  
1

Job Number  
17052

Due Date  
10/01/2017

To:  
Racine Unified School District  
3109 Mt. Pleasant St.  
Attn: Accounts Payable  
Racine, WI 53404-1511

Job Location:  
RUSD Dr Jones Vestibule  
3300 Chicory Road  
Racine, WI 53403

PO #136535 Dated 7/14/17

Invoice for the Construction of the Secure Entry Vestibule at the Dr.  
Jones Elementary School.

13,398.00

*Handwritten notes:*  
✓  
BWR  
9/11/17  
M  
9/2/17

Thank you for the opportunity to complete this work for you.

Bukacek Construction Group, Inc.

*RJ Adel*  
RJ/Adel  
Project Manager

Amount Billed \$13,398.00

TOTAL AMOUNT DUE THIS INVOICE \$13,398.00 ✓



**COMPLEX**  
SECURITY SOLUTIONS INC.

COPY

*For Secur*

Invoice #157 ✓

<b>BILL TO:</b> Racine Unified School District 3109 Mount Pleasant Street Racine WI 53404	<b>PO NUMBER</b> 136441	<b>INVOICE DATE</b> 7/25/2017	<b>PLEASE PAY</b> \$9,550.00	<b>DUE DATE</b> 9/23/2017
--	----------------------------	----------------------------------	---------------------------------	------------------------------

**JOB:**  
Red apple elementary Honeywell system

DESCRIPTION	HRS/QTY	RATE/PRICE	SUBTOTAL
Red Apple Honeywell system install 100% completed	1	\$9,550.00	\$9,550.00
Subtotal:			\$9,550.00
Taxes:			\$0.00
S&H:			\$0.00
Credit:			\$0.00
<b>TOTAL:</b>			<b>\$9,550.00</b> ✓

**COMMENTS/SPECIAL INSTRUCTIONS**

PO# 136441

*on by [Signature] 8/3/17*  
*[Signature] 7/25/17*



# RACINE UNIFIED SCHOOL DISTRICT PURCHASE REQUISITION

COPY ✓

100099

SCHOOL NAME <u>FRATT</u>			REQUISITION #		
DEPT. REQUESTING <u>LOCKSHOP</u>			RECOMMENDED VENDOR NAME <u>LA FORCE</u>		
PERSON REQUESTING <u>JERRY MADALA</u>			ADDRESS <u>N58 W16780 Ridgewood DR.</u>		
DATE <u>6-5-17</u>			CITY/STATE/ZIP <u>MENOMONEE FALLS, WI 53051</u>		
DATE NEEDED			VENDOR CODE		
Quantity	UOM	Vendor Item #	Description (include colors & sizes when appropriate)	Unit Price	Total Price
30	EA		SCHLAGE ND75PD RHOX626 ERWY CLASSROOM SECURITY Locksets	276.46	# 8293.94
			ATTN. Greg LINDBERG		
			W.O. 85720-138		
Comments:					

Where did you obtain pricing?     Catalog (specify catalog year or issue & attach copy of pages(s) \_\_\_\_\_)

Website

Vendor Quote (please attach a copy of the quote).

Verbal Quote (Identify person and date) \_\_\_\_\_

Other-Please specify: \_\_\_\_\_

Is S&H no charge or included in the cost of purchase? INC    If not, did you remember to include S&H costs? \_\_\_\_\_

Do prices include a discount? \_\_\_\_\_    If so, what percent? \_\_\_\_\_

For each item, if UOM is set/pkg/cs/etc., please detail how many per unit (i.e. 24/cs) \_\_\_\_\_

**ORDERS ARE NOT ACCEPTED UNTIL ALL BOXES BELOW ARE CHECKED OR MARKED N/A**

Charge to Account Number	Supervisor Approval	Level 1 Apprv	Accounting Apprv	Purchasing Apprv	PO #
10-842 003 0440 254300 850000					

000-546 701



# LA FORCE<sup>INC</sup>

Your door opening specialist for life safety and security

N58 W16780 Ridgewood Dr.  
Menomonee Falls, WI 53051  
Questions: (262) 252-5150  
Fax: (262) 252-5155

## QUOTE

QUOTE NUMBER	328085QU
QUOTE DATE	5/10/2017
CUSTOMER REQUISITION	
MODE OF DELIVERY	Direct - vendor to customer/site
CUSTOMER	56422
CONTACT	JERRY MADALA

<b>SOLD TO</b>	RACINE SCHOOL DISTRICT 3109 MOUNT PLEASANT ST RACINE, WI 53404 USA
----------------	---

<b>SHIP TO</b>	RACINE SCHOOL DISTRICT 3109 MOUNT PLEASANT ST RACINE, WI 53404 USA
----------------	---

### JOB \*\*\* Fratt School Classroom Security Locks

LINE	QTY	ITEM	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1.000	30	HDW	Schlage ND75PD RHOx626xEKWY (0 bitted)		
Allow 3-4 weeks for delivery.					
<b>RECEIPT REQUIRED FOR REFUNDS OR EXCHANGES.</b>					
Stock materials are subject to 45% restocking fee. Special order materials are not returnable. No returns after 90 days. This quotation is subject to the Terms and Conditions found at <a href="http://laforceinc.com/about/terms-conditions/">http://laforceinc.com/about/terms-conditions/</a> , which are incorporated in full by this reference. The Terms and Conditions will be sent by mail or fax to the Buyer upon request. LaForce, Inc. limits acceptance to the Terms and Conditions, and objects to any other additional or different terms in the Buyer's purchase order or acceptance.				<b>FREIGHT</b>	<b>\$80.00</b>
				<b>SUBTOTAL</b>	<b>\$8,293.94</b>
				<b>SALES TAX</b>	<b>\$0.00</b>
				<b>TOTAL</b>	<b>\$8,293.94</b>
<b>DISCOUNT TERMS: 1% 15 DAYS</b>				<b>PAY TERMS: NET 30</b>	

### QUALIFICATIONS

- Quote is valid for 30 days from date of quotation unless otherwise stated herein.
- Past due accounts are subject to a service charge of 1.5% per month on the unpaid balance.
- This offer is conditioned upon approval of credit by LaForce on the purchaser.
- No sales, use or other taxes included unless otherwise stated herein in writing.
- See attached qualifications and terms for this project.

Thank you for this opportunity to quote your needs. Please sign and return this quote and attached qualifications or send a written purchase order, and we will proceed with your order. LaForce, Inc. is not able to accept verbal purchase authorizations at this time. We look forward to working with you. If you have any questions, or need further information, please give me a call.



7330 W. Montrose Ave.  
 Norridge, Illinois 60706  
 (708) 456-9600  
 (708) 456-0878

# QUOTE

Quote Date: May 12, 2017

Account # 517995 Name: RACINE UNIFIED SCHOOL DIST.

Contact: JEROME MADALA Address: ~~ONES~~ ELEMENTARY

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ FRATT

FOB: ORIGIN

Quote #: 050917-01-ak

Job Name: FRATT SCHOOL

Quoted By: ALEXIS KNIGHT

NOTE: Quote is **ONLY** valid for the items and quantities listed below.  
 Any deviations or discrepancies will require another quote to be submitted.

Qty.	EZ #	Description:	Lead Time	List Price	Cost	Extension
30	-	.ND75RHO626E 0 BITTED	3 WEEKS	\$ 615.00	\$ 276.14	\$ 8,284.26
-	-	HEAVY DUTY CLASSROOM SEC LOCK	-	\$ -	\$ -	\$ -
-	-	0 BITTED, E KWY, DULL CHROME	-	\$ -	\$ -	\$ -
-	-			\$ -	\$ -	\$ -
1		FREIGHT		\$ -	\$ 50.00	\$ 50.00
-				\$ -	\$ -	\$ -
-				\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -
-	-	-	-	\$ -	\$ -	\$ -

Subtotal:	8,334.26
Tax	-
TOTAL:	8,334.26

Notes: \_\_\_\_\_

VALID UNTIL: June 11, 2017

Approved By: \_\_\_\_\_ PO# \_\_\_\_\_



# QUOTATION

Date: 05/11/2017  
 Quote #: Q0001DZ0  
 Customer: 125155

See attached Clark Terms and Conditions of Sale

RACINE UNIFIED SCHOOL DISTRICT  
 3109 MOUNT PLEASANT ST  
 RACINE, WI 53404  
 JERRY Madala

CLARK Security Products  
 4775 Viewridge Ave.  
 San Diego, CA 92123-1641

Phone: 262-631-7166

Schlage Locks

Fax: --

Email: jerome.madala@rusd.org

Line	Quantity	Part Number and Description	UM	Unit Price	Extended Price
1	30	Non-Stock nd75pdrho626 e o bitted class/security e kwy o bitted	EA	292.5500	\$ 8,776.50
<b>Quote Total:</b>					<b>\$ 8,776.50</b>

**TERMS:** NET60  
**FREIGHT TERMS:** ~~PPD/CHARGE~~ *INC.*  
**SHIPMENT:**  
**NOTES:**  
**CURRENCY:** Price is displayed in USD

Please refer all inquiries to:

**Ellie Krezel**  
 Phone: 847-364-2544  
 Mobile: --  
 Fax: 888-410-7329  
 ellie.krezel@clarksecurity.com

1420 Chase Ave.  
 ELK GROVE VILLAGE, IL 60007  
 US

**Comments:**

# INSPECTION SURVEY: Racine Fire Department

Revised: 10/5/2017

LOC #	School	Date of Inspection	Result	Date of Inspection	Result
106	Bull Fine Arts	9/12/2016	No Violation	3/28/2017	No Violation
111	Dr Jones	6/21/2017	No Violation		
118	Fratt	4/6/2017	No Violation		
121	Giese	10/21/2016	No Violation		
119	Gifford	5/22/2015	No Violation		
280	Gilmore	10/31/2016	No Violation	9/30/2017	No Violation
122	Goodland	10/20/2016	No Violation	6/6/2017	No Violation
492	Horlick	11/17/2016	No Violation	9/11/2017	No Violation
491	J.I. Case	6/21/2017	Violations	7/21/2017	In Compliance
130	Janes	9/14/2017	No Violation		
132	Jefferson	10/4/2016	No Violation		
134	Jerstad El	5/25/2017	No Violation		
282	Jerstad Mid	5/25/2017	No Violation		
120	Julian Thomas	3/1/2017	No Violation		
138	Knapp- NEW	5/8/2017	No Violation	9/27/2017	No Violation
284	McKinley	9/23/2015	No Violation		
148	Mitchell El	11/8/2016	No Violation		
286	Mitchell Mid	9/18/2017	No Violation		
150	North Park	5/23/2016	No Violation	11/16/2016	No Violation
112	Olympia Brown	5/3/2017	No Violation		
494	Park	11/18/2016	No Violation	5/12/2017	No Violation
174	Red Apple/ P-COC	9/12/2016	No Violation	6/1/2017	No Violation
114	REEC (Mack Center)	10/18/2016	No Violation		
154	Roosevelt	11/13/2016	No Violation	5/26/2017	No Violation
136	SC Johnson	5/30/2017	No Violation		
166	Schulte	5/27/2016	No Violation		
288	Starbuck	9/15/2017	No Violation		
162	Wadewitz	5/3/2016	No Violation	5/4/2017	No Violation
310	Walden III	11/11/2016	No Violation	7/11/2017	No Violation
164	West Ridge	3/23/2016	Violations	9/23/2016	In Compliance
	ASC Campus	10/31/2016	No Violation	9/6/2017	No Violation

Address: 815 De Koven Av; RA Racine, WI 53403

Registration #: 1483 Permit #:

Occupant: Stephen Bull Fine Arts

Occupant Phone: (262) 664-6800 - B

Ins Due Date: 03/01/17 Ins Type: Periodic

Zone: E1A

Contacts:

Name(s)	Address(es)	Phone(s)
Chobanian Bryan	815 De Koven Av Racine WI 53403	(262) 994-6640,
Harvey Terry		(262) 697-3157,
Rodenberg Bill	3109 Mt Pleasant St; RA Racine WI 53404	(262) 631-7135,
Unified School District No 1	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,

Inspector PR#: 2/2/17  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 3/22/2017  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [Also See SPS 314.01(6)]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

Ch 12 Features of Fire Protection

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface
- Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports
- Ch 22 Automobile Wrecking Yards
- Ch 23 Cleanrooms
- Ch 24 Drycleaning
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals
- Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves
- Ch 29 Parking Garages
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products
- Ch 32 Motion Picture & Television Production Studio
- Soundstages & Approved Production Facilities
- Ch 33 Outside Storage of Tires
- Ch 34 General Storage
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention
- Ch 41 Hot Work Operations
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

Ch 42 Refueling

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction
- Ch 45 Combustible Fibers
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces
- Ch 52 Stationary Lead-Acid Battery Systems
- Ch 53 Mechanical Refrigeration
- Ch 60 Hazardous Materials
- Ch 61 Aerosol Products
- Ch 63 Compressed Gasses and Cryogenic Fluids
- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids
- Ch 65 Explosives, Fireworks, & Model Rocketry [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids
- Ch 68 Highly Toxic and Toxic Solids & Liquids
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides
- Ch 71 Pyrophoric Solids & Liquids
- Ch 72 Unstable [Reactive] Solids & Liquids
- Ch 73 Water-Reactive Solids & Liquids
- \*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION  
 Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **815 De Koven Av; RA Racine, WI 53403**

Registration #: **1483**

Permit # :

Occupant: **Stephen Bull Fine Arts**

Occupant Phone: **(262) 664-6800 -B**

Ins Due Date: **09/01/16**

Ins Type: **Periodic**

Zone: **E1C**

**Contacts:**

Name(s)

Address(es)

Phone(s)

**Chobanian Bryan**

815 De Koven Av; RA Racine WI 53403

(262) 994-6640, 176

**Harvey Terry**

(262) 697-3157,

**Rodenberg Bill**

3109 Mt Pleasant St; RA Racine WI 53404

(262) 631-7135,

**Unified School District No 1**

3109 Mt Pleasant St; RA Racine WI 53404

(262) 635-5600,

Inspector PR#: 7903

Date of Inspection: 9/12/16

No Violation/ No Entry/ Vacant

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect

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- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
[[Also See SPS 314.01(6)]]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
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- 12.1 General
- 12.2 Construction
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- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
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- Ch 18 Fire Department Access & Water Supply**  
[Also See SPS 314.01(2)4.a.-b.]

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- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

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- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
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- Soundstages & Approved Production Facilities**

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- Ch 34 General Storage**
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- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
[Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
- 43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
[Also See SPS 314.65]

- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**

- [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

\*Other Violations - See Remarks Below

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **3300 Chicory Rd; RA Racine, WI 53403**

Registration #: **241**

Permit #: \_\_\_\_\_

Occupant: **Dr Jones Elementary School**

Occupant Phone: **(262) 664-8050 - B**

Ins Due Date: **03/01/17**

Ins Type: **Periodic**

Zone: **ESA**

Contract Name(s)	Address(es)	Phone(s)
<b>Unified School District No 1</b>	<b>3109 Mt Pleasant St; RA Racine WI 53404</b>	<b>(262) 635-5600,</b>
<b>Visor Tony</b>	<b>unknown</b>	<b>(262) 497-2580,</b>

Inspector PR#: <u>7094</u>	Date of Inspection: <u>02/21/17</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress**
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress
- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**
- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

- Ch 42 Refueling**
- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
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- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

form rev. 04/25/2014

**Inspection Survey: Racine Fire Department**

Address: **3501 Kinzie Av; RA Racine, WI 53403**

Registration #: **1739** Permit #: \_\_\_\_\_

Occupant: **Fratt School**

Occupant Phone: **(262) 664-8150 - B**

Ins Due Date: **03/01/17**

Ins Type: **Periodic**

Zone: **M4A**

**Contacts:**

Name(s) \_\_\_\_\_ Address(es) \_\_\_\_\_

**Bauer Ryan** *Beighton James* **2000 Deane Bl; RA Racine WI 53403**

Phone(s) **(262) 497-5368, (262) 997-9973**  
**(262) 632-6904, (262) 632-6904, (262) 497-0721**

**Roberts A Barry** **3109 Mt Pleasant St; RA Racine WI 53404**

**(262) 635-5600,**

Inspector PR#: 2162  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 4/6/17  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
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- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

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- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
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- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access

**Ch 19 Combustible Waste & Refuse**

- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
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**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

25.1 General

25.2 Tents

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

29.1 General

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

30.1 General

30.2 Repair Garages

30.3 Operational Requirements

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

34.1 General

34.4 Storage Arrangement

34.5 General Fire Protection

34.6 Building Equipment, Maintenance, & Operations

34.10 Storage of Idle Pallets

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

41.1 General

41.2 Responsibility for Hot Work

41.3 Fire Prevention Precautions

**Ch 42 Refueling**

42.1 General

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

[Also See SPS 314.01(1)(f) & SPS 310]

43.1 Application

43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

45.1 General

45.3 No Smoking

45.6 Baled Storage

45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

45.8 Agricultural Products

**Ch 50 Commercial Cooking Equipment**

50.1 Application

50.2 General Requirements

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**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

63.1 General Provisions

63.3 Compressed Gases

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

[Also See SPS 314.65]

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65.3 Pyrotechnics Before a Proximate Audience

65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**

[Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations

66.9 Containter & Portable Tank Storage

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**Ch 68 Highly Toxic and Toxic Solids & Liquids**

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69.1 General Provisions

69.2 LP-Gas Equipment & Appliances

69.3 Installation of LP-Gas Systems

69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT



Inspection Survey: Racine Fire Department

Address: 3501 Kinzie Av; RA Racine, WI 53405
Occupant: Fratt School
Ins Due Date: 09/01/17 Ins Type: Periodic

Registration #: 1739 Permit #:
Occupant Phone: (262) 664-8150 - B
Zone: M4A

Contacts:

Brighton James

Roberts A Barry

Unified School District No 1

2000 Deane Bl Racine WI 53403

3109 Mt Pleasant St Racine WI 53404

Phone(s)

(262) 994-9973,

(262) 497-0721, (262) 632-6904,

(262) 635-5600,

Inspector PR#:
Inspector PR#:
Inspector PR#:

Date of Inspection: 10/19/17
Date of Inspection:
Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect

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10.2 Owner/Occupant Responsibilities
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
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10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.9 Smoking
10.10 Open Flame, Candles, Open Fires, & Incinerators
10.11 Fire Protection Markings
10.12 Vacant Buildings and Premises
10.13 Combustible Vegetation
10.14 Special Outdoor Events, Carnivals, & Fairs
10.15 Outside Storage [Also See SPS 314.10(2)]
10.16 Combustible Materials
10.17 Indoor Children's Playground Structures

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- 11.1 Electrical Fire Safety
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11.4 Heating Appliances [Also See SPS 314.11]
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11.6 Smoke Control
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Ch 12 Features of Fire Protection

- 12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
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- 14.1 Means of Egress Reliability
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Ch 19 Combustible Waste & Refuse

- 19.1 General
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Ch 41 Hot Work Operations
41.1 General
41.2 Responsibility for Hot Work
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Ch 42 Refueling

- 42.1 General
Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials [Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
43.5 Miscellaneous Spray Operations

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **5120 Byrd Av; RA Racine, WI 53406**  
 Occupant: **Giese Elementary School**  
 Ins Due Date: **09/01/16**      Ins Type: **Periodic**

Registration #: **1288**      Permit #:   
 Occupant Phone: **(262) 664-8250**      Buildings & Grounds  
 Zone: **Q4C**

NOV 02 2016

RECEIVED

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Arndt M Richard</b>	unknown	(262) 939-3368, (262) 884-4792, (262) 939-3368
<b>Rousar Betsy</b>	5120 Byrd Av; RA Racine WI 53406	(262) 939-2055,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600.

Inspector PR#: <u>2177</u>	Date of Inspection: <u>10/27/16</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

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- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]

**Ch 19 Combustible Waste & Refuse**

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse

**Ch 20 Occupancy Fire Safety**

- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

**Ch 21 Airports & Heliports**

**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

- 25.1 General

- 25.2 Tents

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

- 29.1 General

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

- 30.1 General

- 30.2 Repair Garages

- 30.3 Operational Requirements

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

- 34.1 General

- 34.4 Storage Arrangement

- 34.5 General Fire Protection

- 34.6 Building Equipment, Maintenance, & Operations

- 34.10 Storage of Idle Pallets

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

- 41.1 General

- 41.2 Responsibility for Hot Work

- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

[Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application

- 43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

- 45.1 General

- 45.3 No Smoking

- 45.6 Baled Storage

- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

- 50.1 Application

- 50.2 General Requirements

- 50.4 Fire-Extinguishing Equipment

- 50.5 Procedures for the use & Maintenance of Equipment

- 50.6 Minimum Safety Requirements for Cooking Equipment

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

- 63.1 General Provisions

- 63.3 Compressed Gases

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

[Also See SPS 314.65]

- 65.1 General

- 65.2 Display Fireworks

- 65.3 Pyrotechnics Before a Proximate Audience

- 65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**

[Also See SPS 314.01(1)(f) & SPS 310]

- 66.19 Operations

- 66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**

- 69.1 General Provisions

- 69.2 LP-Gas Equipment & Appliances

- 69.3 Installation of LP-Gas Systems

- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange

- 69.8 Liquefied Natural Gas [LNG]

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**


**Ch 72 Unstable [Reactive] Solids & Liquids**

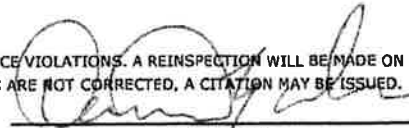
**Ch 73 Water-Reactive Solids & Liquids**

\*Other Violations - See Remarks Below

**REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION**  
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YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

  
 OWNER/AGENT/MANAGER/REPRESENTATIVE

  
 INSPECTING OFFICER/FIRE DEPARTMENT

FIRE DEPARTMENT  
FIRE PREVENTION INSPECTION  
Correction Order

and shall remain the property of the Fire Department and shall be returned to the Fire Department for the purpose of re-inspection, and shall not be removed, altered or destroyed, and shall be the property of the Fire Department.

Agency Name GIFFORD ELEMENTARY  
Address 8312 NORTHWESTERN FRANKSVILLE TN 37120

Owner's Name \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Item	Code Ref.	Code Requirement / Correction
<i>NIFE</i>		
<i>6 in M.</i>		

Date Inspected 5/22/2015 Date of Order if different from Inspection Date \_\_\_\_\_

Inspector's Name (Print) \_\_\_\_\_ Inspector's Signature \_\_\_\_\_

Telephone Number \_\_\_\_\_

Violations Explained to \_\_\_\_\_

Inspector's Name (Print) \_\_\_\_\_ Inspector's Signature \_\_\_\_\_

Telephone Number \_\_\_\_\_

Occupant's Name \_\_\_\_\_

Occupant's Signature \_\_\_\_\_

Occupant's Telephone Number \_\_\_\_\_

Occupant's Address \_\_\_\_\_

Occupant's City \_\_\_\_\_

Occupant's State \_\_\_\_\_

Occupant's Zip \_\_\_\_\_

Occupant's E-mail Address \_\_\_\_\_

Occupant's Fax Number \_\_\_\_\_

Occupant's Business Hours \_\_\_\_\_

Occupant's Business Description \_\_\_\_\_

Occupant's Business License Number \_\_\_\_\_

Occupant's Business License Expiration Date \_\_\_\_\_

Occupant's Business License Issuing Agency \_\_\_\_\_

Occupant's Business License Issuing Date \_\_\_\_\_

Occupant's Business License Issuing Authority \_\_\_\_\_

Occupant's Business License Issuing State \_\_\_\_\_

Occupant's Business License Issuing Country \_\_\_\_\_

Occupant's Business License Issuing City \_\_\_\_\_

Occupant's Business License Issuing County \_\_\_\_\_

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Occupant's Business License Issuing City \_\_\_\_\_

Occupant's Business License Issuing County \_\_\_\_\_

GENERAL OCCUPANT COPY

**Inspection Survey: Racine Fire Department**

Address: **4800 Graceland Bl; RA Racine, WI 53406**

Registration #: **1751** Permit #: \_\_\_\_\_

Occupant: **Goodland Elementary School**

Occupant Phone: **(262) 664-6850 - B**

Ins Due Date: **09/01/16** Ins Type: **Periodic**

Zone: **Q4C**

**Contacts:**

<i>Name(s)</i>	<i>Address(es)</i>	<i>Phone(s)</i>
<b>Confor Bob</b>	unknown	(262) 676-9080,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,
<b>Petersen Scott</b>	unknown	(262) 497-8880,

Inspector PR#: <u>2908</u>	Date of Inspection: <u>10/20/16</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
[[Also See SPS 314.01(6)]]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
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- 11.9 Emergency Command Center

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- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
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- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
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- 14.4 Means of Egress Reliability
- 14.5 Door Openings
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- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]

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- ~~18.2~~ Fire Department Access
- Ch 19 Combustible Waste & Refuse**
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- 19.2 Combustible Waste & Refuse

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- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

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- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
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- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
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- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **2330 Northwestern Av; RA Racine, WI 53404**

Registration #: **1033** Permit #: \_\_\_\_\_

Occupant: **Gilmore Middle School**

Occupant Phone: **(262) 619-4260 - B**

Ins Due Date: **03/01/14** Ins Type: **Periodic**

Zone: **E2A**

**Contacts:**

Name(s)	Address(es)	Phone(s)
Krikau Sue	unknown	(262) 637-8989, (262) 939-4612, (262) 939-4612
Unified School District No 1	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,
Williams S James	1116 College Av; RA Racine WI 53403	(262) 498-2274, (262) 634-1774, (262) 634-1774

Inspector PR#: 1502 Date of Inspection: 9/30/17  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

- Ch 1 Administration [Also See SPS 314.01]
- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety
- 10.1 Fundamental Requirements
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- 10.4 Maintenance, Inspection, & Testing
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- 10.7 Reporting of Fires & Other Emergencies
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- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
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- 11.1 Electrical Fire Safety
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*[Signature]*  
 OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT  
 form rev. 04/29/2014

**Inspection Survey: Racine Fire Department**

Address: **2119 Rapids Dr; RA Racine, WI 53404** Registration #: **2698** Permit #: \_\_\_\_\_  
 Occupant: **William Horlick High School** Occupant Phone: **(262) 619-4300 - B**  
 Ins Due Date: **09/01/17** Ins Type: **Periodic** Zone: **E2C**

Contacts:  
 Name(s) Address Phone  
**Jacobson Jerry** unknown (262) 939-8794,  
**Peppers Greg** unknown (262)-939-8794,  
**Unified School District No 1** 3109 Mt Pleasant St; RA Racine WI 53404 (262) 635-5600,

Inspector PR#: 2311 Date of Inspection: 9-1-17 No Violation/ No Entry/ Vacant  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ No Violation/ No Entry/ Vacant  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ No Violation/ No Entry/ Vacant

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- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
 [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**  
 Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
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- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
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- 30.1 General
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- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
 [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
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- 50.2 General Requirements
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- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gasses and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
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- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids**  
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- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below

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*Tail... [Handwritten notes]*

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*[Signature]*  
 \_\_\_\_\_  
 OWNER/AGENT/MANAGER/REPRESENTATIVE

\_\_\_\_\_  
 INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **2119 Rapids Dr; RA Racine, WI 53404**  
 Occupant: **William Horlick High School**  
 Ins Due Date: **09/01/16** Ins Type: **Periodic**

Registration #: **2698** Permit #: \_\_\_\_\_  
 Occupant Phone: **(262) 619-4300 - B**  
 Zone: **E2B**

**Contacts:**

Name(s)	Address(es)	Phone(s)
Jacobson Jerry	unknown	(262) 939-8794,
Peppers Greg	unknown	(262) 939-8794,
Unified School District No 1	3109 Mt. Pleasant St; RA Racine WI 53404	(262) 635-5600,

Inspector PR# <u>2527</u>	Date of Inspection: <u>11/11/16</u>	No Violation/ No Entry/ Vacant
Inspector PR#:	Date of Inspection:	No Violation/ No Entry/ Vacant
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- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [Also See SPS 314.01(6)]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering w/ Fire Safety Equipment
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- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

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- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
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- 69.3 Installation of LP-Gas Systems
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- Ch 73 Water-Reactive Solids & Liquids**
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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT



## SOUTH SHORE FIRE DEPARTMENT FIRE INSPECTION REPORT

Name of Business Case High School  
 Address 7345 Washington Ave  
 Owner \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Date of Inspection June 21, 2017  
 Compliance Date July 21, 2017

Violations Requiring Corrective Action are Marked Below

<p><b>1. ABBLES</b></p> <p>BLOCKED ..... A _____                  INADEQUATE ..... B _____                  NOT LIGHTED ..... C _____</p> <p><b>2. ALARM SYSTEM</b></p> <p>NONE ..... A _____                  INADEQUATE ..... B _____                  DEFECTIVE ..... C _____                  OTHER ..... D _____</p> <p><b>3. BUILDING REPAIRS</b></p> <p>DANGEROUS CONDITIONS ..... A _____                  OTHER ..... B _____</p> <p><b>4. BURNING</b></p> <p>NO PERMIT ..... A _____                  OUT OF HOURS ..... B _____                  ILLEGAL CONTAINER ..... C _____                  TOO CLOSE TO BUILDING ..... D _____</p> <p><b>5. CHEMICALS</b></p> <p>IMPROPER STORAGE ..... A _____                  NO PERMIT ..... B _____</p> <p><b>6. COMBUSTIBLES</b></p> <p>EXCESSIVE STORAGE ..... A _____                  IMPROPER STORAGE ..... B _____</p> <p><b>7. DOORS</b></p> <p>BLOCKED ..... A _____                  NOT SELF-CLOSING ..... B _____                  UNAPPROVED ..... C _____                  NONE AS REQUIRED ..... D _____</p> <p><b>8. DUCTS</b></p> <p>NO FIRE DAMPER ..... A _____                  OTHER ..... B _____</p> <p><b>9. ELECTRICITY</b></p> <p>OVERLOADED ..... A _____                  DEFECTIVE ..... B _____                  EXTENSION CORDS ..... C _____                  OTHER ..... D _____</p> <p><b>10. ELEVATORS</b></p> <p>EMERGENCY TOOLS/KEY ..... A _____                  IMPROPER ENCLOSURE ..... B _____                  PIT AREA ..... C _____                  OTHER ..... D _____</p>	<p><b>11. EXIT LIGHTS</b></p> <p>OUT ..... A _____                  NEEDED ..... B _____                  WRONG TYPE/LOCATION ..... C _____</p> <p><b>12. EXTINGUISHERS</b></p> <p>RECHARGE ..... A _____                  HANG ..... B _____                  REPAIR OR TEST ..... C _____                  INADEQUATE ..... D _____                  WRONG TYPE ..... E _____</p> <p><b>13. EXITS</b></p> <p>INSUFFICIENT ..... A _____                  NOT INDICATED/LIGHTS ..... B _____                  BLOCKED OR LOCKED ..... C _____                  WRONG TYPE ..... D _____                  WRONG HARDWARE ..... E _____</p> <p><b>14. EXPLOSIVES</b></p> <p>IMPROPER STORAGE ..... A _____                  NO PERMIT ..... B _____                  OTHER ..... C _____</p> <p><b>15. FIRE DOOR</b></p> <p>BLOCKED/INOPERATIVE ..... A _____                  NO CLOSING DEVICE ..... B _____                  INADEQUATE ..... C _____                  NONE ..... D _____</p> <p><b>16. FIRE ESCAPE</b></p> <p>DEFECTIVE/REPAIRS ..... A _____                  NONE AS REQUIRED ..... B _____                  INADEQUATE OR WRONG ..... C _____</p> <p><b>17. FLAMEPROOFING</b></p> <p>CURTAINS/DRAPES ..... A _____                  DECORATIONS ..... B _____</p> <p><b>18. FLAMMABLE LIQUIDS</b></p> <p>IMPROPER STORAGE ..... A _____                  NO SAFETY CAN ..... B _____                  TOO CLOSE TO HEAT ..... C _____                  IMPROPER DISPENSING ..... D _____                  NO PERMIT ..... E _____</p> <p><b>19. HOUSEKEEPING</b></p> <p>AREA/YARDS/BUILDING ..... A _____</p>	<p><b>20. ISOLATIONS/ENCLOSURES</b></p> <p>NONE ..... A _____                  INCOMPLETE ..... B _____                  DOOR NOT TO CODE ..... C _____                  OPENINGS UNPROTECTED ..... D _____</p> <p><b>21. OPEN FLAME DEVICES</b></p> <p>OPEN TOP/SIDES ..... A _____                  USE NOT TO CODE ..... B _____</p> <p><b>22. PAINT SPRAYING</b></p> <p>VENT ..... A _____                  BOOTH NOT TO CODE/NONE ..... B _____                  NO SPRINKLER HEADS ..... C _____                  OTHER ..... D _____</p> <p><b>23. RUBBISH-WASTES</b></p> <p>EXCESSIVE ..... A _____                  IMPROPER DISPOSAL ..... B _____                  OTHER ..... C _____</p> <p><b>24. SMOKE PIPES</b></p> <p>REPAIR ..... A _____                  NO THIMBLE ..... B _____                  TOO CLOSE TO COMBUSTIBLES ..... C _____                  NOT SEALED TO CHIMNEY ..... D _____                  OTHER ..... E _____</p> <p><b>25. SPRINKLERS</b></p> <p>DEFECTIVE HEADS ..... A _____                  INCOMPLETE COVERAGE ..... B _____                  STORAGE TOO CLOSE TO HEAD ..... C _____                  OTHER ..... D _____</p> <p><b>26. STAIRS</b></p> <p>NO HANDRAIL ..... A _____                  BLOCKED ..... B _____</p> <p><b>27. STANDPIPES-NOSE CABINETS</b></p> <p>THREADS/HOSE ..... A _____                  REPAIR/OTHER ..... B _____</p> <p><b>28. WELDING</b></p> <p>NO PERMIT ..... A _____                  NO FIRE CURTAIN ..... B _____                  TOO CLOSE TO COMBUSTIBLES ..... C _____</p> <p><b>29. OTHER VIOLATIONS</b></p> <p>SEE REMARKS BELOW ..... A _____</p>
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**REMARKS**

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**INSTRUCTIONS**

9C - Extinguisher 97 and 97A need testing or recharge  
 9C - check all extinguishers in school

D Gregg Hanrahan  
 (PRINT NAME)  
 OWNER/AGENT/MANAGER/REPRESENTATIVE

Jean Brach  
 (PRINT NAME)  
 INSPECTING OFFICER



**Inspection Survey: Racine Fire Department**

Address: **1425 N Wisconsin St; RA** Racine, WI 53402

Registration #: **2281** Permit #: \_\_\_\_\_

Occupant: **Janes Elementary School**

Occupant Phone: **(262) 664-6550 - B**

Ins Due Date: **09/01/17** Ins Type: **Periodic**

Zone: **Q3B**

**Contacts:**

Name(s)	Address	Phone(s)
<b>Resto Evelyn</b>		(262) 664-6522,
<b>Frederickson Rick</b>	unknown	(262) 632-9212, (262)-902-8785, (262)-902-8785 <i>762 935 0043</i>
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,
<b>Worzal Bill</b>	unknown	(262) 939-1028, <i>MAT menich - 262 926 0014</i>

Inspector PR#: <u>9209</u>	Date of Inspection: <u>9/14/17</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
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*Richard Frederickson*  
 \_\_\_\_\_  
 OWNER/AGENT/MANAGER/REPRESENTATIVE

*[Signature]*  
 \_\_\_\_\_  
 INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **1722 W Sixth St;RA Racine, WI 53404**

Registration #: **1070**

Permit # :

Occupant: **Jefferson Lighthouse School**

Occupant Phone:

Ins Due Date: **09/01/16**

Ins Type: **Periodic**

Zone:

**M1C**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Beighton James</b>	unknown	(262) 994-9973,
<b>Kruse John</b>	1722 W Sixth St Racine WI 53404	(262) 344-6680,
<b>Unified School District No 1</b>	3109 Mt Pleasant St;RA Racine WI 53404	(262) 635-5600,
<b>Cascio Jody</b>		(262) 664-6902, (262) 945-0411,

Inspector PR#: 2159  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 10/24/16  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

~~No Violation~~ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect

**Ch 10 General Fire Safety**

- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
 [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

**16.1 General Requirements**

- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

**Ch 17 Wildland Urban Interface**

**Ch 18 Fire Department Access & Water Supply**

- [Also See SPS 314.01(2)4.a.-b.]

**18.1 General**

**18.2 Fire Department Access**

**Ch 19 Combustible Waste & Refuse**

- 19.1 General
- 19.2 Combustible Waste & Refuse

**Ch 20 Occupancy Fire Safety**

- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

**14.20 Open Flame Devices & Pyrotechnics All Occupancies**

**Ch 21 Airports & Heliports**

**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

**25.1 General**

**25.2 Tents**

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]**

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

**29.1 General**

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

**30.1 General**

**30.2 Repair Garages**

**30.3 Operational Requirements**

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

**34.1 General**

**34.4 Storage Arrangement**

**34.5 General Fire Protection**

**34.6 Building Equipment, Maintenance, & Operations**

**34.10 Storage of Idle Pallets**

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

**41.1 General**

**41.2 Responsibility for Hot Work**

**41.3 Fire Prevention Precautions**

**Ch 42 Refueling**

**42.1 General**

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

- [Also See SPS 314.01(1)(f) & SPS 310]

**43.1 Application**

**43.5 Miscellaneous Spray Operations**

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

**45.1 General**

**45.3 No Smoking**

**45.6 Baled Storage**

**45.7 Storage of Hay, Straw, & Other Similar Agricultural Products**

**Ch 50 Commercial Cooking Equipment**

**50.1 Application**

**50.2 General Requirements**

**50.4 Fire-Extinguishing Equipment**

**50.5 Procedures for the use & Maintenance of Equipment**

**50.6 Minimum Safety Requirements for Cooking Equipment**

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gasses and Cryogenic Fluids**

**63.1 General Provisions**

**63.3 Compressed Gasses**

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

**[Also See SPS 314.65]**

**65.1 General**

**65.2 Display Fireworks**

**65.3 Pyrotechnics Before a Proximate Audience**

**65.11 Sale, Handling & Storage of Consumer Fireworks**

**Ch 66 Flammable & Combustible Liquids**

- [Also See SPS 314.01(1)(f) & SPS 310]

**66.19 Operations**

**66.9 Container & Portable Tank Storage**

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

**69.1 General Provisions**

**69.2 LP-Gas Equipment & Appliances**

**69.3 Installation of LP-Gas Systems**

**69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange**

**69.8 Liquefied Natural Gas [LNG]**

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

**\*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

form rev 04/25/2014

**Inspection Survey: Racine Fire Department**

Address: **930 MI King Dr;RA Racine, WI 53404**

Registration #: **2146**

Permit # :

Occupant: **Julian Thomas Elementary School**

Occupant Phone: **(262) 664-8400 - B**

Ins Due Date: **03/01/17**

Ins Type: **Periodic**

Zone: **T1A**

**Contacts**

Name(s)	Address(es)	Phone(s)
<b>Harvey Terry</b>	930 ML King Dr;RA Racine 53404	(262) 497-3157,
<b>Westplate Mark</b>	930 ML King Dr Racine WI 53404	(262) 497-8849, (262) 664-8413,
<b>Unified School District No 1</b>	3109 Mt Pleasant St Racine WI 53404	(262) 635-5600,

Inspector PR#: <u>2089</u>	Date of Inspection: <u>3/13/17</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
[[Also See SPS 314.01(6)]]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress**
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress
- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
[Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**
- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
[Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

form rev 04/25/2014

**Inspection Survey: Racine Fire Department**

Address: **2701 Seventeenth St; RA Racine, WI 53405**  
 Occupant: **Knapp Elementary School**  
 Ins Due Date: **03/01/17**      Ins Type: **Periodic**

Registration #: **1205**      Permit #: \_\_\_\_\_  
 Occupant Phone: **(262) 664-8000 - B**  
 Zone: **Q4C**

**Contacts**

Name(s)

Address(es)

Phone(s)

**Jackson Mike**

3109 Mt Pleasant St; RA Racine WI 53404

(262) 639-9997, (262) 498-3817,  
(262) 635-5600.

Inspector PR#: 2903  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 5/8/17  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

**NO Violation/ No Entry/ Vacant**  
**NO Violation/ No Entry/ Vacant**  
**NO Violation/ No Entry/ Vacant**

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
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- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

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- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

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- 14.4 Means of Egress Reliability
- 14.5 Door Openings
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- 16.1 General Requirements
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- 43.5 Miscellaneous Spray Operations

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**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **2701 Seventeenth St; RA Racine, WI 53405** Registration #: **1205** Permit #: \_\_\_\_\_  
 Occupant: **Knapp Elementary School** Occupant Phone: **(262) 664-8000 - B**  
 Ins Due Date: **09/01/17** Ins Type: **Periodic** Zone: **Q4C**

Contacts:  
 Name(s) Address Phone(s)  
**Jackson Mike** 3109 Mt Pleasant St; RA Racine WI 53404 (262) 639-9997, (262) 498-3817  
**Unified School District No 1** (262) 635-5600

Inspector PR#: 9207 Date of Inspection: 9-27-17 **No Violation/ No Entry/ Vacant**  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ **No Violation/ No Entry/ Vacant**  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ **No Violation/ No Entry/ Vacant**

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- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
 [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**

- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

**Ch 21 Airports & Heliports**

**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

- 25.1 General
- 25.2 Tents

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]

**Ch 28 Marinas, Boatyards, Marina Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

- 29.1 General

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
 [Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
- 43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gasses and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
 [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**  
 [Also See SPS 314.01(1)(f) & SPS 310]

- 66.19 Operations
- 66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

**\*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **2701 Seventeenth St; RA Racine, WI 53405**  
 Occupant: **Knapp Elementary School**  
 Ins Due Date: **09/01/16**      Ins Type: **Periodic**

Registration #: **1205**      Permit #:   
 Occupant Phone: **(262) 664-8000 - B**  
 Zone: **Q4B**



**Contacts:**

Name(s)	Address	Phone(s)
Jackson Mike	3109 Mt Pleasant St; RA Racine WI 53404	(262) 639-9997, (262) 498-3817, (262) 635-5600,

Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: <u>2707</u>	Date of Inspection: <u>10/14/16</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
[(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Inclinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
[Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marina Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
[Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

form rev 04/25/2014

**Inspection Survey: Racine Fire Department**

Address: **2326 Mohr Av; RA Racine, WI 53405**  
 Occupant: **Mckinley School (+ 2340)**  
 Ins Due Date: **03/01/16**      Ins Type: **Periodic**

Registration #: **1767**      Permit #: \_\_\_\_\_  
 Occupant Phone: \_\_\_\_\_  
 Zone: **M4C**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Huebner A Chris</b>	3436 Daisy La; RA Racine WI 53405	(262) 637-9968,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,

Inspector PR#: <u>2287</u>	Date of Inspection: <u>11/18/15</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

**Ch 17 Wildland Urban Interface**

**Ch 18 Fire Department Access & Water Supply**

- [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse

**Ch 20 Occupancy Fire Safety**

- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

**Ch 21 Airports & Heliports**

**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

[Also See SPS 314.01(1)(f) & SPS 310]

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

**Ch 50 Commercial Cooking Equipment**

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

[Also See SPS 314.65]

**Ch 66 Flammable & Combustible Liquids**

[Also See SPS 314.01(1)(f) & SPS 310]

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**

**Ch 70 Oxidizers & Organic Peroxides**

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**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

**\*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

form rev. 04/25/2014



**Inspection Survey: Racine Fire Department**

Address: **2701 Drexel Av; RA Racine, WI 53403**

Registration #: **229**

Permit #: ✓

Occupant: **Mitchell Middle (2713-elem)**

Occupant Phone:

Ins Due Date: **09/01/16**

Ins Type: **Periodic**

Zone: **ESB**

**Contacts:**

Name(s)	Address(es)	Phone(s)
Cole Chris	2701 Drexel Av; RA Racine WI 53403	(262) 497-0244,
Mitchell Elementary School	2713 Drexel Av; RA Racine WI 53403	(262) 664-6350, (262) 664-6440, (262) 664-6440
Unified School District No 1	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,

Inspector PR#: <u>2305</u>	Date of Inspection: <u>11-08-16</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

314.01(2)(f) Temporary Use  
1.7.6 Authority - Right of Entry to Inspect

**Ch 10 General Fire Safety**

10.1 Fundamental Requirements  
10.2 Owner/Occupant Responsibilities  
[(Also See SPS 314.01(6))]  
10.3 Occupancy  
10.4 Maintenance, Inspection, & Testing  
10.5 Building Evacuation  
10.6 Fire Drills  
10.7 Reporting of Fires & Other Emergencies  
10.8 Tampering with Fire Safety Equipment  
10.10 Smoking  
10.11 Open Flame, Candles, Open Fires, & Incinerators  
10.12 Fire Protection Markings  
10.13 Vacant Buildings and Premises  
10.14 Combustible Vegetation  
10.15 Special Outdoor Events, Carnivals, & Fairs  
10.16 Outside Storage [Also See SPS 314.10(2)]

10.19 Combustible Materials

10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

11.1 Electrical Fire Safety  
11.2 Heating, Ventilation, & Air-Conditioning  
11.3 Elevators, Escalators, & Conveyors  
11.5 Heating Appliances [Also See SPS 314.11]  
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes  
11.8 Smoke Control  
11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

12.1 General  
12.2 Construction  
12.3 Fire-Resistive Materials & Construction  
12.4 Fire Doors & Windows  
12.5 Interior Finish  
12.6 Contents & Furnishings  
12.7 Fire Barriers  
12.8 Smoke Partitions  
12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

13.1 General  
13.2 Standpipe Systems  
13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(7)]  
13.6 Portable Fire Extinguishers  
13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]  
13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

14.4 Means of Egress Reliability  
14.5 Door Openings  
14.12 Illumination of Means of Egress  
14.13 Emergency Lighting  
14.14 Marking of Means of Egress

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16.1 General Requirements  
16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

**Ch 17 Wildland Urban Interface**

**Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]**

18.1 General  
18.2 Fire Department Access  
**Ch 19 Combustible Waste & Refuse**

19.1 General  
19.2 Combustible Waste & Refuse

**Ch 20 Occupancy Fire Safety**

Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

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**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

25.1 General

25.2 Tents

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites [Not Included - See SPS 314.27 & SPS 326]**

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

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29.1 General

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

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30.3 Operational Requirements

**Ch 31 Forest Products**

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**Soundstages & Approved Production Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

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34.4 Storage Arrangement

34.5 General Fire Protection

34.6 Building Equipment, Maintenance, & Operations

34.10 Storage of Idle Pallets

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

41.1 General

41.2 Responsibility for Hot Work

41.3 Fire Prevention Precautions

**Ch 42 Refueling**

42.1 General

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

[Also See SPS 314.01(1)(f) & SPS 310]

43.1 Application

43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

45.1 General

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45.6 Baled Storage

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**Ch 60 Hazardous Materials**

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**Ch 63 Compressed Gasses and Cryogenic Fluids**

63.1 General Provisions

63.3 Compressed Gasses

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

[Also See SPS 314.65]

65.1 General

65.2 Display Fireworks

65.3 Pyrotechnics Before a Proximate Audience

65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**

[Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations

66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

69.1 General Provisions

69.2 LP-Gas Equipment & Appliances

69.3 Installation of LP-Gas Systems

69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange

69.8 Liquefied Natural Gas [LNG]

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**Ch 71 Pyrophoric Solids & Liquids**

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**Ch 73 Water-Reactive Solids & Liquids**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT



**FIRE DEPARTMENT  
FIRE PREVENTION INSPECTION  
Correction Order**

Section 101.14, Stats., designates every fire chief a deputy of the Wisconsin Department of Safety and Professional Services and requires the fire chief or inspectors to conduct inspections for the purpose of ascertaining and causing to be corrected any conditions liable to cause fire, or any violation of any law or ordinance relating to fire hazards, prevention of fires, or environmental contamination from flammable or combustible liquid storage tanks.

Occupancy Name North Peak School

Address 61748 Elizabeth St. City \_\_\_\_\_ Zip \_\_\_\_\_

Owner's Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Item	Code Ref. #	Code Requirement / Correction
		<u>N/A</u>

Personal information you provide may be used for secondary purposes [Privacy Law, s.15.04(1)(m)].

Date Inspected 5/23/16 Date of Order if different from Inspection Date \_\_\_\_\_

Compliance date (Mo/Day/Yr) \_\_\_\_\_

**Appeal.** An appeal to any of the orders must be submitted in writing within 10 days of the date of the order to:

Violations Explained to Officer Hobbs

Inspector's Name (Print) Dan Leming Inspector's Signature [Signature]

Telephone Number 835-2050

**FIRE DEPARTMENT  
FIRE PREVENTION INSPECTION  
Correction Order**

Section 101.14, Stats., designates every fire chief a deputy of the Wisconsin Department of Safety and Professional Services and requires the fire chief or inspectors to conduct inspections for the purpose of ascertaining and causing to be corrected any conditions liable to cause fire, or any violation of any law or ordinance relating to fire hazards, prevention of fires, or environmental contamination from flammable or combustible liquid storage tanks.

Occupancy Name Olympia Brown New School

Address 2115 5 1/2 Mile Rd City Racine Zip 53402

Owner's Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Item	Code Ref. #	Code Requirement / Correction
		<u>No Violations found</u>

Personal information you provide may be used for secondary purposes [Privacy Law, s.15.04(1)(m)].

Date Inspected 5/03/17 Date of Order if different from Inspection Date \_\_\_\_\_

Compliance date (Mo/Day/Yr) \_\_\_\_\_

**Appeal.** An appeal to any of the orders must be submitted in writing within 10 days of the date of the order to:

Violations Explained to \_\_\_\_\_

Inspector's Name (Print) FF Seth Felker Inspector's Signature [Signature]

Telephone Number 262 835-2050

S&D-3293 (R. 7/11)

**Inspection Survey: Racine Fire Department**

Address: **1901 Twelfth St; RA Racine, WI 53403**

Registration #: **1840**

Permit #: \_\_\_\_\_

Occupant: **Washington Park High School**

Occupant Phone: \_\_\_\_\_

*Buildings & Grounds*

Ins Due Date: **09/01/16**

Ins Type: **Periodic**

Zone: \_\_\_\_\_

**E6C**

**NOV 23 2016**

**RECEIVED**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>McGee Larry</b>	1901 Twelfth St; RA Racine WI 53403	(262) 497-3455,
<b>Tschumper Andy</b>	1901 Twelfth St; RA Racine WI 53403	(262) 676-1090,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,
<b>Winski Tana</b>	1901 Twelfth St; RA Racine WI 53403	(414) 628-2545, (262) 619-4405, (262) 619-4405

Inspector PR#: 2315 Date of Inspection: 11/15/16  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
[Also See SPS 314.01(6)]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
[Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access

**Ch 19 Combustible Waste & Refuse**

- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**  
Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

**Ch 21 Airports & Heliports**

**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

25.1 General

25.2 Tents

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

29.1 General

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

30.1 General

30.2 Repair Garages

30.3 Operational Requirements

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production**

**Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

34.1 General

34.4 Storage Arrangement

34.5 General Fire Protection

34.6 Building Equipment, Maintenance, & Operations

34.10 Storage of Idle Pallets

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

41.1 General

41.2 Responsibility for Hot Work

41.3 Fire Prevention Precautions

**Ch 42 Refueling**

42.1 General

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

[Also See SPS 314.01(1)(f) & SPS 310]

43.1 Application

43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

45.1 General

45.3 No Smoking

45.6 Baled Storage

45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

50.1 Application

50.2 General Requirements

50.4 Fire-Extinguishing Equipment

50.5 Procedures for the use & Maintenance of Equipment

50.6 Minimum Safety Requirements for Cooking Equipment

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

63.1 General Provisions

63.3 Compressed Gases

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

[Also See SPS 314.65]

65.1 General

65.2 Display Fireworks

65.3 Pyrotechnics Before a Proximate Audience

65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**

[Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations

66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gases & Liquefied**

**Natural Gases**

69.1 General Provisions

69.2 LP-Gas Equipment & Appliances

69.3 Installation of LP-Gas Systems

69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange

69.8 Liquefied Natural Gas [LNG]

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

\*Other Violations - See Remarks Below

**REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION**

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

*A.T.S.*

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

Inspection Survey: **Racine Fire Department**

Address: **1901 Twelfth St; RA Racine, WI 53403**

Registration #: **1840**

Permit #: \_\_\_\_\_

Occupant: **Washington Park High School**

Occupant Phone: \_\_\_\_\_

Ins Due Date: **03/01/17**

Ins Type: **Periodic**

Zone: **E6A**

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MAY 16 2017

Buildings & Grounds



Contacts:

Name(s)	Address(es)	Phone(s)
<b>McGee Larry</b>	1901 Twelfth St; RA Racine WI 53403	(262) 497-3455, ✓
<b>Tschumper Andy</b>	1901 Twelfth St; RA Racine WI 53403	(262) 676-1090, ✓
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600, ✓
<b>Winski Tana</b>	1901 Twelfth St; RA Racine WI 53403	(414) 628-2545, (262) 619-4405, (262) 619-4405 ✓

Inspector PR#: 2066  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 5/12/2017  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect

**Ch 10 General Fire Safety**

- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**

- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**

- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**

- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

- 25.1 General
- 25.2 Tents

- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]

- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**

- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements

- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

- Soundstages & Approved Production Facilities**

- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**

- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets

- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**

- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
- 43.5 Miscellaneous Spray Operations

- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**

- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gasses and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]

- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]

- 66.19 Operations
- 66.9 Container & Portable Tank Storage

- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**

- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]

- Ch 70 Oxidizers & Organic Peroxides**

- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**

- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION  
 Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **914 St Patrick St; RA Racine, WI 53402**

Registration #: **2294**

Permit #: \_\_\_\_\_

Occupant: **Red Apple School**

Occupant Phone: **(262) 619-4500 - B**

Ins Due Date: **09/01/16**

Ins Type: **Periodic**

Zone: **E2C**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Candito Brian</b>	914 St Patrick St Racine WI 53402	(262) 619-4518, (262) 488-0090,
<b>Unified School District No 1</b>	3109 Mt Pleasant St Racine WI 53404	(262) 635-5600,

Inspector PR#: 9273

Date of Inspection: 9/12/16

No Violation/ No Entry/ Vacant

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergences
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [(Also See SPS 314.10(2))]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [(Also See SPS 314.11)]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [(Also See SPS 314.13(1)-(2))]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [(Also See SPS 314.13(3))]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress**
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress
- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [(Also See SPS 314.16)]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [(Also See SPS 314.01(2)4.a.-b.)]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**
- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

- Ch 42 Refueling**
- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [(Also See SPS 314.01(1)(f) & SPS 310)]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [(Also See SPS 314.65)]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Safe, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids** [(Also See SPS 314.01(1)(f) & SPS 310)]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below

**REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION**

Personal Information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Emergency lights found floor outside office. Exit lights, third floor area  
 Exit light in room 222, 220. Exit light in room 115. Stage curtain  
 ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14  
 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

-Address: **914 St Patrick St;RA Racine, WI 53402** Registration #: **2294** Permit #: \_\_\_\_\_  
 Occupant: **Red Apple School** Occupant Phone: **(262) 619-4500 - B**  
 Ins Due Date: **03/01/17** Ins Type: **Periodic** Zone: **E2A**

Contact(s) Name(s) Address(es) Phone(s)  
**Candito Brian** 914 St Patrick St Racine WI 53402 (262) 619-4518, (262) 488-0090,  
**Unified School District No 1** 3109 Mt Pleasant St Racine WI 53404 (262) 635-5600,

Inspector PR#: 2370 Date of Inspection: 2/1/17 **No Violation/ No Entry/ Vacant**  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ **No Violation/ No Entry/ Vacant**  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ **No Violation/ No Entry/ Vacant**

- Ch 1 Administration** [Also See SPS 314.01]
- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interlor Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress**
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress
- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**
- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

- Ch 42 Refueling**
- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gasses and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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\_\_\_\_\_  
 OWNER/AGENT/MANAGER/REPRESENTATIVE

\_\_\_\_\_  
 INSPECTING OFFICER/FIRE DEPARTMENT

form rev. 04/25/2014



Inspection Survey: Racine Fire Department

Address: 2015 Franklin St; RA Racine, WI 53403

Registration #: 1474 Permit # :

Occupant: Racine Early Education Center

Occupant Phone: (262) 664-8200 - B

Ins Due Date: 09/01/16 Ins Type: Periodic

Zone: T1C

Contacts:

Name(s) Address(es) Phone(s)
Glass Ben 2015 Franklin St; RA Racine WI 53403 (262) 898-7237, (262) 664-2573, (262) 664-2573
Unified School District No 1 3109 Mt Pleasant St; RA Racine WI 53404 (262) 635-5600

Inspector PR#: 2454 Date of Inspection: 10-18-16 No Violation/ No Entry/ Vacant
Inspector PR#: Date of Inspection: No Violation/ No Entry/ Vacant
Inspector PR#: Date of Inspection: No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect
Ch 10 General Fire Safety
10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
10.6 Fire Drills
10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.10 Smoking
10.11 Open Flame, Candles, Open Fires, & Incinerators
10.12 Fire Protection Markings
10.13 Vacant Buildings and Premises
10.14 Combustible Vegetation
10.15 Special Outdoor Events, Carnivals, & Fairs
10.16 Outside Storage [Also See SPS 314:10(2)]
10.19 Combustible Materials
10.20 Indoor Children's Playground Structures

- Ch 11 Building Services
11.1 Electrical Fire Safety
11.2 Heating, Ventilation, & Air-Conditioning
11.3 Elevators, Escalators, & Conveyors
11.5 Heating Appliances [Also See SPS 314.11]
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
11.8 Smoke Control
11.9 Emergency Command Center

- Ch 12 Features of Fire Protection
12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
12.5 Interior Finish
12.6 Contents & Furnishings
12.7 Fire Barriers
12.8 Smoke Partitions
12.9 Smoke Barriers

- Ch 13 Fire Protection Systems
13.1 General
13.2 Standpipe Systems
13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
13.6 Portable Fire Extinguishers
13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
13.8 Other Fire Protection Systems

- Ch 14 Means of Egress
14.4 Means of Egress Reliability
14.5 Door Openings
14.12 Illumination of Means of Egress
14.13 Emergency Lighting
14.14 Marking of Means of Egress

- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

- 16.1 General Requirements
16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
Ch 17 Wildland Urban Interface
Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]
18.1 General
18.2 Fire Department Access
Ch 19 Combustible Waste & Refuse
19.1 General
19.2 Combustible Waste & Refuse
Ch 20 Occupancy Fire Safety
Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports
Ch 22 Automobile Wrecking Yards
Ch 23 Cleanrooms
Ch 24 Drycleaning
Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures
25.1 General
25.2 Tents

- Ch 26 Laboratories Using Chemicals
Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]
Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves
Ch 29 Parking Garages
29.1 General
Ch 30 Motor Fuel Dispensing Facilities & Repair Garages
30.1 General
30.2 Repair Garages
30.3 Operational Requirements

- Ch 31 Forest Products
Ch 32 Motion Picture & Television Production Studio
Soundstages & Approved Production Facilities
Ch 33 Outside Storage of Tires
Ch 34 General Storage
34.1 General
34.4 Storage Arrangement
34.5 General Fire Protection
34.6 Building Equipment, Maintenance, & Operations
34.10 Storage of Idle Pallets

- Ch 40 Dust Explosion Prevention
Ch 41 Hot Work Operations
41.1 General
41.2 Responsibility for Hot Work
41.3 Fire Prevention Precautions

- Ch 42 Refueling
42.1 General
Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials [Also See SPS 314.01(1)(f) & SPS 310]
43.1 Application
43.5 Miscellaneous Spray Operations

- Ch 44 Solvent Extraction
Ch 45 Combustible Fibers
45.1 General
45.3 No Smoking
45.6 Baled Storage
45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

- Ch 50 Commercial Cooking Equipment
50.1 Application
50.2 General Requirements
50.4 Fire-Extinguishing Equipment
50.5 Procedures for the use & Maintenance of Equipment
50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces
Ch 52 Stationary Lead-Acid Battery Systems
Ch 53 Mechanical Refrigeration
Ch 60 Hazardous Materials
Ch 61 Aerosol Products
Ch 63 Compressed Gases and Cryogenic Fluids
63.1 General Provisions
63.3 Compressed Gases

- Ch 64 Corrosive Solids & Liquids
Ch 65 Explosives, Fireworks, & Model Rocketry [Also See SPS 314.65]
65.1 General
65.2 Display Fireworks
65.3 Pyrotechnics Before a Proximate Audience
65.11 Sale, Handling & Storage of Consumer Fireworks

- Ch 66 Flammable & Combustible Liquids [Also See SPS 314.01(1)(f) & SPS 310]
66.19 Operations
66.9 Container & Portable Tank Storage

- Ch 67 Flammable Solids
Ch 68 Highly Toxic and Toxic Solids & Liquids
Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases
69.1 General Provisions
69.2 LP-Gas Equipment & Appliances
69.3 Installation of LP-Gas Systems
69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
69.8 Liquefied Natural Gas [LNG]
Ch 70 Oxidizers & Organic Peroxides
Ch 71 Pyrophoric Solids & Liquids
Ch 72 Unstable [Reactive] Solids & Liquids
Ch 73 Water-Reactive Solids & Liquids
\*Other Violations - See Remarks Below

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4 year olds

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Benjamin Glass
OWNER/AGENT/MANAGER/REPRESENTATIVE
INSPECTING OFFICER/FIRE DEPARTMENT
form rev. 04/25/2014

**Inspection Survey: Racine Fire Department**

Address: **915 Romayne Av; RA Racine, WI 53402**  
 Occupant: **Roosevelt School**  
 Ins Due Date: **09/01/16**      Ins Type: **Periodic**

Registration #: **1549**      Permit #: ✓  
 Occupant Phone: \_\_\_\_\_  
 Zone: **Q3B**

**Contacts:**

Name(s)	Address(es)	Phone(s)
Leach Mike	3109 Mt Pleasant St; RA Racine WI 53404	(414) 788-7004, cell/phone (262) 635-5600

Inspector PR#: <u>2323</u>	Date of Inspection: <u>11/3/16</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

- 314.01(2)(f) Temporary Use
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- Ch 11 Building Services**
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- 11.5 Heating Appliances [Also See SPS 314.11]
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- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
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- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
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- 13.8 Other Fire Protection Systems
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- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
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- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

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- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT



**Inspection Survey: Racine Fire Department**

Address: **915 Romayne Av; RA Racine, WI 53402**

Registration #: **1549**

Permit # :

Occupant: **Roosevelt School**

Occupant Phone:

Ins Due Date: **03/01/17**

Ins Type: **Periodic**

Zone: **Q3C**

**Contacts**

Name(s)

Address(es)

Phone(s)

Lea<sup>n</sup> Mike

(414) 788-7004,

U<sup>i</sup> **School District No 1** 3109 Mt Pleasant St; RA Racine WI 53404

(262) 635-5600,

Inspector PR#: 7142

Date of Inspection: 5/26/17

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

No Violation/ No Entry/ Vacant

No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

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- 1.7.6 Authority - Right of Entry to Inspect

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- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.4 Heating Appliances [Also See SPS 314.11]
- 11.5 Dish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
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- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
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- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

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- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

**Ch 17 Wildland Urban Interface**

**Ch 18 Fire Department Access & Water Supply**

[Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
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- 19.1 General
- 19.2 Combustible Waste & Refuse

**Ch 20 Occupancy Fire Safety**

Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

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**Ch 23 Cleanrooms**

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**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

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- 25.2 Tents

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**Soundstages & Approved Production Facilities**

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- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

[Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
- 43.5 Miscellaneous Spray Operations

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gasses and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**

[Also See SPS 314.01(1)(f) & SPS 310]

- 66.19 Operations
- 66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

\*Other Violations - See Remarks Below

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

form rev. 04/25/2014

**Inspection Survey: Racine Fire Department**

Address: **2420 Kentucky St; RA Racine, WI 53405**  
 Occupant: **S C Johnson School**  
 Ins Due Date: **03/01/17**      Ins Type: **Periodic**

Registration #: **394**      Permit # :  
 Occupant Phone: **(262) 664-6950 - B**  
 Zone: **E5A**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Hollow Mark</b>	unknown	(262) 681-3315, (262) 880-2587,
<b>DeLao Kim</b>	unknown	(262) 488-4967,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,

Inspector PR#: <u>2199</u>	Date of Inspection: <u>05/20/2017</u>	<u>No Violation/ No Entry/ Vacant</u>
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

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- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
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- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**
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- 69.3 Installation of LP-Gas Systems
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- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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*[Signature]*

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

# SOUTH SHORE FIRE DEPARTMENT FIRE INSPECTION REPORT

Name of Business SCHULTE

Date of Inspection 5-27-16

Address 8515 WESTMINSTER DR

Compliance Date N/A

Owner \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Violations Requiring Corrective Action are Marked Below

<p><b>1. AISLES</b></p> <p>BLOCKED ..... A _____</p> <p>INADEQUATE ..... B _____</p> <p>NOT LIGHTED ..... C _____</p> <p><b>2. ALARM SYSTEM</b></p> <p>NONE ..... A _____</p> <p>INADEQUATE ..... B _____</p> <p>DEFECTIVE ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>3. BUILDING REPAIRS</b></p> <p>DANGEROUS CONDITIONS ..... A _____</p> <p>OTHER ..... B _____</p> <p><b>4. BURNING</b></p> <p>NO PERMIT ..... A _____</p> <p>OUT OF HOURS ..... B _____</p> <p>ILLEGAL CONTAINER ..... C _____</p> <p>TOO CLOSE TO BUILDING ..... D _____</p> <p><b>5. CHEMICALS</b></p> <p>IMPROPER STORAGE ..... A _____</p> <p>NO PERMIT ..... B _____</p> <p><b>6. COMBUSTIBLES</b></p> <p>EXCESSIVE STORAGE ..... A _____</p> <p>IMPROPER STORAGE ..... B _____</p> <p><b>7. DOORS</b></p> <p>BLOCKED ..... A _____</p> <p>NOT SELF-CLOSING ..... B _____</p> <p>UNAPPROVED ..... C _____</p> <p>NONE AS REQUIRED ..... D _____</p> <p><b>8. DUCTS</b></p> <p>NO FIRE DAMPER ..... A _____</p> <p>OTHER ..... B _____</p> <p><b>9. ELECTRICITY</b></p> <p>OVERLOADED ..... A _____</p> <p>DEFECTIVE ..... B _____</p> <p>EXTENSION CORDS ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>10. ELEVATORS</b></p> <p>EMERGENCY TOOLS/KEY ..... A _____</p> <p>IMPROPER ENCLOSURE ..... B _____</p> <p>PIT AREA ..... C _____</p> <p>OTHER ..... D _____</p>	<p><b>11. EXIT LIGHTS</b></p> <p>OUT ..... A _____</p> <p>NEEDED ..... B _____</p> <p>WRONG TYPE/LOCATION ..... C _____</p> <p><b>12. EXTINGUISHERS</b></p> <p>RECHARGE ..... A _____</p> <p>HANG ..... B _____</p> <p>REPAIR OR TEST ..... C _____</p> <p>INADEQUATE ..... D _____</p> <p>WRONG TYPE ..... E _____</p> <p><b>13. EXITS</b></p> <p>INSUFFICIENT ..... A _____</p> <p>NOT INDICATED/LIGHTS ..... B _____</p> <p>BLOCKED OR LOCKED ..... C _____</p> <p>WRONG TYPE ..... D _____</p> <p>WRONG HARDWARE ..... E _____</p> <p><b>14. EXPLOSIVES</b></p> <p>IMPROPER STORAGE ..... A _____</p> <p>NO PERMIT ..... B _____</p> <p>OTHER ..... C _____</p> <p><b>15. FIRE DOOR</b></p> <p>BLOCKED/INOPERATIVE ..... A _____</p> <p>NO CLOSING DEVICE ..... B _____</p> <p>INADEQUATE ..... C _____</p> <p>NONE ..... D _____</p> <p><b>16. FIRE ESCAPE</b></p> <p>DEFECTIVE/REPAIRS ..... A _____</p> <p>NONE AS REQUIRED ..... B _____</p> <p>INADEQUATE OR WRONG ..... C _____</p> <p><b>17. FLAMEPROOFING</b></p> <p>CURTAINS/DRAPES ..... A _____</p> <p>DECORATIONS ..... B _____</p> <p><b>18. FLAMMABLE LIQUIDS</b></p> <p>IMPROPER STORAGE ..... A _____</p> <p>NO SAFETY CAN ..... B _____</p> <p>TOO CLOSE TO HEAT ..... C _____</p> <p>IMPROPER DISPENSING ..... D _____</p> <p>NO PERMIT ..... E _____</p> <p><b>19. HOUSEKEEPING</b></p> <p>AREA/YARDS/BUILDING ..... A _____</p>	<p><b>20. ISOLATIONS/ENCLOSURES</b></p> <p>NONE ..... A _____</p> <p>INCOMPLETE ..... B _____</p> <p>DOOR NOT TO CODE ..... C _____</p> <p>OPENINGS UNPROTECTED ..... D _____</p> <p><b>21. OPEN FLAME DEVICES</b></p> <p>OPEN TOP/SIDES ..... A _____</p> <p>USE NOT TO CODE ..... B _____</p> <p><b>22. PAINT SPRAYING</b></p> <p>VENT ..... A _____</p> <p>BOOTH NOT TO CODE/NONE ..... B _____</p> <p>NO SPRINKLER HEADS ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>23. RUBBISH/WASTES</b></p> <p>EXCESSIVE ..... A _____</p> <p>IMPROPER DISPOSAL ..... B _____</p> <p>OTHER ..... C _____</p> <p><b>24. SMOKE PIPES</b></p> <p>REPAIR ..... A _____</p> <p>NO THIMBLE ..... B _____</p> <p>TOO CLOSE TO COMBUSTIBLES ..... C _____</p> <p>NOT SEALED TO CHIMNEY ..... D _____</p> <p>OTHER ..... E _____</p> <p><b>25. SPRINKLERS</b></p> <p>DEFECTIVE HEADS ..... A _____</p> <p>INCOMPLETE COVERAGE ..... B _____</p> <p>STORAGE TOO CLOSE TO HEAD ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>26. STAIRS</b></p> <p>NO HANDRAIL ..... A _____</p> <p>BLOCKED ..... B _____</p> <p><b>27. STANDPIPES-HOSE CABINETS</b></p> <p>THREADS/HOSE ..... A _____</p> <p>REPAIR/OTHER ..... B _____</p> <p><b>28. WELDING</b></p> <p>NO PERMIT ..... A _____</p> <p>NO FIRE CURTAIN ..... B _____</p> <p>TOO CLOSE TO COMBUSTIBLES ..... C _____</p> <p><b>29. OTHER VIOLATIONS</b></p> <p>SEE REMARKS BELOW ..... A _____</p>
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### REMARKS

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### INSTRUCTIONS

NO VIOLATION NOTED

[Signature]

OWNER/AGENT/MANAGER/REPRESENTATIVE

[Signature] (WIENKE)

INSPECTING OFFICER

**Inspection Survey: Racine Fire Department**

Address: **1516 Ohio St; RA Racine, WI 53405** Registration #: **1864** Permit #:   
 Occupant: **Starbuck School** Occupant Phone:   
 Ins Due Date: **09/01/17** Ins Type: **Periodic** Zone: **M4A**

**Contacts:**

**Parrott Mizell** unknown (262) 672-1487, (262) 664-6529  
**Unified School District No 1** 3109 Mt Pleasant St; RA Racine WI 53404 (262) 635-5600

Inspector PR#: 2762 Date of Inspection: 7/15/17  No Violation/ No Entry/ Vacant  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ No Violation/ No Entry/ Vacant  
 Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_ No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

314.01(2)(f) Temporary Use  
 1.7.6 Authority - Right of Entry to Inspect

**Ch 10 General Fire Safety**

10.1 Fundamental Requirements  
 10.2 Owner/Occupant Responsibilities  
 [(Also See SPS 314.01(6))]  
 10.3 Occupancy  
 10.4 Maintenance, Inspection, & Testing  
 10.5 Building Evacuation  
 10.6 Fire Drills  
 10.7 Reporting of Fires & Other Emergencies  
 10.8 Tampering with Fire Safety Equipment  
 10.10 Smoking  
 10.11 Open Flame, Candles, Open Fires, & Incinerators  
 10.12 Fire Protection Markings  
 10.13 Vacant Buildings and Premises  
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 10.15 Special Outdoor Events, Carnivals, & Fairs  
 10.16 Outside Storage [Also See SPS 314.10(2)]  
 10.19 Combustible Materials  
 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

11.1 Electrical Fire Safety  
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 11.3 Elevators, Escalators, & Conveyors  
 11.5 Heating Appliances [Also See SPS 314.11]  
 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes  
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**Ch 12 Features of Fire Protection**

12.1 General  
 12.2 Construction  
 12.3 Fire-Resistive Materials & Construction  
 12.4 Fire Doors & Windows  
 12.5 Interior Finish  
 12.6 Contents & Furnishings  
 12.7 Fire Barriers  
 12.8 Smoke Partitions  
 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

13.1 General  
 13.2 Standpipe Systems  
 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]  
 13.6 Portable Fire Extinguishers  
 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]  
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**Ch 14 Means of Egress**

14.4 Means of Egress Reliability  
 14.5 Door Openings  
 14.12 Illumination of Means of Egress  
 14.13 Emergency Lighting  
 14.14 Marking of Means of Egress

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 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]  
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**Soundstages & Approved Production Facilities**

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 43.5 Miscellaneous Spray Operations

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**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

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**Ch 64 Corrosive Solids & Liquids**

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 65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations  
 66.9 Container & Portable Tank Storage

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

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 69.2 LP-Gas Equipment & Appliances  
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**Ch 73 Water-Reactive Solids & Liquids**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **2700 Yout St; RA Racine, WI 53404**

Registration #: **2714**

Permit #: \_\_\_\_\_

Occupant: **Wadewitz School**

Occupant Phone: **(262) 664-6000 - B**

Ins Due Date: **03/01/17**

Ins Type: **Periodic**

Zone: **Q3C**

**Contracts**

Name(s)	Address(es)	Phone(s)
<b>Sheckles Mike</b>		(262) 939-4130,
<b>Chapin Chad</b>	unknown	(262) 880-8783,
<b>Ploeger Tiffany</b>		(262) 309-7543,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) E35-5600,

Inspector PR#: 9073  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 5/4/17  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect

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- 10.1 Fundamental Requirements
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- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
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- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

**16.1 General Requirements**

- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

**Ch 17 Wildland Urban Interface**

**Ch 18 Fire Department Access & Water Supply**

- [Also See SPS 314.01(2)4.a.-b.]

**18.1 General**

**18.2 Fire Department Access**

**Ch 19 Combustible Waste & Refuse**

**19.1 General**

**19.2 Combustible Waste & Refuse**

**Ch 20 Occupancy Fire Safety**

- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

**14.20 Open Flame Devices & Pyrotechnics All Occupancies**

**Ch 21 Airports & Heliports**

**Ch 22 Automobile Wrecking Yards**

**Ch 23 Cleanrooms**

**Ch 24 Drycleaning**

**Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

**Tents, & Membrane Structures**

**25.1 General**

**25.2 Tents**

**Ch 26 Laboratories Using Chemicals**

**Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]**

**Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

**Ch 29 Parking Garages**

**29.1 General**

**Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

**30.1 General**

**30.2 Repair Garages**

**30.3 Operational Requirements**

**Ch 31 Forest Products**

**Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

**Ch 33 Outside Storage of Tires**

**Ch 34 General Storage**

**34.1 General**

**34.4 Storage Arrangement**

**34.5 General Fire Protection**

**34.6 Building Equipment, Maintenance, & Operations**

**34.10 Storage of Idle Pallets**

**Ch 40 Dust Explosion Prevention**

**Ch 41 Hot Work Operations**

**41.1 General**

**41.2 Responsibility for Hot Work**

**41.3 Fire Prevention Precautions**

**Ch 42 Refueling**

**42.1 General**

**Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**

- [Also See SPS 314.01(1)(f) & SPS 310]

**43.1 Application**

**43.5 Miscellaneous Spray Operations**

**Ch 44 Solvent Extraction**

**Ch 45 Combustible Fibers**

**45.1 General**

**45.3 No Smoking**

**45.6 Baled Storage**

**45.7 Storage of Hay, Straw, & Other Similar Agricultural Products**

**Ch 50 Commercial Cooking Equipment**

**50.1 Application**

**50.2 General Requirements**

**50.4 Fire-Extinguishing Equipment**

**50.5 Procedures for the use & Maintenance of Equipment**

**50.6 Minimum Safety Requirements for Cooking Equipment**

**Ch 51 Industrial Ovens & Furnaces**

**Ch 52 Stationary Lead-Acid Battery Systems**

**Ch 53 Mechanical Refrigeration**

**Ch 60 Hazardous Materials**

**Ch 61 Aerosol Products**

**Ch 63 Compressed Gases and Cryogenic Fluids**

**63.1 General Provisions**

**63.3 Compressed Gasses**

**Ch 64 Corrosive Solids & Liquids**

**Ch 65 Explosives, Fireworks, & Model Rocketry**

- [Also See SPS 314.65]

**65.1 General**

**65.2 Display Fireworks**

**65.3 Pyrotechnics Before a Proximate Audience**

**65.1.1 Safe, Handling & Storage of Consumer Fireworks**

**Ch 66 Flammable & Combustible Liquids**

- [Also See SPS 314.01(1)(f) & SPS 310]

**66.19 Operations**

**66.9 Container & Portable Tank Storage**

**Ch 67 Flammable Solids**

**Ch 68 Highly Toxic and Toxic Solids & Liquids**

**Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

**69.1 General Provisions**

**69.2 LP-Gas Equipment & Appliances**

**69.3 Installation of LP-Gas Systems**

**69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange**

**69.8 Liquefied Natural Gas [LNG]**

**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

**\*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **2700 Yout St; RA Racine, WI 53404**

Registration #: **2714** Permit #: \_\_\_\_\_

Occupant: **Wadewitz School**

Occupant Phone: **(262) 664-6000 - B**

Ins Due Date: **03/01/16** Ins Type: **Periodic**

Zone: **Q3B**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Chapin Chad</b>	unknown	(262) 880-8783,
<b>Swanson Anne</b>	2700 Yout St; RA Racine WI 53404	(262) 497-0925,
<b>Unified School District No 1</b>	3109 Mt Pleasant St; RA Racine WI 53404	(262) 635-5600,

Inspector PR#: 2373  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 3/3/16  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration [Also See SPS 314.01]**

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
[Also See SPS 314.01(6)]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
[Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
[Also See SPS 314.65]

- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

**Ch 66 Flammable & Combustible Liquids**  
[Also See SPS 314.01(1)(f) & SPS 310]

- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]

- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **1012 Center St; RA Racine, WI 53403**  
 Occupant: **Walden 3**  
 Ins Due Date: **03/01/17**      Ins Type: **Periodic**

Registration #: **590**      Permit #: \_\_\_\_\_  
 Occupant Phone: **(262) 664-6250 - B**  
 Zone: **M1B**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<del>Cooper, John</del> <i>ROB KREIL</i>	<del>1012 Center St; RA Racine, WI 53403</del> <i>PR - JF</i>	<del>(262) 260-8287</del> <i>262 221 7827</i>
<del>Hansen, Jess</del>	<del>unknown</del>	<del>(262) 639-7754</del>
<b>Unified School District No 1</b>	<b>3109 Mt Pleasant St; RA Racine WI 53404</b>	<b>(262) 635-5600</b>

Inspector PR#: <u>1756</u>	Date of Inspection: <u>2/14/17</u>	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant
Inspector PR#: _____	Date of Inspection: _____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
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- 10.3 Occupancy
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- 10.5 Building Evacuation
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- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
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- 18.1 General
- 18.2 Fire Department Access
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- 19.1 General
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- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

- Ch 42 Refueling**
- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
[Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
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- Ch 45 Combustible Fibers**
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- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
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- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT



Inspection Survey: Racine Fire Department

Address: 1012 Center St; RA Racine, WI 53403

Registration #: 590

Permit #:

Occupant: Walden 3

Occupant Phone: (262) 664-6250 - B

Ins Due Date: 03/01/16

Ins Type: Periodic

Zone: M1A

Contacts:

Table with 3 columns: Name(s), Address(es), Phone(s). Rows include Cooper John, Hansen Jean, and Unified School District No 1.

Inspector PR#: [Signature] Date of Inspection: [Signature]
Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_
Inspector PR#: \_\_\_\_\_ Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect
Ch 10 General Fire Safety
10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities
...
Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

16.1 General Requirements

- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
Ch 17 Wildland Urban Interface
Ch 18 Fire Department Access & Water Supply
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Ch 41 Hot Work Operations
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41.2 Responsibility for Hot Work
41.3 Fire Prevention Precautions

Ch 42 Refueling

- 42.1 General
Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials
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Ch 73 Water-Reactive Solids & Liquids
\*Other Violations - See Remarks Below

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[Signature]

[Signature]



# SOUTH SHORE FIRE DEPARTMENT FIRE INSPECTION REPORT

Name of Business Westridge School

Date of Inspection 3/23/16

Address 1347 S. Emmertsen Rd

Compliance Date 9/23/16

Owner \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Violations Requiring Corrective Action are Marked Below

<p><b>1. ABLES</b></p> <p>BLOCKED ..... A _____</p> <p>INADEQUATE ..... B _____</p> <p>NOT LIGHTED ..... C _____</p> <p><b>2. ALARM SYSTEM</b></p> <p>NONE ..... A _____</p> <p>INADEQUATE ..... B _____</p> <p>DEFECTIVE ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>3. BUILDING REPAIRS</b></p> <p> DANGEROUS CONDITIONS ..... A _____</p> <p> OTHER ..... B _____</p> <p><b>4. BURNING</b></p> <p>NO PERMIT ..... A _____</p> <p>OUT OF HOURS ..... B _____</p> <p>ILLEGAL CONTAINER ..... C _____</p> <p>TOO CLOSE TO BUILDING ..... D _____</p> <p><b>5. CHEMICALS</b></p> <p>IMPROPER STORAGE ..... A _____</p> <p>NO PERMIT ..... B _____</p> <p><b>6. COMBUSTIBLES</b></p> <p>EXCESSIVE STORAGE ..... A _____</p> <p>IMPROPER STORAGE ..... B _____</p> <p><b>7. DOORS</b></p> <p>BLOCKED ..... A _____</p> <p>NOT SELF-CLOSING ..... B _____</p> <p>UNAPPROVED ..... C _____</p> <p>NONE AS REQUIRED ..... D _____</p> <p><b>8. DUCTS</b></p> <p>NO FIRE DAMPER ..... A _____</p> <p>OTHER ..... B _____</p> <p><b>9. ELECTRICITY</b></p> <p>OVERLOADED ..... A _____</p> <p>DEFECTIVE ..... B _____</p> <p>EXTENSION CORDS ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>10. ELEVATORS</b></p> <p>EMERGENCY TOOLS/KEY ..... A _____</p> <p>IMPROPER ENCLOSURE ..... B _____</p> <p>PIT AREA ..... C _____</p> <p>OTHER ..... D _____</p>	<p><b>11. EXIT LIGHTS</b></p> <p>OUT ..... A _____</p> <p>NEEDED ..... B _____</p> <p>WRONG TYPE/LOCATION ..... C _____</p> <p><b>12. EXTINGUISHERS</b></p> <p>RECHARGE ..... A _____</p> <p>HANG ..... B _____</p> <p>REPAIR OR TEST ..... C _____</p> <p>INADEQUATE ..... D _____</p> <p>WRONG TYPE ..... E _____</p> <p><b>13. EXITS</b></p> <p>INSUFFICIENT ..... A _____</p> <p>NOT INDICATED/LIGHTS ..... B _____</p> <p>BLOCKED OR LOCKED ..... C _____</p> <p>WRONG TYPE ..... D _____</p> <p>WRONG HARDWARE ..... E _____</p> <p><b>14. EXPLOSIVES</b></p> <p>IMPROPER STORAGE ..... A _____</p> <p>NO PERMIT ..... B _____</p> <p>OTHER ..... C _____</p> <p><b>15. FIRE DOOR</b></p> <p>BLOCKED/INOPERATIVE ..... A _____</p> <p>NO CLOSING DEVICE ..... B _____</p> <p>INADEQUATE ..... C _____</p> <p>NONE ..... D _____</p> <p><b>16. FIRE ESCAPE</b></p> <p>DEFECTIVE/REPAIRS ..... A _____</p> <p>NONE AS REQUIRED ..... B _____</p> <p>INADEQUATE OR WRONG ..... C _____</p> <p><b>17. FLAMEPROOFING</b></p> <p>CURTAINS/DRAPES ..... A _____</p> <p>DECORATIONS ..... B _____</p> <p><b>18. FLAMMABLE LIQUIDS</b></p> <p>IMPROPER STORAGE ..... A _____</p> <p>NO SAFETY CAN ..... B _____</p> <p>TOO CLOSE TO HEAT ..... C _____</p> <p>IMPROPER DISPENSING ..... D _____</p> <p>NO PERMIT ..... E _____</p> <p><b>19. HOUSEKEEPING</b></p> <p>AREA/YARDS/BUILDING ..... A _____</p>	<p><b>20. ISOLATIONS/ENCLOSURES</b></p> <p>NONE ..... A _____</p> <p>INCOMPLETE ..... B _____</p> <p>DOOR NOT TO CODE ..... C _____</p> <p>OPENINGS UNPROTECTED ..... D _____</p> <p><b>21. OPEN FLAME DEVICES</b></p> <p>OPEN TOP/SIDES ..... A _____</p> <p>USE NOT TO CODE ..... B _____</p> <p><b>22. PAINT SPRAYING</b></p> <p>VENT ..... A _____</p> <p>BOOTH NOT TO CODE/NONE ..... B _____</p> <p>NO SPRINKLER HEADS ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>23. RUBBISH-WASTES</b></p> <p>EXCESSIVE ..... A _____</p> <p>IMPROPER DISPOSAL ..... B _____</p> <p>OTHER ..... C _____</p> <p><b>24. SMOKE PIPES</b></p> <p>REPAIR ..... A _____</p> <p>NO THIMBLE ..... B _____</p> <p>TOO CLOSE TO COMBUSTIBLES ..... C _____</p> <p>NOT SEALED TO CHIMNEY ..... D _____</p> <p>OTHER ..... E _____</p> <p><b>25. SPRINKLERS</b></p> <p>DEFECTIVE HEADS ..... A _____</p> <p>INCOMPLETE COVERAGE ..... B _____</p> <p>STORAGE TOO CLOSE TO HEAD ..... C _____</p> <p>OTHER ..... D _____</p> <p><b>26. STAIRS</b></p> <p>NO HANDRAIL ..... A _____</p> <p>BLOCKED ..... B _____</p> <p><b>27. STANDPIPES-HOSE CABINETS</b></p> <p>THREADS/HOSE ..... A _____</p> <p>REPAIR/OTHER ..... B _____</p> <p><b>28. WELDING</b></p> <p>NO PERMIT ..... A _____</p> <p>NO FIRE CURTAIN ..... B _____</p> <p>TOO CLOSE TO COMBUSTIBLES ..... C _____</p> <p><b>29. OTHER VIOLATIONS</b></p> <p>SEE REMARKS BELOW ..... A <u>X</u></p>
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### REMARKS

A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE BUREAU OF FIRE PREVENTION FOR FURTHER ACTION.

### INSTRUCTIONS

19A: Electrical panels keep 36" / 3' clear in front of

29A: Emergency lighting battery replacement

Paul Gordon  
OWNER/AGENT/MANAGER/REPRESENTATIVE

James Davis  
INSPECTING OFFICER  
SFD

Inspection Survey: Racine Fire Department

Address: 3109 Mt Pleasant St, 1; RA Racine, WI 53404
Occupant: Racine Unified Central Office
Ins Due Date: 09/01/17 Ins Type: Periodic

Registration #: 1588 Permit #:
Occupant Phone: (262) 635-5600 - B
Zone: Q3A



Contacts: Name(s) Address(es) Phone(s)
Jacobson Andrew 3109 Mt Pleasant St Racine WI 53404 (262) 939-2860

Inspector PR#: 9210 Date of Inspection: 9-6-17
Inspector PR#: Date of Inspection:
Inspector PR#: Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

- Ch 1 Administration [Also See SPS 314.01]
314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect
Ch 10 General Fire Safety
10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities
[Also See SPS 314.01(6)]
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
10.6 Fire Drills
10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.10 Smoking
10.11 Open Flame, Candles, Open Fires, & Incinerators
10.12 Fire Protection Markings
10.13 Vacant Buildings and Premises
10.14 Combustible Vegetation
10.15 Special Outdoor Events, Carnivals, & Fairs
10.16 Outside Storage [Also See SPS 314.10(2)]
10.19 Combustible Materials
10.20 Indoor Children's Playground Structures
Ch 11 Building Services
11.1 Electrical Fire Safety
11.2 Heating, Ventilation, & Air-Conditioning
11.3 Elevators, Escalators, & Conveyors
11.5 Heating Appliances [Also See SPS 314.11]
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
11.8 Smoke Control
11.9 Emergency Command Center
Ch 12 Features of Fire Protection
12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
12.5 Interior Finish
12.6 Contents & Furnishings
12.7 Fire Barriers
12.8 Smoke Partitions
12.9 Smoke Barriers
Ch 13 Fire Protection Systems
13.1 General
13.2 Standpipe Systems
13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
13.6 Portable Fire Extinguishers
13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
13.8 Other Fire Protection Systems
Ch 14 Means of Egress
14.4 Means of Egress Reliability
14.5 Door Openings
14.12 Illumination of Means of Egress
14.13 Emergency Lighting
14.14 Marking of Means of Egress
Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

- 16.1 General Requirements
16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
Ch 17 Wildland Urban Interface
Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]
18.1 General
18.2 Fire Department Access
Ch 19 Combustible Waste & Refuse
19.1 General
19.2 Combustible Waste & Refuse
Ch 20 Occupancy Fire Safety
Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
14.20 Open Flame Devices & Pyrotechnics All Occupancies
Ch 21 Airports & Heliports
Ch 22 Automobile Wrecking Yards
Ch 23 Cleanrooms
Ch 24 Drycleaning
Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures
25.1 General
25.2 Tents
Ch 26 Laboratories Using Chemicals
Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]
Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves
Ch 29 Parking Garages
29.1 General
Ch 30 Motor Fuel Dispensing Facilities & Repair Garages
30.1 General
30.2 Repair Garages
30.3 Operational Requirements
Ch 31 Forest Products
Ch 32 Motion Picture & Television Production Studio
Soundstages & Approved Production Facilities
Ch 33 Outside Storage of Tires
Ch 34 General Storage
34.1 General
34.4 Storage Arrangement
34.5 General Fire Protection
34.6 Building Equipment, Maintenance, & Operations
34.10 Storage of Idle Pallets
Ch 40 Dust Explosion Prevention
Ch 41 Hot Work Operations
41.1 General
41.2 Responsibility for Hot Work
41.3 Fire Prevention Precautions

- Ch 42 Refueling
42.1 General
Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials [Also See SPS 314.01(1)(f) & SPS 310]
43.1 Application
43.5 Miscellaneous Spray Operations
Ch 44 Solvent Extraction
Ch 45 Combustible Fibers
45.1 General
45.3 No Smoking
45.6 Baled Storage
45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
Ch 50 Commercial Cooking Equipment
50.1 Application
50.2 General Requirements
50.4 Fire-Extinguishing Equipment
50.5 Procedures for the use & Maintenance of Equipment
50.6 Minimum Safety Requirements for Cooking Equipment
Ch 51 Industrial Ovens & Furnaces
Ch 52 Stationary Lead-Acid Battery Systems
Ch 53 Mechanical Refrigeration
Ch 60 Hazardous Materials
Ch 61 Aerosol Products
Ch 63 Compressed Gasses and Cryogenic Fluids
63.1 General Provisions
63.3 Compressed Gasses
Ch 64 Corrosive Solids & Liquids
Ch 65 Explosives, Fireworks, & Model Rocketry [Also See SPS 314.65]
65.1 General
65.2 Display Fireworks
65.3 Pyrotechnics Before a Proximate Audience
65.11 Sale, Handling & Storage of Consumer Fireworks
Ch 66 Flammable & Combustible Liquids [Also See SPS 314.01(1)(f) & SPS 310]
66.19 Operations
66.9 Container & Portable Tank Storage
Ch 67 Flammable Solids
Ch 68 Highly Toxic and Toxic Solids & Liquids
Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses
69.1 General Provisions
69.2 LP-Gas Equipment & Appliances
69.3 Installation of LP-Gas Systems
69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
69.8 Liquefied Natural Gas [LNG]
Ch 70 Oxidizers & Organic Peroxides
Ch 71 Pyrophoric Solids & Liquids
Ch 72 Unstable [Reactive] Solids & Liquids
Ch 73 Water-Reactive Solids & Liquids
\*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION
Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 1

Handwritten signature of owner/agent

OWNER/AGENT/MANAGER/REPRESENTATIVE

Handwritten signature of inspecting officer

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **3109 Mt Pleasant St, 2; RA** Racine, WI 53404

Registration #: **3690** Permit #: \_\_\_\_\_

Occupant: **Racine Unified Central Office**

Occupant Phone: **(262) 635-5600 - B**

Ins Due Date: **09/01/17** Ins Type: **Periodic**

Zone: **Q3A**



**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Creasy Randy</b>	unknown	(262) 994-6649, (262) 939-2860, (262) 634-3792
<b>Racine Unified School District</b>	2220 Northwestern Av Racine WI 53404	

Inspector PR#: <u>9210</u>	Date of Inspection: <u>9-6-17</u>	<b>No Violation/ No Entry/ Vacant</b>
Inspector PR#: _____	Date of Inspection: _____	<b>No Violation/ No Entry/ Vacant</b>
Inspector PR#: _____	Date of Inspection: _____	<b>No Violation/ No Entry/ Vacant</b>

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities
- [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress**
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**

- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

- Ch 42 Refueling**
- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

**REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION**  
 Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 2 (Actual address is 3029 Mt. Pleasant St.)

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

*9210*

Inspection Survey: Racine Fire Department

Address: 3109 Mt Pleasant St, 3; RA Racine, WI 53404

Registration #: 3691

Permit #: [checkmark]

Occupant: Racine Unified-Grounds Dept.

Occupant Phone: (262) 635-5600 - B

Ins Due Date: 09/01/17

Ins Type: Periodic

Zone: Q3A

Contacts:

Name(s) Address(es)

Phone(s) (262) 939-2860,

Jacobson Andrew Racine Unified School District 3109 Mt Pleasant St Racine-WI 53404

Inspector PR#: 9210
Inspector PR#:
Inspector PR#:

Date of Inspection: 9-26-17
Date of Inspection:
Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
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Ch 12 Features of Fire Protection

- 12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
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Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses
69.1 General Provisions
69.2 LP-Gas Equipment & Appliances
69.3 Installation of LP-Gas Systems
69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
69.8 Liquefied Natural Gas [LNG]
Ch 70 Oxidizers & Organic Peroxides
Ch 71 Pyrophoric Solids & Liquids
Ch 72 Unstable [Reactive] Solids & Liquids
Ch 73 Water-Reactive Solids & Liquids
\*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 3

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

Handwritten signatures and dates at the bottom of the page.

**Inspection Survey: Racine Fire Department**

Address: **3109 Mt Pleasant St, 4; RA** Racine, WI 53404

Registration #: **3692** Permit #: \_\_\_\_\_

Occupant: **Racine Unified-Grounds Dept.**

Occupant Phone: **(262) 635-5600 - B**

Ins Due Date: **09/01/17** Ins Type: **Periodic**

Zone: **Q3A**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Jacobson Andrew</b>		(262) 939-2860,
<b>Racine Unified School District</b>	3109 Mt Pleasant St Racine WI 53404	

Inspector PR#: 9210  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 9-16-17  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
 [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
 [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

**Soundstages & Approved Production Facilities**

- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
 [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gasses and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
 [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

- Ch 66 Flammable & Combustible Liquids**  
 [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

**REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION**

Personal Information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 4

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

Inspection Survey: Racine Fire Department

Address: 3109 Mt Pleasant St, 5; RA Racine, WI 53404

Registration #: 3693 Permit #:

Occupant: Racine Unified-Grounds Dept.

Occupant Phone: (262) 635-5600 - B

Ins Due Date: 09/01/17 Ins Type: Periodic

Zone: Q3A



Contacts:

Name(s) Address(es) Phone(s)
Jacobson Andrew 3109 Mt Pleasant St Racine WI 53404 (262) 939-2860

Racine Unified School District

Inspector PR#: 7210 Date of Inspection: 9-6-17
Inspector PR#: 716 Date of Inspection:
Inspector PR#: Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect

Ch 10 General Fire Safety

10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
10.6 Fire Drills
10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.10 Smoking
10.11 Open Flame, Candles, Open Fires, & Incinerators
10.12 Fire Protection Markings
10.13 Vacant Buildings and Premises
10.14 Combustible Vegetation
10.15 Special Outdoor Events, Carnivals, & Fairs
10.16 Outside Storage [Also See SPS 314.10(2)]
10.19 Combustible Materials
10.20 Indoor Children's Playground Structures

Ch 11 Building Services

11.1 Electrical Fire Safety
11.2 Heating, Ventilation, & Air-Conditioning
11.3 Elevators, Escalators, & Conveyors
11.5 Heating Appliances [Also See SPS 314.11]
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
11.8 Smoke Control
11.9 Emergency Command Center

Ch 12 Features of Fire Protection

12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
12.5 Interior Finish
12.6 Contents & Furnishings
12.7 Fire Barriers
12.8 Smoke Partitions
12.9 Smoke Barriers

Ch 13 Fire Protection Systems

13.1 General
13.2 Standpipe Systems
13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
13.6 Portable Fire Extinguishers
13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
13.8 Other Fire Protection Systems

Ch 14 Means of Egress

14.4 Means of Egress Reliability
14.5 Door Openings
14.12 Illumination of Means of Egress
14.13 Emergency Lighting
14.14 Marking of Means of Egress

Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

16.1 General Requirements
16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
Ch 17 Wildland Urban Interface
Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]

18.1 General
18.2 Fire Department Access
Ch 19 Combustible Waste & Refuse
19.1 General
19.2 Combustible Waste & Refuse
Ch 20 Occupancy Fire Safety
Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
14.20 Open Flame Devices & Pyrotechnics All Occupancies

Ch 21 Airports & Heliports
Ch 22 Automobile Wrecking Yards
Ch 23 Cleanrooms
Ch 24 Drycleaning
Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures

25.1 General
25.2 Tents
Ch 26 Laboratories Using Chemicals
Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]
Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves

Ch 29 Parking Garages
29.1 General
Ch 30 Motor Fuel Dispensing Facilities & Repair Garages
30.1 General
30.2 Repair Garages
30.3 Operational Requirements

Ch 31 Forest Products
Ch 32 Motion Picture & Television Production Studio

Soundstages & Approved Production Facilities

Ch 33 Outside Storage of Tires

Ch 34 General Storage
34.1 General
34.4 Storage Arrangement
34.5 General Fire Protection
34.6 Building Equipment, Maintenance, & Operations
34.10 Storage of Idle Pallets

Ch 40 Dust Explosion Prevention

Ch 41 Hot Work Operations

41.1 General
41.2 Responsibility for Hot Work
41.3 Fire Prevention Precautions

Ch 42 Refueling

42.1 General
Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials [Also See SPS 314.01(1)(f) & SPS 310]

43.1 Application
43.5 Miscellaneous Spray Operations

Ch 44 Solvent Extraction
Ch 45 Combustible Fibers

45.1 General
45.3 No Smoking
45.6 Baled Storage
45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

Ch 50 Commercial Cooking Equipment

50.1 Application
50.2 General Requirements
50.4 Fire-Extinguishing Equipment
50.5 Procedures for the use & Maintenance of Equipment
50.6 Minimum Safety Requirements for Cooking Equipment

Ch 51 Industrial Ovens & Furnaces
Ch 52 Stationary Lead-Acid Battery Systems

Ch 53 Mechanical Refrigeration
Ch 60 Hazardous Materials

Ch 61 Aerosol Products
Ch 63 Compressed Gases and Cryogenic Fluids

63.1 General Provisions
63.3 Compressed Gases

Ch 64 Corrosive Solids & Liquids

Ch 65 Explosives, Fireworks, & Model Rocketry [Also See SPS 314.65]

65.1 General
65.2 Display Fireworks
65.3 Pyrotechnics Before a Proximate Audience
65.11 Sale, Handling & Storage of Consumer Fireworks

Ch 66 Flammable & Combustible Liquids [Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations
66.9 Containter & Portable Tank Storage

Ch 67 Flammable Solids

Ch 68 Highly Toxic and Toxic Solids & Liquids
Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases

69.1 General Provisions
69.2 LP-Gas Equipment & Appliances
69.3 Installation of LP-Gas Systems
69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
69.8 Liquefied Natural Gas [LNG]

Ch 70 Oxidizers & Organic Peroxides

Ch 71 Pyrophoric Solids & Liquids

Ch 72 Unstable [Reactive] Solids & Liquids

Ch 73 Water-Reactive Solids & Liquids

\*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION
Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 5 (Actual address is 1801 South St.)

Handwritten signature of owner/agent

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

**Inspection Survey: Racine Fire Department**

Address: **3109 Mt Pleasant St, 1; RA Racine, WI 53404**

Registration #: **1588**

Permit # :

Occupant: **Racine Unified Central Office**

Occupant Phone: **(262) 635-5600**

BOS & Grounds

Ins Due Date: **09/01/16**

Ins Type: **Periodic**

Zone: **Q3C**

**Contacts:**

Name(s) Address(es)

**Creasy Randy** unknown  
**Racine Unified School District** 2220 Northwestern Av Racine WI 53404

Phone(s)

(262) 939-2860, (262) 634-3792, (262) 994-6649

NOV 02 2016

RECEIVED

Inspector PR#: 2013

Date of Inspection: 10-31-16

No Violation/ No Entry/ Vacant

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

Inspector PR#: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect

**Ch 10 General Fire Safety**

- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
  - 12.2 Construction
  - 12.3 Fire-Resistive Materials & Construction
  - 12.4 Fire Doors & Windows
  - 12.5 Interior Finish
  - 12.6 Contents & Furnishings
  - 12.7 Fire Barriers
  - 12.8 Smoke Partitions
  - 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
  - 13.2 Standpipe Systems
  - 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
  - 13.6 Portable Fire Extinguishers
  - 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
  - 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**

- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**

- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**

- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

- Soundstages & Approved Production Facilities**

- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**

- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets

- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
- 43.5 Miscellaneous Spray Operations

- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**

- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

**Ch 50 Commercial Cooking Equipment**

- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gasses and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]

- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]

- 66.19 Operations
- 66.9 Container & Portable Tank Storage

- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]

- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

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 Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 1

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.



Inspection Survey: Racine Fire Department

Address: 3109 Mt Pleasant St, 2; RA Racine, WI 53404

Registration #: 3690

Permit #: OS & Grounds

Occupant: Racine Unified Central Office

Occupant Phone: (262) 635-5600 - B

Ins Due Date: 09/01/16

Ins Type: Periodic

Zone: Q3C

NOV 02 2016

Contacts:

Name(s) Address(es) Phone(s)
Creasy Randy unknown
Racine Unified School District 2220 Northwestern Av Racine WI 53404

(262) 939-2860, (262) 634-3792, (262) 994-6649

RECEIVED

Inspector PR#: 2013
Inspector PR#:
Inspector PR#:

Date of Inspection: 10-31-16
Date of Inspection:
Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect
Ch 10 General Fire Safety
10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
10.6 Fire Drills
10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.10 Smoking
10.11 Open Flame, Candles, Open Fires, & Incinerators
10.12 Fire Protection Markings
10.13 Vacant Buildings and Premises
10.14 Combustible Vegetation
10.15 Special Outdoor Events, Carnivals, & Fairs
10.16 Outside Storage [Also See SPS 314.10(2)]
10.19 Combustible Materials
10.20 Indoor Children's Playground Structures

Ch 11 Building Services

- 11.1 Electrical Fire Safety
11.2 Heating, Ventilation, & Air-Conditioning
11.3 Elevators, Escalators, & Conveyors
11.5 Heating Appliances [Also See SPS 314.11]
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
11.8 Smoke Control
11.9 Emergency Command Center

Ch 12 Features of Fire Protection

- 12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
12.5 Interior Finish
12.6 Contents & Furnishings
12.7 Fire Barriers
12.8 Smoke Partitions
12.9 Smoke Barriers

Ch 13 Fire Protection Systems

- 13.1 General
13.2 Standpipe Systems
13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
13.6 Portable Fire Extinguishers
13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
13.8 Other Fire Protection Systems

Ch 14 Means of Egress

- 14.4 Means of Egress Reliability
14.5 Door Openings
14.12 Illumination of Means of Egress
14.13 Emergency Lighting
14.14 Marking of Means of Egress

Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

- 16.1 General Requirements
16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

Ch 17 Wildland Urban Interface

Ch 18 Fire Department Access & Water Supply

- [Also See SPS 314.01(2)4.a.-b.]
18.1 General
18.2 Fire Department Access
Ch 19 Combustible Waste & Refuse
19.1 General
19.2 Combustible Waste & Refuse
Ch 20 Occupancy Fire Safety
Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports
Ch 22 Automobile Wrecking Yards
Ch 23 Cleanrooms
Ch 24 Drycleaning
Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures

- 25.1 General
25.2 Tents

Ch 26 Laboratories Using Chemicals
Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]

Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves

- Ch 29 Parking Garages
29.1 General
Ch 30 Motor Fuel Dispensing Facilities & Repair Garages

- 30.1 General
30.2 Repair Garages
30.3 Operational Requirements
Ch 31 Forest Products
Ch 32 Motion Picture & Television Production Studio

Soundstages & Approved Production Facilities

Ch 33 Outside Storage of Tires
Ch 34 General Storage

- 34.1 General
34.4 Storage Arrangement
34.5 General Fire Protection
34.6 Building Equipment, Maintenance, & Operations
34.10 Storage of Idle Pallets
Ch 40 Dust Explosion Prevention
Ch 41 Hot Work Operations
41.1 General
41.2 Responsibility for Hot Work
41.3 Fire Prevention Precautions

Ch 42 Refueling

Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials

- [Also See SPS 314.01(1)(f) & SPS 310]
43.1 Application
43.5 Miscellaneous Spray Operations

Ch 44 Solvent Extraction
Ch 45 Combustible Fibers

- 45.1 General
45.3 No Smoking
45.6 Baled Storage
45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
Ch 50 Commercial Cooking Equipment
50.1 Application
50.2 General Requirements
50.4 Fire-Extinguishing Equipment
50.5 Procedures for the use & Maintenance of Equipment
50.6 Minimum Safety Requirements for Cooking Equipment

Ch 51 Industrial Ovens & Furnaces

Ch 52 Stationary Lead-Acid Battery Systems

Ch 53 Mechanical Refrigeration

Ch 60 Hazardous Materials

Ch 61 Aerosol Products

Ch 63 Compressed Gases and Cryogenic Fluids

Ch 64 Corrosive Solids & Liquids

Ch 65 Explosives, Fireworks, & Model Rocketry

- [Also See SPS 314.65]
65.1 General
65.2 Display Fireworks
65.3 Pyrotechnics Before a Proximate Audience
65.11 Sale, Handling & Storage of Consumer Fireworks

Ch 66 Flammable & Combustible Liquids

[Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations

66.9 Container & Portable Tank Storage

Ch 67 Flammable Solids

Ch 68 Highly Toxic and Toxic Solids & Liquids

Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases

- 69.1 General Provisions
69.2 LP-Gas Equipment & Appliances
69.3 Installation of LP-Gas Systems
69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
69.8 Liquefied Natural Gas [LNG]

Ch 70 Oxidizers & Organic Peroxides

Ch 71 Pyrophoric Solids & Liquids

Ch 72 Unstable [Reactive] Solids & Liquids

Ch 73 Water-Reactive Solids & Liquids

\*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 2 (Actual address is 3029 Mt. Pleasant St.)

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

[Signature]

[Signature]



Inspection Survey: **Racine Fire Department**

Address: **3109 Mt Pleasant St,3;RA** Racine, WI 53404

Registration #: **3691**

Permit #: **NOV 02 2016**

Occupant: **Racine Unified-Grounds Dept.**

Occupant Phone: **(262) 635-5600 - B**

Ins Due Date: **09/01/16** Ins Type: **Periodic**

Zone: **Q3C**

Contacts:

Name(s) Address(es) Phone(s)  
**Creasy Randy** unknown (262) 939-2860, (262) 634-3792, (262) 994-6649  
**Racine Unified School District** 2220 Northwestern Av Racine WI 53404

RECEIVED

Inspector PR#: 2013  
Inspector PR#: \_\_\_\_\_  
Inspector PR#: \_\_\_\_\_

Date of Inspection: 10-31-16  
Date of Inspection: \_\_\_\_\_  
Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
No Violation/ No Entry/ Vacant  
No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Access
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures

**Ch 11 Building Services**

- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center

**Ch 12 Features of Fire Protection**

- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers

**Ch 13 Fire Protection Systems**

- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress

**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply** [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse

- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating,**

- Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents

- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**

- Ch 29 Parking Garages**
- 29.1 General

- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**

- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**

- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

**Ch 42 Refueling**

- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials** [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gases and Cryogenic Fluids**

- 63.1 General Provisions
- 63.3 Compressed Gases
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry** [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks

- Ch 66 Flammable & Combustible Liquids** [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases**

- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 3

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

Inspection Survey: Racine Fire Department

Address: 3109 Mt Pleasant St, 4; RA Racine, WI 53404

Registration #: 3692

Build # 7 Permits # 7 Grounds

Occupant: Racine Unified-Grounds Dept.

Occupant Phone: (262) 635-5600 - B

NOV 02 2016

Ins Due Date: 09/01/16

Ins Type: Periodic

Zone: Q3C

Contacts:

Name(s) Address(es) Phone(s)
Creasy Randy unknown (262) 939-2860, (262) 634-3792, (262) 994-6649
Racine Unified School District 2220 Northwestern Av Racine WI 53404

RECEIVED

Inspector PR#: 2013 Date of Inspection: 10-31-16
Inspector PR#: Date of Inspection:
Inspector PR#: Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect
Ch 10 General Fire Safety
10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
10.6 Fire Drills
10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.10 Smoking
10.11 Open Flame, Candles, Open Fires, & Incinerators
10.12 Fire Protection Markings
10.13 Vacant Buildings and Premises
10.14 Combustible Vegetation
10.15 Special Outdoor Events, Carnivals, & Fairs
10.16 Outside Storage [Also See SPS 314.10(2)]
10.19 Combustible Materials
10.20 Indoor Children's Playground Structures

Ch 11 Building Services

- 11.1 Electrical Fire Safety
11.2 Heating, Ventilation, & Air-Conditioning
11.3 Elevators, Escalators, & Conveyors
11.5 Heating Appliances [Also See SPS 314.11]
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
11.8 Smoke Control
11.9 Emergency Command Center

Ch 12 Features of Fire Protection

- 12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
12.5 Interior Finish
12.6 Contents & Furnishings
12.7 Fire Barriers
12.8 Smoke Partitions
12.9 Smoke Barriers

Ch 13 Fire Protection Systems

- 13.1 General
13.2 Standpipe Systems
13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
13.6 Portable Fire Extinguishers
13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
13.8 Other Fire Protection Systems

Ch 14 Means of Egress

- 14.4 Means of Egress Reliability
14.5 Door Openings
14.12 Illumination of Means of Egress
14.13 Emergency Lighting
14.14 Marking of Means of Egress

Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

- 16.1 General Requirements
16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
Ch 17 Wildland Urban Interface
Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
18.2 Fire Department Access
Ch 19 Combustible Waste & Refuse
19.1 General

- 19.2 Combustible Waste & Refuse
Ch 20 Occupancy Fire Safety
Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

- 14.20 Open Flame Devices & Pyrotechnics All Occupancies

- Ch 21 Airports & Heliports
Ch 22 Automobile Wrecking Yards
Ch 23 Cleanrooms
Ch 24 Drycleaning

- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures

- 25.1 General
25.2 Tents
Ch 26 Laboratories Using Chemicals
Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]

- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves

- Ch 29 Parking Garages
29.1 General
Ch 30 Motor Fuel Dispensing Facilities & Repair Garages

- 30.1 General
30.2 Repair Garages
30.3 Operational Requirements
Ch 31 Forest Products
Ch 32 Motion Picture & Television Production Studio

- Soundstages & Approved Production Facilities

- Ch 33 Outside Storage of Tires
Ch 34 General Storage

- 34.1 General
34.4 Storage Arrangement
34.5 General Fire Protection
34.6 Building Equipment, Maintenance, & Operations
34.10 Storage of Idle Pallets

- Ch 40 Dust Explosion Prevention
Ch 41 Hot Work Operations
41.1 General
41.2 Responsibility for Hot Work
41.3 Fire Prevention Precautions

Ch 42 Refueling

- 42.1 General
Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials [Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application
43.5 Miscellaneous Spray Operations

Ch 44 Solvent Extraction

- Ch 45 Combustible Fibers
45.1 General
45.3 No Smoking
45.6 Baled Storage
45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

Ch 50 Commercial Cooking Equipment

- 50.1 Application
50.2 General Requirements
50.4 Fire-Extinguishing Equipment
50.5 Procedures for the use & Maintenance of Equipment
50.6 Minimum Safety Requirements for Cooking Equipment

- Ch 51 Industrial Ovens & Furnaces
Ch 52 Stationary Lead-Acid Battery Systems

Ch 53 Mechanical Refrigeration

- Ch 60 Hazardous Materials
Ch 61 Aerosol Products
Ch 63 Compressed Gases and Cryogenic Fluids

- 63.1 General Provisions
63.3 Compressed Gases
Ch 64 Corrosive Solids & Liquids
Ch 65 Explosives, Fireworks, & Model Rocketry [Also See SPS 314.65]

- 65.1 General
65.2 Display Fireworks
65.3 Pyrotechnics Before a Proximate Audience
65.11 Sale, Handling & Storage of Consumer Fireworks

- Ch 66 Flammable & Combustible Liquids [Also See SPS 314.01(1)(f) & SPS 310]
66.19 Operations
66.9 Container & Portable Tank Storage

- Ch 67 Flammable Solids
Ch 68 Highly Toxic and Toxic Solids & Liquids

- Ch 69 Liquefied Petroleum Gases & Liquefied Natural Gases

- 69.1 General Provisions
69.2 LP-Gas Equipment & Appliances
69.3 Installation of LP-Gas Systems
69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
69.8 Liquefied Natural Gas [LNG]

- Ch 70 Oxidizers & Organic Peroxides
Ch 71 Pyrophoric Solids & Liquids
Ch 72 Unstable [Reactive] Solids & Liquids
Ch 73 Water-Reactive Solids & Liquids

\*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 4

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

**Inspection Survey: Racine Fire Department**

Address: **3109 Mt Pleasant St, 5; RA Racine, WI 53404**

Registration #: **3693** Permit #: \_\_\_\_\_

Occupant: **Racine Unified-Grounds Dept.**

Occupant Phone: **(262) 635-5600 - B**

Ins Due Date: **09/01/16** Ins Type: **Periodic**

Zone: **Q3C** **Buildings & Grounds**

**NOV 02 2016**

**Contacts:**

Name(s)	Address(es)	Phone(s)
<b>Crazy Randy</b>	unknown	(262) 939-2860, (262) 634-3792, (262) 994-6649
<b>Racine Unified School District</b>	2220 Northwestern Av Racine WI 53404	

**RECEIVED**

Inspector PR#: 2013  
 Inspector PR#: \_\_\_\_\_  
 Inspector PR#: \_\_\_\_\_

Date of Inspection: 10-31-16  
 Date of Inspection: \_\_\_\_\_  
 Date of Inspection: \_\_\_\_\_

No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant  
 No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
 [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
- 10.7 Reporting of Fires & Other Emergencies
- 10.8 Tampering with Fire Safety Equipment
- 10.10 Smoking
- 10.11 Open Flame, Candles, Open Fires, & Incinerators
- 10.12 Fire Protection Markings
- 10.13 Vacant Buildings and Premises
- 10.14 Combustible Vegetation
- 10.15 Special Outdoor Events, Carnivals, & Fairs
- 10.16 Outside Storage [Also See SPS 314.10(2)]
- 10.19 Combustible Materials
- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
- 11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
- 11.8 Smoke Control
- 11.9 Emergency Command Center
- Ch 12 Features of Fire Protection**
- 12.1 General
- 12.2 Construction
- 12.3 Fire-Resistive Materials & Construction
- 12.4 Fire Doors & Windows
- 12.5 Interior Finish
- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems
- Ch 14 Means of Egress**
- 14.4 Means of Egress Reliability
- 14.5 Door Openings
- 14.12 Illumination of Means of Egress
- 14.13 Emergency Lighting
- 14.14 Marking of Means of Egress
- Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]
- Ch 17 Wildland Urban Interface**
- Ch 18 Fire Department Access & Water Supply**  
 [Also See SPS 314.01(2)4.a.-b.]
- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**
- 19.1 General
- 19.2 Combustible Waste & Refuse
- Ch 20 Occupancy Fire Safety**
- Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides
- 14.20 Open Flame Devices & Pyrotechnics All Occupancies
- Ch 21 Airports & Heliports**
- Ch 22 Automobile Wrecking Yards**
- Ch 23 Cleanrooms**
- Ch 24 Drycleaning**
- Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures**
- 25.1 General
- 25.2 Tents
- Ch 26 Laboratories Using Chemicals**
- Ch 27 Manufactured Home & Recreational Vehicle Sites** [Not Included - See SPS 314.27 & SPS 326]
- Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves**
- Ch 29 Parking Garages**
- 29.1 General
- Ch 30 Motor Fuel Dispensing Facilities & Repair Garages**
- 30.1 General
- 30.2 Repair Garages
- 30.3 Operational Requirements
- Ch 31 Forest Products**
- Ch 32 Motion Picture & Television Production Studio**
- Soundstages & Approved Production Facilities**
- Ch 33 Outside Storage of Tires**
- Ch 34 General Storage**
- 34.1 General
- 34.4 Storage Arrangement
- 34.5 General Fire Protection
- 34.6 Building Equipment, Maintenance, & Operations
- 34.10 Storage of Idle Pallets
- Ch 40 Dust Explosion Prevention**
- Ch 41 Hot Work Operations**
- 41.1 General
- 41.2 Responsibility for Hot Work
- 41.3 Fire Prevention Precautions

- Ch 42 Refueling**
- 42.1 General
- Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials**  
 [Also See SPS 314.01(1)(f) & SPS 310]
- 43.1 Application
- 43.5 Miscellaneous Spray Operations
- Ch 44 Solvent Extraction**
- Ch 45 Combustible Fibers**
- 45.1 General
- 45.3 No Smoking
- 45.6 Baled Storage
- 45.7 Storage of Hay, Straw, & Other Similar Agricultural Products
- Ch 50 Commercial Cooking Equipment**
- 50.1 Application
- 50.2 General Requirements
- 50.4 Fire-Extinguishing Equipment
- 50.5 Procedures for the use & Maintenance of Equipment
- 50.6 Minimum Safety Requirements for Cooking Equipment
- Ch 51 Industrial Ovens & Furnaces**
- Ch 52 Stationary Lead-Acid Battery Systems**
- Ch 53 Mechanical Refrigeration**
- Ch 60 Hazardous Materials**
- Ch 61 Aerosol Products**
- Ch 63 Compressed Gasses and Cryogenic Fluids**
- 63.1 General Provisions
- 63.3 Compressed Gasses
- Ch 64 Corrosive Solids & Liquids**
- Ch 65 Explosives, Fireworks, & Model Rocketry**  
 [Also See SPS 314.65]
- 65.1 General
- 65.2 Display Fireworks
- 65.3 Pyrotechnics Before a Proximate Audience
- 65.11 Sale, Handling & Storage of Consumer Fireworks
- Ch 66 Flammable & Combustible Liquids**  
 [Also See SPS 314.01(1)(f) & SPS 310]
- 66.19 Operations
- 66.9 Container & Portable Tank Storage
- Ch 67 Flammable Solids**
- Ch 68 Highly Toxic and Toxic Solids & Liquids**
- Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses**
- 69.1 General Provisions
- 69.2 LP-Gas Equipment & Appliances
- 69.3 Installation of LP-Gas Systems
- 69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange
- 69.8 Liquefied Natural Gas [LNG]
- Ch 70 Oxidizers & Organic Peroxides**
- Ch 71 Pyrophoric Solids & Liquids**
- Ch 72 Unstable [Reactive] Solids & Liquids**
- Ch 73 Water-Reactive Solids & Liquids**
- \*Other Violations - See Remarks Below**

**REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION**  
 Personal Information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Building 5 (Actual address is 1801 South St.)

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTOR

Inspection Survey: Racine Fire Department

Address: 1325 Park Av; RA Racine, WI 53403

Registration #: 620

Permit #:

Occupant: Racine Civil Leaders Academy

Occupant Phone: (262) 664-8500 - B

Ins Due Date: 03/01/16

Ins Type: Periodic

Zone: EIC

Contacts: Mike Fredericson (262) 902-9175

Phone(s) (262) 664-8502, (262) 939-0844, (262) 598-9344, (262) 939-5820, (262) 939-5820, (262) 635-5600

Decker Dania 1325 Park Av Racine WI 53403
Pischke Dale unknown
Unified School District No 1 3109 Mt Pleasant St; RA Racine WI 53404

Inspector PR#: 8308
Inspector PR#:
Inspector PR#:

Date of Inspection: 10/12/2016
Date of Inspection:
Date of Inspection:

No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant
No Violation/ No Entry/ Vacant

Ch 1 Administration [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
1.7.6 Authority - Right of Entry to Inspect
Ch 10 General Fire Safety
10.1 Fundamental Requirements
10.2 Owner/Occupant Responsibilities
10.3 Occupancy
10.4 Maintenance, Inspection, & Testing
10.5 Building Evacuation
10.6 Fire Drills
10.7 Reporting of Fires & Other Emergencies
10.8 Tampering with Fire Safety Equipment
10.10 Smoking
10.11 Open Flame, Candles, Open Fires, & Incinerators
10.12 Fire Protection Markings
10.13 Vacant Buildings and Premises
10.14 Combustible Vegetation
10.15 Special Outdoor Events, Carnivals, & Fairs
10.16 Outside Storage
10.19 Combustible Materials
10.20 Indoor Children's Playground Structures

Ch 11 Building Services

- 11.1 Electrical Fire Safety
11.2 Heating, Ventilation, & Air-Conditioning
11.3 Elevators, Escalators, & Conveyors
11.5 Heating Appliances
11.6 Rubbish Chutes, Incinerators, & Laundry Chutes
11.8 Smoke Control
11.9 Emergency Command Center

Ch 12 Features of Fire Protection

- 12.1 General
12.2 Construction
12.3 Fire-Resistive Materials & Construction
12.4 Fire Doors & Windows
12.5 Interior Finish
12.6 Contents & Furnishings
12.7 Fire Barriers
12.8 Smoke Partitions
12.9 Smoke Barriers

Ch 13 Fire Protection Systems

- 13.1 General
13.2 Standpipe Systems
13.3 Automatic Sprinklers
13.6 Portable Fire Extinguishers
13.7 Detection, Alarm, & Communications Systems
13.8 Other Fire Protection Systems

Ch 14 Means of Egress

- 14.4 Means of Egress Reliability
14.5 Door Openings
14.12 Illumination of Means of Egress
14.13 Emergency Lighting
14.14 Marking of Means of Egress

Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations

16.1 General Requirements

16.4 Safeguarding Construction & Alteration Operations

Ch 17 Wildland Urban Interface

Ch 18 Fire Department Access & Water Supply [Also See SPS 314.01(2)4.a.-b.]

18.1 General

18.2 Fire Department Access

Ch 19 Combustible Waste & Refuse

19.1 General
19.2 Combustible Waste & Refuse

Ch 20 Occupancy Fire Safety

Ch Scope: Furnishings; Contents; Decorations; Treated Finishes; Scenery; Foam, Exhibit & Display Materials; Hot Plates; Cooking Operations; Exposition Facilities & Trade Shows; Crowd Managers; Multi-Level Play Structures; High-Rise Buildings; Bulk Storage; Pesticides & Herbicides

14.20 Open Flame Devices & Pyrotechnics All Occupancies

Ch 21 Airports & Heliports

Ch 22 Automobile Wrecking Yards

Ch 23 Cleanrooms

Ch 24 Drycleaning

Ch 25 Grandstands & Bleachers, Folding & Telescopic Seating, Tents, & Membrane Structures

25.1 General

25.2 Tents

Ch 26 Laboratories Using Chemicals

Ch 27 Manufactured Home & Recreational Vehicle Sites [Not included - See SPS 314.27 & SPS 326]

Ch 28 Marinas, Boatyards, Marine Terminals, Piers, & Wharves

Ch 29 Parking Garages

29.1 General

Ch 30 Motor Fuel Dispensing Facilities & Repair Garages

30.1 General

30.2 Repair Garages

30.3 Operational Requirements

Ch 31 Forest Products

Ch 32 Motion Picture & Television Production Studio

Soundstages & Approved Production Facilities

Ch 33 Outside Storage of Tires

Ch 34 General Storage

34.1 General

34.4 Storage Arrangement

34.5 General Fire Protection

34.6 Building Equipment, Maintenance, & Operations

34.10 Storage of Idle Pallets

Ch 40 Dust Explosion Prevention

Ch 41 Hot Work Operations

41.1 General

41.2 Responsibility for Hot Work

41.3 Fire Prevention Precautions

Ch 42 Refueling

42.1 General

Ch 43 Spraying, Dipping, & Coating Using Flammable or Combustible Materials

[Also See SPS 314.01(1)(f) & SPS 310]

43.1 Application

43.5 Miscellaneous Spray Operations

Ch 44 Solvent Extraction

Ch 45 Combustible Fibers

45.1 General

45.3 No Smoking

45.6 Baled Storage

45.7 Storage of Hay, Straw, & Other Similar Agricultural Products

Ch 50 Commercial Cooking Equipment

50.1 Application

50.2 General Requirements

50.4 Fire-Extinguishing Equipment

50.5 Procedures for the use & Maintenance of Equipment

50.6 Minimum Safety Requirements for Cooking Equipment

Ch 51 Industrial Ovens & Furnaces

Ch 52 Stationary Lead-Acid Battery Systems

Ch 53 Mechanical Refrigeration

Ch 60 Hazardous Materials

Ch 61 Aerosol Products

Ch 63 Compressed Gasses and Cryogenic Fluids

63.1 General Provisions

63.3 Compressed Gasses

Ch 64 Corrosive Solids & Liquids

Ch 65 Explosives, Fireworks, & Model Rocketry [Also See SPS 314.65]

65.1 General

65.2 Display Fireworks

65.3 Pyrotechnics Before a Proximate Audience

65.11 Sale, Handling & Storage of Consumer Fireworks

Ch 66 Flammable & Combustible Liquids

[Also See SPS 314.01(1)(f) & SPS 310]

66.19 Operations

66.9 Container & Portable Tank Storage

Ch 67 Flammable Solids

Ch 68 Highly Toxic and Toxic Solids & Liquids

Ch 69 Liquefied Petroleum Gasses & Liquefied Natural Gasses

69.1 General Provisions

69.2 LP-Gas Equipment & Appliances

69.3 Installation of LP-Gas Systems

69.5 Storage of Cylinders Awaiting Use, Resale, or Exchange

69.8 Liquefied Natural Gas [LNG]

Ch 70 Oxidizers & Organic Peroxides

Ch 71 Pyrophoric Solids & Liquids

Ch 72 Unstable [Reactive] Solids & Liquids

Ch 73 Water-Reactive Solids & Liquids

\*Other Violations - See Remarks Below

REMARKS - A COPY OF THIS NOTICE WILL BE ON FILE IN THE OFFICE OF THE FIRE INSPECTOR FOR FURTHER ACTION
Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04 (1)(m)].

Buildings & Grounds
OCT 12 2016
RECEIVED

YOU ARE HEREBY ORDERED TO CORRECT THE SPECIFIED ORDINANCE VIOLATIONS. A REINSPECTION WILL BE MADE ON OR ABOUT 14 DAYS TO ASSURE COMPLIANCE. IF THE VIOLATIONS ARE NOT CORRECTED, A CITATION MAY BE ISSUED.

**Inspection Survey: Racine Fire Department**

Address: **2405 Northwestern Av, LL10;RA Racine, WI 53404** Registration #: **3635** Permit #: \_\_\_\_\_  
 Occupant: **Byron Health and Healing Center** Occupant Phone: **(262) 672-6393 - B**  
 Ins Due Date: **09/01/17** Ins Type: **Periodic** Zone: **E2A**

**Contacts:**

Name(s) \_\_\_\_\_ Address \_\_\_\_\_ Phone(s) \_\_\_\_\_  
**Byron Martiza** 2711 N Haskell Rd Ste #1700 Dallas TX 75204 (262) 880-9782  
**L SREF 2 Cobalt (WI) LLC**

Inspector PR#:	<u>2172</u>	Date of Inspection:	<u>9/1/17</u>	No Violation/ No Entry/ Vacant
Inspector PR#:	_____	Date of Inspection:	_____	No Violation/ No Entry/ Vacant
Inspector PR#:	_____	Date of Inspection:	_____	No Violation/ No Entry/ Vacant

**Ch 1 Administration** [Also See SPS 314.01]

- 314.01(2)(f) Temporary Use
- 1.7.6 Authority - Right of Entry to Inspect
- Ch 10 General Fire Safety**
- 10.1 Fundamental Requirements
- 10.2 Owner/Occupant Responsibilities  
 [(Also See SPS 314.01(6))]
- 10.3 Occupancy
- 10.4 Maintenance, Inspection, & Testing
- 10.5 Building Evacuation
- 10.6 Fire Drills
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- 10.16 Outside Storage [Also See SPS 314.10(2)]

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- 10.20 Indoor Children's Playground Structures
- Ch 11 Building Services**
- 11.1 Electrical Fire Safety
- 11.2 Heating, Ventilation, & Air-Conditioning
- 11.3 Elevators, Escalators, & Conveyors
- 11.5 Heating Appliances [Also See SPS 314.11]
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- 12.1 General
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- 12.6 Contents & Furnishings
- 12.7 Fire Barriers
- 12.8 Smoke Partitions
- 12.9 Smoke Barriers
- Ch 13 Fire Protection Systems**
- 13.1 General
- 13.2 Standpipe Systems
- 13.3 Automatic Sprinklers [Also See SPS 314.13(1)-(2)]
- 13.6 Portable Fire Extinguishers
- 13.7 Detection, Alarm, & Communications Systems [Also See SPS 314.13(3)]
- 13.8 Other Fire Protection Systems

**Ch 14 Means of Egress**

- 14.4 Means of Egress Reliability
- 14.5 Door Openings
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**Ch 16 Safeguards During Building Construction, Alteration, & Demolition Operations**

- 16.1 General Requirements
- 16.4 Safeguarding Construction & Alteration Operations [Also See SPS 314.16]

**Ch 17 Wildland Urban Interface**

**Ch 18 Fire Department Access & Water Supply**  
 [Also See SPS 314.01(2)4.a.-b.]

- 18.1 General
- 18.2 Fire Department Access
- Ch 19 Combustible Waste & Refuse**

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**Soundstages & Approved Production Facilities**

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**Ch 34 General Storage**

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- 34.4 Storage Arrangement

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[Also See SPS 314.01(1)(f) & SPS 310]

- 43.1 Application

- 43.5 Miscellaneous Spray Operations

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- 69.3 Installation of LP-Gas Systems

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**Ch 70 Oxidizers & Organic Peroxides**

**Ch 71 Pyrophoric Solids & Liquids**

**Ch 72 Unstable [Reactive] Solids & Liquids**

**Ch 73 Water-Reactive Solids & Liquids**

\*Other Violations - See Remarks Below

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North end

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*AURELIA SURCOW*

OWNER/AGENT/MANAGER/REPRESENTATIVE

INSPECTING OFFICER/FIRE DEPARTMENT

# Total Number of Work Orders

## # of WOs

# 14,436

Total Corrective Maintenance (CM) 9,510

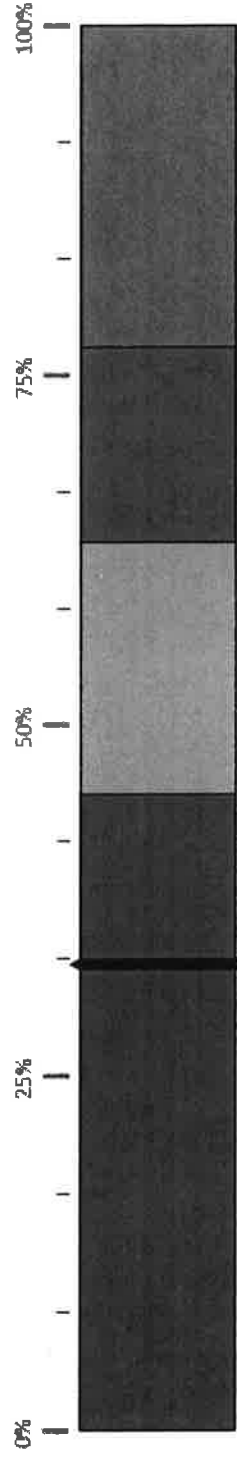
Total Planned Maintenance (PM) 4,926

This reflects how many repairs and jobs were captured in the 12 month rolling window. (includes all statuses)



# % of WOs Completed in Less than a Week

% of CM Completed 7 Days or Less



# WOs Comp	Your Value	Peer Category	Low 20%	Median	Top 20%
7,811	33%	Public K-12	45%	63%	77%

This KPI indicates of how much work an institution is able to complete in 7 calendar days. Below the national average suggests potential process improvements for managing and completing work. Above the national average could be a sign you have embraced mobile, your staff completes their own work assignments online and/or have reduced (or eliminated) paper in your processes. This compares Completion Date – Start Date (uses Request Date if State Date is not used) for WO’s with a Priority of Low, Med or High & ignores PM’s to see what % of PM WO’s are completed in 7 Days or Less. (Rolling 12 Months)





**Appendix E:**

- **Permits/ Events**



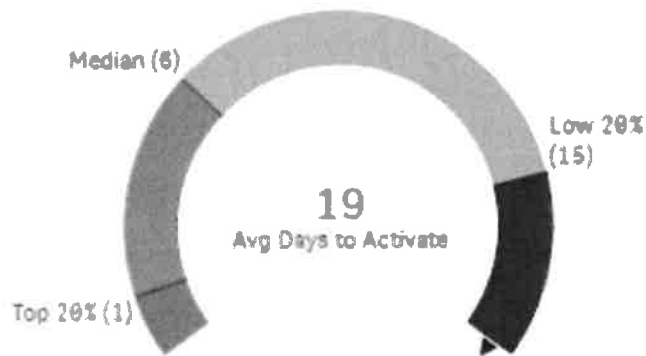
**SECTION 3.5**

**PERMITS/ EVENTS**

	<b># EVENTS</b>	<b># PERMITS</b>
<b>2013- 2014</b>	<b>15,908</b>	<b>1,982</b>
<b>2014-2015</b>	<b>16,907</b>	<b>2,082</b>
<b>2015-2016</b>	<b>21,276</b>	<b>2,123</b>
<b>2016-2017</b>	<b>19,495</b>	<b>2,474</b>

**AVERAGE DAYS TO ACTIVATE PERMITS= 19**

**Permits 2,474**





**Appendix F:**

- **8 Major Maintenance/ Renovation Construction Projects approved by Board**



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

---

Michael Frontier, President

Dennis Wisner, Vice President

---

Racine, Wisconsin

January 23, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, January 23, 2017.

#### **2. ROLL CALL**

The following Board members were present: Michelle Duchow (arrived at 6:51 p.m.), Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Don J. Nielsen, Dennis Wisner, and Robert Wittke, Jr.

Also present: Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Eric Gallien, Deputy Superintendent; Lolli Haws, Superintendent; Dave Hazen, Chief of Operations; Julie Landry, Chief of Human Resources; Emily Neubauer, Marketing and Communications Specialist; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication and Community Engagement; Dan Thielen, Chief of Secondary Transformation; and Elizabeth Tobias, Recording Secretary.

#### **3. APPROVAL OF THE AGENDA**

Mr. Heckenlively moved, Mr. Wisner seconded, to approve the agenda. All were in favor. Motion carried and the agenda was approved.

#### **4. RECOGNITIONS**

Ms. Neubauer coordinated the Board of Education's recognitions for the evening. The Board recognized Walden III student Cameron Bucholz for her courageous community service efforts and Case High School students Queila Griffin and Zyshonne Velasquez for their work with Restorative Justice.

#### **5. REPORTS ON STUDENT ACHIEVEMENT (None)**

#### **6. SUPERINTENDENT'S REPORT**

a. **Safe Spaces Video**

Dr. Gallien presented the *Safe Spaces* video, which has been shown to teachers during professional development. The purpose of the video is to share with teachers the experiences and concerns some of the students currently face and encourage teachers to work together to create a safe and positive learning environment for all students. Horlick High School student Fernanda Jimenez worked with the District to tell her story in the video.

b. **Family Engagement Update**

Ms. Tapp introduced Ale Medina and Angela McCarty who updated the Board on two events that were held recently. "Next Steps in Literacy: Families and Schools Working Together" was an event in partnership the Literacy Institute, Scholastic and Dr. Karen Mapp. A video was shown highlighting the event. The second event was a workshop with Dr. Sharroky Hollie related to cultural responsiveness.

c. **Open Enrollment Update**

Dr. Haws gave an update on open enrollment that had taken place between December 15 and January 15. This was the second year that enrollment and registration could be completed online. This year, approximately 1,900 families applied to attend a school other than their boundary area school. This is an increase of approximately 600 students from last year. Families will be notified of their School Choice acceptance in February.

**7. BOARD DEVELOPMENT (None)**

**8. PUBLIC INPUT**

Jeff Neubauer, 1145 Main Street, Racine, WI 53403

Spoke of the strong foundational work between Higher Expectations and RUSD made by Dr. Haws and Dr. Gallien. Also spoke in support of succession plan and Dr. Gallien.

Joe Kiriaki, Caledonia, WI 53402

Interim Director of Racine Education Association and Racine Educational Assistants Association spoke in support of Dr. Gallien's contract and transition of RUSD leadership.

Angelina Cruz, Racine, WI 53403

President of Racine Education Association spoke of second open records request related to cost of standardized testing.

Pastor Melvin Hargrove, Racine, WI 53403

Spoke in support of Dr. Gallien's contract and to publicly thank Dr. Haws for her leadership and vision.

Ernest Ni'A, 403 N. Memorial Drive, Racine, WI 53404

Spoke on behalf of the Heritage Committee of Racine; the Board of Education is invited to the Fifth Annual Heritage Ball on February 18, 2017.

Douglas Clum, 3549 Cranberry Lane, Racine, WI 53404

Spoke in support of the succession plan and Dr. Eric Gallien's contract.

Beverly Hicks, 138 Perry Avenue, Racine, WI 53406

Spoke as representative of the Racine Chapter of NAACP in support of Dr. Eric Gallien's contract.

Matt Montemurro, 3210 Valley Forge Street, Racine, WI 53404

Spoke as President of RAMAC representing the business community in support of Dr. Eric Gallien's contract.

James Eastman, 6226 Partridge Hills Drive, Racine, WI 53406

Spoke in support of the succession plan and Dr. Eric Gallien's contract.

Dan Meyer, 7308 W. Halt Court, Milwaukee, WI 53219

Spoke in support of not closing down the auto shop at Case High School.

Karen Fetherston, 2000 Domanik Drive, Racine, WI 53404

Coordinator of Stop Child Abuse and Neglect (SCAN) program at Lutheran Social Services requesting support from RUSD to cover part of cost for SCAN lessons. Requesting SCAN program be added to the 2017-18 budget.

John Delagrave, 730 Wisconsin Avenue, Racine, WI 53403

County Executive Delagrave spoke in support of the succession plan and Dr. Eric Gallien's contract.

## **9. OPERATIONAL EXPECTATIONS**

### **a. OE-7 (Asset Protection)**

Mr. Peltz presented the OE-7 (Asset Protection) Monitoring Report. The report is for January 1, 2016 through December 31, 2016. Administration submits this report as being in compliance with exception as noted in evidence. Only one indicator remains non-compliant: 7.4.2 – Systems are not fully in place to protect physical records from damage or loss. To digitize the physical records would cost approximately \$500,000. This work has not been put out to bid as of yet, but the item has been added to the priority list for the 2017-18 budget.

Mr. Heckenlively moved, Mr. Nielsen seconded, to approve the OE-7 Asset Protection Monitoring Report as being in compliance with exception. Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wiser, Wittke). Noes – 0. The motion to approve passed.

### **b. OE-6 (Financial Administration - External)**

Mr. Duff presented the OE-6 (Financial Administration – External) Monitoring Report. The report is for July 1, 2015 through June 30, 2016. Administration submits this report as being in compliance. There are no changes to the report from the Work Session. Improvements have been made to implement reconciliation structures.

Mr. Nielsen would like to acknowledge the efforts of the Superintendent and Mr. Duff to have this report in full compliance; in the past the report has been a challenge. This shows the community that we have come a long ways and the Board appreciates the staff's hard work and diligence.

Mr. Hooper moved, Mr. Nielsen seconded, to approve the OE-6 as in compliance and add a commendation including Mr. Nielsen's comments for the record. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wiser, Wittke, Duchow). Noes – 0. The motion to approve passed.

## **10. ACTION ITEMS**

### **a. Succession Plan**

Mrs. McKenna will be voting against this proposal due to the process as the position was not posted on the Wisconsin Education Career Access Network (WECAN) site. Although this does not break the law or policy, the Board should consider putting a succession plan into policy.

Mr. Wittke clarified the agreement was reviewed legally and the Superintendent is the sole employee of the Board of Education, which allows the Board to utilize a process that is believed to be at the best interest of the District.

Mr. Hanser moved, Ms. Duchow seconded, to approve the succession plan and Employee Retention Agreement between RUSD and Dr. Gallien. Ayes – 8 (Hanser, Heckenlively, Hooper, Nielsen, Wiser, Wittke, Duchow, Frontier). Noes – 1 (McKenna). The motion to approve passed.

### **b. 2017-18 District Calendar**

Dr. Haws presented the 2017-18 District Calendar for approval so the information can be distributed to families. In this calendar, there has been an increase of five additional half-day early release days for elementary teachers. Next year there will be a new English Language Arts curriculum and this will allow for additional planning and preparation time for elementary teachers.

Mr. Hanser moved, Mr. Wiser seconded, to approve the 2017-18 District Calendar as provided. All were in favor. The motion to approve passed.

**c. State Trust Fund Loan Application**

Mr. Hazen presented the resolution authorizing the application for a State Trust Fund Loan of \$5,225,000 to refinance the Sportsplex loan to 20 years.

Mr. Heckenlively moved, Mr. Wisner seconded, to pass the resolution for the refinancing of the Sportsplex. WHEREAS, pursuant to the provisions of Wisconsin Statute Section 24.61(3), 24.66(4), and 67.05(15), school districts may borrow money from the State Trust Funds for the purpose of refunding outstanding obligations for terms of up to 20 years without prior elector approval, and WHEREAS, the Racine School District has an outstanding obligation it desires to refund by using State Trust Fund Loan, and WHEREAS, pursuant to the provisions of Chapter 24 of the Wisconsin Statutes, the Board of Commissioners of Public Lands ("BCPL") is authorized to make loans from the State Trust Funds to school districts for such purposes, NOW, THEREFORE, BE IT RESOLVED, that the Racine School District, Wisconsin, is hereby authorized to borrow from the Trust Funds of the State of Wisconsin the sum of Five Million Two Hundred Twenty Five Thousand and 00/100 Dollars (\$5,225,000.00) for the purpose of refinancing BCPL Loan #2016166 and no other reason. Such loan shall be payable within 20 years from the 15<sup>th</sup> day of March preceding the date the loan is disbursed. The loan will be repaid in annual installments with interest at the rate of 4.00 percent per year from the date of disbursement of the loan to the 15<sup>th</sup> day of March the following year and thereafter annually as provided by law. BE IT FURTHER RESOLVED, that the Racine School District shall levy upon all taxable property within the District, a direct and irrevocable annual tax sufficient for paying the principal and interest on this loan when due. BE IT FURTHER RESOLVED, we acknowledge that should the Racine School District default on this loan, BCPL is required to under Wisconsin Statute Section 24.70 to intercept any state payments that may be otherwise due the Racine School District. BE IT FURTHER RESOLVED, that if BCPL agrees to make such loan, that the president and clerk of the Racine School District are authorized and empowered, in the name of the District, to execute and deliver Certificates of Indebtedness to BCPL, in such form as required by BCPL, for the sum of money that may be loaned to the Racine School District pursuant to this resolution. The president and clerk are authorized and directed to perform all actions reasonably necessary to fully carry out the provisions of Chapter 24 of the Wisconsin Statutes, and these resolutions. BE IT FURTHER RESOLVED, that these recitals and these resolutions and the votes by which they were adopted, shall be recorded, and that the clerk of Racine School District shall forward this certified record, along with the application for the loan, to BCPL. Ayes – 9 (Heckenlively, Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier, Hanser). Noes – 0. The motion to pass the resolution passed.

**d. McKinley Middle School Fire Alarm Replacement**

Mr. Bryan Arnold, Director of Building and Grounds, presented information regarding the removal and replacement of the existing fire alarm system at McKinley Middle School. It is currently failing in certain areas and those parts cannot be replaced or found, therefore, two bids were received for the replacement.

Mr. Hanser moved, Mr. Nielsen seconded, to accept the responsive bidder, Electrical Systems and Services, Inc. for the replacement of the fire alarm system at McKinley Middle School for a total of \$236,524. Ayes – 9 (Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to accept passed.

**e. Referral #06-2016 (Preamble to the Constitution Included in Board Meetings)**

The Preamble to the Constitution would begin Board business meetings. This idea was suggested by Martin Luther King biographer, Clayborne Carson, who called the preamble a civic prayer as that it conveys a spirit of working together for the common good.

Mr. Hanser moved, Mrs. McKenna seconded, to approve Referral #06-2016. All were in favor. The motion to approve passed.

#### 11. BOARD CONSENT AGENDA

- a. Board Meeting Minutes of December 19, 2016
- b. Executive Session Minutes of December 5, December 12, December 19, and December 21, 2016
- c. Work Session Minutes of January 9, 2017
- d. Governance Committee Minutes of November 15, 2016
- e. Legislative Committee Minutes of November 7 and December 19, 2016
- f. Audit Committee Minutes of December 12, 2016
- g. Declaration of Open Enrollment Seats
- h. Land Rental Agreement with Gorton Farms for Case High School Property

Mr. Wisner moved, Mr. Nielsen seconded, to approve the Board Consent Agenda. All were in favor. The motion passed.

#### 12. SUPERINTENDENT CONSENT AGENDA

- a. Personnel Changes
- b. Monthly Financial Statements for December 2016
- c. Overnight Field Trips
- d. Incidents by Students to Staff for December 2016
- e. Administrative Regulation 5122.01 (Recommended Procedures for Early Admission to Kindergarten)
- f. Administrative Regulation 6111 (School Calendar)
- g. Administrative Regulation 6112.11 (Elementary School Curricular Time Allotments)
- h. Administrative Regulation 6113 (Released Times – Special Instruction for Students)
- i. Administrative Regulation 6142.11 (Early Entrance and Identification and Programming for Gifted and Talented Students)
- j. Administrative Regulation 6162.8 (Auxiliary Aides)

Mr. Hanser moved, Mr. Wittke seconded, to approve the Superintendent Consent Agenda. All were in favor. The motion passed.

#### 14. REFERRALS (None)

#### 15. ADJOURNMENT

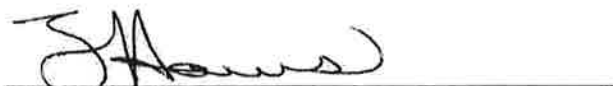
Mr. Nielsen moved, Mr. Hooper seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 8:00 p.m.

Signed: \_\_\_\_\_



Robert Wittke, Jr., Clerk

Signed: \_\_\_\_\_



Lolli Haws, Secretary



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Michael Frontier, President

Dennis Wiser, Vice President

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Racine, Wisconsin

March 20, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, March 20, 2017.

#### 3. ROLL CALL

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, and Don J. Nielsen. Absent members were Dennis Wiser and Robert Wittke, Jr.

Also present: Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Eric Gallien, Deputy Superintendent; Lolli Haws, Superintendent; Dave Hazen, Chief of Operations; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication and Community Engagement; and Elizabeth Tobias, Recording Secretary.

#### 4. APPROVAL OF THE AGENDA

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the agenda. All were in favor. Motion carried and the agenda was approved.

#### 5. RECOGNITIONS

Ms. Neubauer coordinated the Board of Education's recognitions for the evening. The Board recognized Park High School's JROTC students and Instructor Sgt. Barrios as they presented the colors and led the Pledge of Allegiance to start the Board of Education meeting.

The Board also recognized Walden III High School junior Sofia Osborne Scekic, as she was recently named a Wisconsin Senate Scholar.

#### 6. REPORTS ON STUDENT ACHIEVEMENT (None)

#### 7. SUPERINTENDENT'S REPORT

a. SME Foundation Partnership Opportunity for RUSD High Schools with (HUNCH) High School Students United with NASA

Dr. Haws gave the Board an update regarding the SME Foundation partnership opportunity for RUSD high schools. HUNCH is an extremely innovative partnership between educational institutions and NASA. The HUNCH program is a school-based program that promotes student interest in science, technology, engineering and mathematics. NASA puts out lists of needed equipment/hardware and students take courses in which they have the opportunity to work on designing prototypes for the space station. RUSD will continue this work in hopes to bring this program to our high schools.



**b. UW-Parkside Access for College Credit (PACC)**

Dr. Haws shared with the Board the partnership between RUSD and UW-Parkside. Parkside Access to College Credits (PACC) allows high school students to take university-level courses at their high school taught by qualified instructors. Last semester, 28 Case High School students earned three university credits after successfully completing an American government course. Dr. Haws explained that RUSD plans to expand this partnership by repeating the American government class at Case next year and adding a five-credit chemistry class at Park High School.

**8. BOARD DEVELOPMENT**

**a. John XXIII Educational Center**

Ms. Marisol Salazar, Executive Director of John XXIII Educational Center, presented a brief overview of the services offered to RUSD students. Ms. Sarah Oates, High School Coordinator and Outreach Facilitator, and Ms. Alicia Jarrett, Volunteer and Outreach Coordinator, also presented information in regards to their specific programs. The center offers several services for students in middle and high school including mentor and tutor support. The center also provides social/emotional and family/adult programming including Brother to Brother and Sister to Sister programs; computer workshops; and Family Sports, an opportunity for students and families to stay active and learn new sports. The Board was extended an invitation to attend their annual fundraiser on Saturday, April 8.

**b. Academies of Racine Update**

Mr. Thielen, along with Ms. Terri Tessmann, Director of Personalized Learning, and Mr. Chris Neff, Director of Career and Technical Education, provided an update on the Academies of Racine. Mr. Thielen highlighted some of the work that has been done so far including continuing to offer high-quality professional development to RUSD staff and finalizing the Career Pathways and Academies at each high school.

**c. Enrollment and Facility Review**

Dr. Haws shared with the Board a presentation detailing the reasons why RUSD is focusing efforts on middle schools. Some of the challenges that RUSD middle schools face and the District would like to address include declining enrollment and facility issues.

The goals for developing a “choice” concept for RUSD middle schools include: utilization of middle school facilities to capacity; reverse middle school enrollment trend; improve middle school achievement and school climate; establish a logical feeder pattern for K-12 IB continuum; expand enrollment capacity at Walden, REAL and other magnet schools; assure balanced middle school feeder patterns for three high schools; and sustain and expand exciting opportunities for middle school teachers.

A collaborative team of staff members will be working to develop a middle school plan. The Board will be updated as progress is made.

**9. PUBLIC INPUT**

William Heidenreich, 4240 N. Circle Drive, Racine, WI 53405

Spoke in support of the construction trades building at Horlick High School.

Ryan Knudson, 3603 W. Manitoba, Milwaukee, WI 53218

Mr. Knudson opted to yield his time to Angelina Cruz, President of the Racine Education Association. Ms. Cruz spoke regarding the Employee Handbook and the established process to make changes to the handbook.

**10. OPERATIONAL EXPECTATIONS (None)**

## **11. ACTION ITEMS**

### **a. Employee Handbook Sections 3.1.8 (Specialists) and 15.5 (Class Size Reduction Programs)**

Ms. Landry and Ms. Daca presented to the Board two Employee Handbook Sections (3.1.8 Specialists and 15.5 Class Size Reductions Programs) recommended for deletion as requested by the Board President. The proposed change to Section 3.1.8 would allow students to have equal access to art, music and physical education instructional time (45 minutes per week of art and music and 90 minutes per week of physical education). This would also ensure the art, music and physical education teachers have the same amount of prep/planning time.

The removal of Section 15.5, reflects RUSD is moving from the Student Achievement Guaranteed in Education (SAGE) model, and moving to an Achievement Gap Reduction (AGR) model, therefore the language is unnecessary.

Ms. Duchow will be voting no to delete Section 3.1.8 as the process indicated in the Employee Handbook was not followed.

Mr. Heckenlively moved, Ms. Duchow seconded, to defer action on Section 3.1.8 and approve eliminating Section 15.5 in regards to Sage.

Mr. Wisner made a point of order in regards to deferring an action item; a date must be specified for the deferred action. Mr. Heckenlively amended his motion to include deferment until the April Board meeting.

Mrs. McKenna stated she will be supporting the motion to defer Section 3.1.8 as she feels the "meet and confer" meetings should have been publicly noticed to allow for more participation.

The motion was amended to read, "Move to defer action on Section 3.1.8 until the April Board meeting and approve eliminating section 15.5 in regards to Sage." Ayes – 4 (Duchow, Heckenlively, McKenna, Nielsen). Noes – 5 (Frontier, Hanser, Hooper, Wisner, Wittke). The motion failed.

Mr. Wisner moved, Mr. Wittke seconded, to approve the revisions to the Employee Handbook effective July 1, 2017. Ayes – 5 (Frontier, Hanser, Hooper, Wisner, Wittke). Noes – 4 (Heckenlively, McKenna, Nielsen, Duchow). The motion to approve passed.

### **b. Alternative Center Construction Manager Services**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the agreement with Bukacek Construction for the construction manager services for the Alternative Center Project.

Mrs. McKenna made a friendly amendment, with no objection by Mr. Hanser, to include in the motion the total fee for the services is not to exceed \$187,275 based on current construction costs estimated of \$2,100,000.

The motion was amended to read, "Move to approve the agreement with Bukacek Construction for the construction manager services for the Alternative Center Project. The total fee for the services is not to exceed \$187,275 based on current construction costs estimated of \$2,100,000." Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier). The motion to approve passed.

### **c. REAL School Construction at Sportsplex**

Ms. Duchow stated that she will be abstaining from this vote due to conflict with her position on the Village of Sturtevant Board of Trustees.

Mr. Wittke moved, Mr. Hanser seconded, to approve the construction of a new REAL School facilities of 34,000 square feet at a cost not to exceed \$3,431,125. Ayes – 8 (Heckenlively, Hooper, McKenna, Nielsen, Wisner, Wittke, Frontier, Hanser). Noes – 0. Abstain – 1 (Duchow). The motion to approve passed.

**d. Purchase of Science Classroom Casework for New Construction and Renovation at Horlick High School**

Mrs. McKenna moved, Mr. Nielsen seconded, to approve the purchase of the casework for the science rooms renovation and new construction at Horlick High School at a cost not to exceed \$410,000. Ayes – 9 (Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. Motion to approve passed.

**e. Resolution Authorizing the Application for a State Trust Fund Loan of \$6,750,000 to Construct the REAL School, Reimburse the Purchase of the Alternative Center, and to Create Space at the Alternative Center for the Turning Point Academy**

Ms. Duchow stated that she will be abstaining from this vote due to the same reason she indicated earlier.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the following Resolution of School Board Authorizing Loan: RESOLVED that we, the members of the School Board of the School District of Racine, Wisconsin, duly assembled in meeting according to law this 20<sup>th</sup> day of March, 2017 approve and authorize that application be made by the President and Clerk of the School Board to the Board of Commissioners of Public Lands for the State Trust Fund loan in the amount of Six Million Seven Hundred Fifty Thousand and 00/100 dollars (\$6,750,000.00) for the purpose of financing the building and remodeling of space for REAL School and Alternative Center and reimburse for purchase of Alternative Center. The loan is to be repaid within 10 years from the 15<sup>th</sup> day of March preceding the date the loan is made. The loan is payable in annual installments with interest at the rate of 3.50 percent per annum, from the date of making the loan to the 15<sup>th</sup> day of March next and thereafter annually as provided by law. BE IT FURTHER RESOLVED that there is levied on all the taxable property within the School District of Racine a direct, irrevocable annual tax sufficient in amount to pay the principal and interest on the loan as they become due. BE IT FURTHER RESOLVED that we, the members of the School Board of the School District of Racine, Wisconsin, do not intend to use our exemption authority within the purview of Section 67.12(12)2g, Wisconsin Statutes, for the application of this loan. Ayes – 8 (McKenna, Nielsen, Wisner, Wittke, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. Abstain – 1 (Duchow). The motion to approve passed.

- f. Consideration of Referral #01-2017 (Revision for Compliance with State Statute)**
- g. Consideration of Referral #02-2017 (Policy to Establish an Earlier End Time for Board Meetings)**
- h. Consideration of Referral #03-2017 (Duties of Standing Committees)**
- i. Consideration of Referral #04-2017 (Monitoring Reports to go on Consent Agenda)**

Mr. Hanser moved, Mr. Wisner seconded, to condense items 11f, 11g, 11h, and 11i for one motion to approve. All were in favor. Motion to condense the items for approval passed.

Mr. Hanser moved, Mr., Nielsen seconded, to approve all four referrals as presented. All were in favor. The motion passed.

## **12. BOARD CONSENT AGENDA**

- a. Board Meeting Minutes of February 20, 2017**
- b. Executive Session Minutes of February 20 and March 6, 2017**
- c. Work Session Minutes of March 6, 2017**
- d. Governance Committee Minutes of February 14, 2017**

Mr. Wisner moved, Mr. Heckenlively seconded, to approve the Board Consent Agenda. All were in favor. The motion passed.

**13. SUPERINTENDENT CONSENT AGENDA**

- a. **Personnel Changes**
- b. **Monthly Financial Statements for February 2017**
- c. **Overnight Field Trips**
- d. **Incidents by Students to Staff for February 2017**
- e. **Foreign Exchange Program for 2017-18**


Mr. Wisner moved, Mr. Wittke seconded, to approve the Superintendent Consent Agenda. All were in favor. The motion passed.

**14. REFERRALS (None)**

**15. ADJOURNMENT**

Mr. Hanser moved, Mr. Nielsen seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 8:26 p.m.

Signed:   
Matthew Hanser, Clerk

Signed:   
Lolli Haws, Secretary



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wiser, Vice President

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Racine, Wisconsin

April 24, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, April 24, 2017.

#### **3. ROLL CALL**

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Brian O'Connell, Dennis Wiser, and Robert Wittke, Jr.

Also present: Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Eric Gallien, Deputy Superintendent; Lolli Haws, Superintendent; Dave Hazen, Chief of Operations; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication and Community Engagement; and Elizabeth Tobias, Recording Secretary.

#### **4. APPROVAL OF THE AGENDA**

Mr. Hanser moved, Dr. Frontier seconded, to approve the agenda. Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke). Noes – 0. The motion to approve passed.

#### **5. RECOGNITIONS**

Ms. Cardozo coordinated the Board of Education's recognitions for the evening. Gilmore Middle School's Madrigal Choir students performed the National Anthem, along with two other songs. The Board recognized the Gilmore Music Program for earning Gold in every competition in the WorldStrides Heritage Festival in New Orleans, Louisiana in April.

The Board recognized school psychologist, Ms. Caitlin Cox, for earning the Wisconsin School Psychologists' Association (WSPA) School Psychologist of the Year Award.

The Board also recognized Case High School student Jenna Swiertz, for being named a National Merit Scholarship Commended Student.

Dr. Frontier and Mr. Wiser presented gifts of appreciation to retiring Board member Don J. Nielsen for his eleven years of dedication, service and passion for Racine Unified School District and its students.

#### **6. REPORTS ON STUDENT ACHIEVEMENT (None)**

#### **7. SUPERINTENDENT'S REPORT**

- a. **Clarification on RUSD Elementary Art, Music and Physical Education Programs and Staffing**  
Dr. Haws provided clarification on the specialist programs and staffing change approved by the Board of Education last month. The change to the employee handbook ensures all children attending RUSD

elementary schools will receive equal instructional time in art, music and physical education, regardless which school they attend. Prior handbook language required that regardless of size of enrollment, every school was assigned one art, one music and one physical education teacher. The change enables RUSD to work with principals and teachers to equitably staff, plan and schedule art, music and physical education for elementary students. The change also ensures every elementary student will receive 90 minutes of physical education, 45 minutes of art and 45 minutes of music each week. This will be fully implemented by fall 2018.

The changes will not result in cuts to art, music and physical education instruction for RUSD students nor cuts in specialist staffing. In many cases, instructional time for students in art, music and physical education will increase.

**b. State Report Card Response Teams Update**

Dr. Haws shared updates regarding the RUSD Report Card Taskforce, created to improve the District's state report card results. Dr. Haws thanked the taskforce for the hard work and efforts put into the Forward Exam testing that took place before spring break. Results from this year's testing will be on next year's report card. Teachers and staff did a phenomenal job in preparing students and creating positive testing environments.

**c. Middle School: My School, My Choice**

In March, a team of middle school teachers, REA representatives, principals, administrators, parents and students worked together to develop an exciting plan to reinvent the middle schools that will give every family high-quality choices for grades 6 through 8. Dr. Haws shared with the Board the *My School, My Choice* video, which summarized the 2018-19 middle school plan.

**8. BOARD DEVELOPMENT (None)**

**9. PUBLIC INPUT**

Gabriel Ruiz

Spoke in support of the Safe Zones Resolution.

Tania Ruiz

Spoke in support of the Safe Zones Resolution.

Valeria Ruiz Lira

Spoke in support of the Safe Zones Resolution.

Fernanda Jimenez, 1019 Hamilton Street, Racine, WI 53404

Spoke in support of the Safe Zones Resolution.

Kennia Coronado, 4043 State Road 31, Racine, WI 53405

Spoke in support of the Safe Zones Resolution.

Gabriel Coronado, 4043 State Road 31, Racine, WI 53405

Spoke in support of the Safe Zones Resolution.

Ariana Gonzalez, 2025 Carlisle Avenue, Racine, WI 53404

Spoke in support of the Safe Zones Resolution.

Diane Lange, 2908 Ruby Avenue, Racine, WI 53402

Spoke in support of the Safe Zones Resolution.

Anna Hute, 421 William Street, Racine, WI 53402  
Spoke in support of the Safe Zones Resolution.

Ilse Merlin, 2327 Carmel Avenue, Racine, WI 53405  
Spoke in support of the Safe Zones Resolution.

Ruben Ramos, 4204 Manhattan Drive, Racine, WI 53402  
Spoke in support of the Safe Zones Resolution.

Ari Antreassian, 3120 Ruby Avenue, Racine, WI 53402  
Spoke in support of the Safe Zones Resolution.

Lamine Haynes-Seck, 1515 Carlisle Avenue, WI 53404  
Spoke in support of the Safe Zones Resolution.

Joceline Perez, 1611 Spring Street, Racine, WI 53404  
Spoke in support of the Safe Zones Resolution.

Nora Schultz, 409 Romaine Avenue, Racine, WI 53402  
Spoke in support of the Safe Zones Resolution.

Angelina Cruz, 720 S. Marquette, Racine, WI 53403  
As President of the Racine Education Association, spoke in support of restoring Specialist language in the Employee Handbook; gathered 1,700 signatures from teachers and parents in agreement with REA. REA will be renewing request for an inclusive audit regarding testing in Racine. Also spoke in support of the Safe Zones Resolution.

Julie Vodicka, 9340 Prairie Crossing Drive, Franksville, WI 53126  
Spoke in support of restoring Specialist language in the Employee Handbook.

David Castañeda, 1337 West Lawn, Racine, WI 53405  
Spoke in support of restoring Specialist language in the Employee Handbook.

Eric Borchert, 615 W. Riverwood Drive, #308, Oconomowoc, WI 53154  
Spoke in support of restoring Specialist language in the Employee Handbook.

Ryan Knudson, 3603 W. Manitoba, Milwaukee, WI 53215  
Spoke in support of restoring Specialist language in the Employee Handbook.

Amanda Hicklin, 6828 Middle Road, #3, Racine, WI 53402  
Spoke in support of restoring Specialist language in the Employee Handbook.

Norma Cortese, 3406 Durand Avenue, Racine, WI 53405  
Spoke in support of restoring Specialist language in the Employee Handbook and passing of the Safe Zones Resolution.

Sonali Knotek, 3812 St. Clair Street, Racine, WI 53402  
Spoke in support of restoring Specialist language in the Employee Handbook.

Aaron Eick, 814 Russet Street, Racine, WI 53405  
Spoke in support of the Safe Zones Resolution.

Mr. Heckenlively moved, Mrs. McKenna seconded, to suspend the rules to allow additional speakers beyond the one hour time limit and to limit comments to two minutes per person. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke, Duchow). Noes – 0. The motion to approve passed extending public input.

Amy Ketchum, 6517 River Meadows Turn, Racine, WI 53402

Spoke on the field conditions of the Case High School athletic field.

Hannah Beckwith, 1826 Jerome Boulevard, Racine, WI 53403

As President of Bull Fine Arts PTA, spoke on the middle school plans and the school’s future; asking to participate in further discussions and planning.

Catherine Ackley, 424 Augusta Street, Racine, WI 53402

Spoke on middle school plans and Bull Fine Arts’ future.

Dr. Haws commented there will be many opportunities for staff to have input in the process. There are many committees to be developed around facilities, programming, etc. The principal and a staff member from Bull Fine Arts did participate in the Kaizen event held in March.

Dr. José Martinez, 4003 Taft Road, Kenosha, WI 53142

Spoke in support of the Safe Zones Resolution.

AJ Hutton, 728 Blaine, Racine, WI 53405

Spoke in support of the Safe Zones Resolution.

Damon Jackson, Waterford, WI 53185

As Directing Principal at Schulte Elementary, spoke in support of the furniture purchase for the school.

Beree Nelson, 1832 Villa Street, Racine, WI 53403

Spoke in support of the Safe Zones Resolution.

Jennifer Levie, 421 William Street, Racine, WI 53402

Spoke in support of the Safe Zones Resolution and for Unified to fully fund elementary specialists.

Julie Gonzalez, 2025 Carlisle Avenue, Racine, WI 53404

Spoke in support of the Safe Zones Resolution.

Christine Neumann-Ortiz, 1027 S. Fifth Street, Milwaukee, WI 53204

As Executive Director of Voces de la Frontera, spoke in support of the Safe Zones Resolution.

## **10. ACTION ITEMS**

### **a. Intergovernmental Agreement for Joint RUSD, City of Racine, and Racine County Health Clinic**

Mr. Hazen presented the Intergovernmental Agreement for Joint RUSD, City of Racine, and Racine County Health Clinic. The three governmental entities have created the agreement to detail how the entities will work together to manage the clinic and share costs. The cost sharing is based on each entities eligible members. The current ratio is 49% for the District, and 26% for both the city and county.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the Intergovernmental Agreement for the joint employee health clinic and authorized administration to enter into a contract subject to the District’s legal counsel review. Ayes – 8 (Hanser, Heckenlively, Hooper, O’Connell, Wiser, Wittke, Duchow, Frontier). Noes – 0. Abstain – 1 (McKenna). The motion to approve passed.



**b. Case High School Track Repair, Replacement and Improvements at Hammes Field**

Mr. Hazen presented information regarding the Case High School track repair, replacement and improvements at Hammes Field. The work would include the removal and replacement of the obsolete long-jump and high-jump pits; removal and pavement of the track surface; coat surfaces in urethane track surface; and paint and line the track.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the repair, replacement and improvement to the Hammes Field track facilities at Case High School for a cost not to exceed \$404,578.00 to Johnson and Sons. Ayes – 9 (Heckenlively, Hooper, McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser). The motion to approve passed.

**c. Horlick High School Construction Trades Building Construction Project**

Mr. Hazen presented information on the construction of the Trades Building Construction project at Horlick High School. This is to construct facilities for the activities necessary for a construction trades facility at the high school.

Ms. Duchow moved, Mr. Hanser seconded, to approve the construction of a new Trades Building facility of 3,444 square feet at a cost not to exceed \$439,883.00 to Bukacek Construction Group, Inc. Ayes – 9 (Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to approve passed.

**d. Horlick High School Science Lab Construction Manager Services**

Mr. Hazen shared the construction manager services would provide the Board with services associated with planning, design development, and construction for the proposed Horlick High School science lab build-out.

Mr. Hanser moved, Mr. O'Connell seconded, to approve the agreement with Riley Construction for the construction manager services for the Horlick Science Lab project for services not to exceed \$149,750.00. Ayes – 9 (McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. Motion to approve passed.

**e. Resolution Awarding the Sale of \$8,000,000 General Obligation School Improvement Bonds**

Mr. Hazen and Mr. Michel Clark from Baird, presented a brief summary on the results of competitive bids for the General Obligation School Improvement Bonds. Moody's Investors Service assigns Aa3 to Racine Unified. The rating reflects the district's satisfactory financial profile with improved liquidity, sizeable tax base, and below average debt burden.

Mr. Heckenlively moved, Ms. Duchow seconded, to approve the resolution awarding the sale of \$8,000,000 General Obligation School Improvement Bonds with an interest rate of 2.5377% and the purchaser of the note as Citi Group Global. Ayes – 9 (O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna). Noes – 0. Motion to approve passed.

**f. Schulte Elementary School Furniture Purchase**

Mr. Hazen presented on the furniture purchase for Schulte Elementary School. This will replace all student furniture and some office furniture.

Ms. Duchow moved, Mr. Heckenlively seconded, to approve the furniture purchase for Schulte Elementary School in an amount not to exceed \$291,829.20. Ayes – 9 (Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O'Connell). Noes – 0. Motion to approve passed.

**g. REAL School and Alternative Center Furniture Purchase**

Mr. Hazen presented on the furniture purchase for the REAL School and in the purchase will include a \$60,000 allowance for furniture at the Turning Point Academy at the Alternative Center.

Mr. Wisner moved, Mr. Hanser seconded, to approve the furniture purchase for the REAL School and also the Turning Point Academy in an amount not to exceed \$358,508.32. Ayes – 9 (Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner). Noes – 0. Motion to approve passed.

**h. Resolution to Designate Racine Unified School District (RUSD) Schools as Safe Zones and to Create Resources for Student and Families Threatened by Immigration Enforcement**

Mr. Hanser moved, Mr. Heckenlively seconded, the resolution be forwarded to the Governance Committee to review its possible impact on Board policy, so the Committee may return a draft resolution to the Board.

Mr. Heckenlively stated it is important for the Board to make a strong statement in support of the students. The statement should have consensus from the Board and given the language of the current resolution this does not currently exist. Therefore, by forwarding the resolution to the Governance Committee to review the language and come up with a resolution that the Board will support and pass unanimously. Dr. Frontier briefly reviewed the history of how the resolution came to the Board of Education as well as collaboration between RUSD, law enforcement and local organizations.

Mr. Hanser called the question, closing debate on the issue. Mrs. McKenna objected and would like a roll call vote on calling the question. Ayes – 3 (Hanser, Wisner, Wittke). Noes – 6 (Duchow, Frontier, Heckenlively, Hooper, McKenna, O’Connell). The calling of the question failed.

Mr. Wittke called for roll call vote on the original motion moved by Mr. Hanser and seconded by Mr. Heckenlively. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow). Noes – 0. Motion to approve passed.

**i. Continued Professional Development for May and June 2017 – Dennis Cheesebrow, TeamWorks Int’l**

Mr. Hanser presented to the Board the recommendation from the Governance Committee to work with Mr. Dennis Cheesebrow from TeamWorks International on two additional professional development sessions for May and June 2017.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve contracting with Dennis Cheesebrow of TeamWorks International for two professional development sessions to be scheduled in May and June 2017 in an amount not to exceed \$3,250 per session. Ayes – 7 (Hanser, Heckenlively, Hooper, McKenna, Wisner, Wittke, Frontier). Noes – 2 (Duchow, O’Connell). Motion to approve passed.

**j. Continued Professional Development for FY2018 – Dennis Cheesebrow, TeamWorks Int’l**

Mr. Hanser presented to the Board the recommendation from the Governance Committee to work with Mr. Dennis Cheesebrow from TeamWorks International by scheduling four professional development sessions in fiscal year 2018.

Dr. Frontier moved, Mr. Heckenlively seconded, to approve contracting with Dennis Cheesebrow of TeamWorks International for four professional development sessions to be scheduled during FY2018 in an amount not to exceed \$3,250 per session. Ayes – 7 (Heckenlively, Hooper, McKenna, Wisner, Wittke, Frontier, Hanser). Noes – 2 (Duchow, O’Connell). Motion to approve passed.

Mr. Hanser moved, Mr. Heckenlively seconded, to extend the meeting by one half-hour. All were in favor. Motion passed and meeting was extended by thirty minutes.

**k. Arbor Food Management Contract Renewal**

Mr. Duff presented the Arbor Management Food Service contract renewal, which extends the contract by one additional year. It is required by the Department of Public Instruction to have this authorization from the Board.

Mr. Wisner moved, Mr. Hanser seconded, to approve the fourth one year renewal for Arbor's contract with the District for the 2017-18 school year. Ayes – 9 (Hooper, McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. Motion to approve passed.

**11. BOARD CONSENT AGENDA**

- a. Board Meeting Minutes of March 20, 2017
- b. Executive Session Minutes of March 20, April 3, and April 10, 2017
- c. Special Board Meeting Minutes of April 10, 2017
- d. Governance Committee Minutes of March 14, 2017
- e. Legislative Committee Minutes of February 6 and March 21, 2017
- f. Audit Committee Minutes of March 20, 2017
- g. Grievance Committee Minutes of March 16, 2017
- h. Canvass Committee Minutes of April 6, 2017
- i. ~~Arbor Food Management Contract Renewal~~
- j. Resolution to Support School Year Start Date
- k. Resolution to Support Investment in Public Education
- l. Resolution to Support Voucher Program Accountability
- m. Work Session Minutes of April 10, 2017

Mr. Wisner moved, Dr. Frontier seconded, to approve the Board Consent Agenda including the deletion of item i (pulled from the Consent Agenda) and the addition of the Work Session Minutes from April 10, 2017. All were in favor. The motion passed.

**13. SUPERINTENDENT CONSENT AGENDA**

- a. Personnel Changes
- b. Monthly Financial Statements for March 2017
- c. Overnight Field Trips
- d. Incidents by Students to Staff for March 2017
- e. Foreign Exchange Student Program for 2017-18
- f. Operational Expectation-2 (Emergency Superintendent Succession)
- g. Operational Expectation-10 Part I (Instructional Program)
- h. DPI Five-Year School Self-Evaluation
- i. Administrative Regulations 4000 Series (Personnel)
- j. Administrative Regulation 7551 (Commemorative Naming – Renaming of District Educational Facilities)
- k. Administrative Regulation 7551.1 (Sponsorship Naming Rights for District Facilities or Educational Spaces)

Mr. Heckenlively would like to set aside item i for separate consideration.

Dr. Frontier moved, Mr. Heckenlively seconded, to adopt all items a through k, excluding i. Dr. Frontier withdrew his motion to allow for consideration of item i.

**i. Administrative Regulations 4000 Series (Personnel)**

Dr. Haws presented on the Administrative Regulations 4000 series, which were posted for a thirty-day review, with no feedback or comments submitted during that time. Many of the regulations are redundant, completely outdated and no longer in use, or already reflected in the employee handbook or Operational Expectation-4.

Mr. Heckenlively feels the Board and Administration should take a step back before deleting all of the administrative regulations to make sure the language is captured elsewhere and not lost.

Mr. Wisner moved, Mr. Hanser seconded, to approve the deletion of the 4000 series of administrative regulations. The motion passed with a majority of "Ayes" and one "No".

Mr. Wisner moved, Mr. Hanser seconded, to approve the remainder of the Superintendent Consent Agenda. All were in favor. The motion passed.

#### **14. REFERRALS**

**a. Referral #05-2017 (Moving Policy Items from Instruction to Operations)**


Mr. Hanser presented Referral #05-2017 (Moving Policy Items from Instruction to Operations) to the Board. It would move operational items in OE-10 (sections 14, 17 and 18) to OE-3. The referral will require a review by the Governance Committee.

Mr. Wisner moved, Mr. Heckenlively seconded, to refer to the Governance Committee. All were in favor. The motion passed.

#### **15. ADJOURNMENT**

Mr. Heckenlively moved, Ms. Duchow seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 9:37 p.m.

Signed:   
Matthew Hanser, Clerk

Signed:   
Lolli Haws, Secretary



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wiser, Vice President

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Racine, Wisconsin

May 15, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, May 15, 2017.

#### 3. ROLL CALL

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Brian O'Connell, Dennis Wiser, and Robert Wittke, Jr.

Also present: Rosalie Daca, Chief Academic Officer, Acting Superintendent; Marc Duff, Chief Financial Officer; Dave Hazen, Chief of Operations; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication and Community Engagement; Christopher Thompson, Executive Director of Curriculum and Instruction; Bryan Arnold, Director of Building and Grounds; Emily Neubauer, Marketing and Communication Specialist; and Elizabeth Tobias, Recording Secretary.

#### 4. APPROVAL OF THE AGENDA

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the agenda. Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke). Noes – 0. The motion to approve passed.

#### 5. RECOGNITIONS

Ms. Neubauer coordinated the Board of Education's recognitions for the evening. The following Case, Horlick and Park High School students were recognized for earning medals at the 44<sup>th</sup> Annual Wisconsin SkillsUSA Leadership and Skills conference in Madison last month: Jordan Bloemers, Amanda Kemper, David Cervantes, Seth Coronado, Mickey Meredith, Amanda Kemper, Dwight Holley, Gerardo Erber, Kaitlyn Faust, Cruz Avila, Gilberto Lopez, Raishein Thomas, Joe Krueger, Luis Guereca, Jayden Norton, Mitchell Jaeck, and Christian Ferguson.

The following Academy Ambassadors from Case, Horlick and Park High Schools were recognized: Eric Joiner, Stephanie Narciso, Raylee Nelson, Steve Koudahenou, Sebastian Jankowski, Ericka Groen, James Morelan, Stefany Serrano, Anthony Genac, Alana Spang, Sophia Governatori, Stephanie Strange, Karen Sancha, Kelsey Jacobs, Katelyn Rooney, Yesenia Garcia, Jennifer Osorio, Yuly Mora, Isabelle Buhler, Olivia Pitrof, Olivia Smetana, Omunazia Hicks, Kye Rieckhoff, Alexander Morales, Geordon Chachere, Cristian Ramirez, Bradley Pagel, Collin Skarzynski, Alan Faz, Steven Cannalte, Kai Nakayama, Sarina Garibay, Alyssa Gonsky, Jasmine Gonzales, Devynn Gruender, Brittany Gutierrez, Britney Harrell, Najee Jones, Matthew Lesperance, Jaylen Love, Drake Ludvigsen, Sierra Nares, and Greta Mau.

The Board also recognized Park High School senior Emma Widmar for being selected as a semifinalist for the 2017 U.S. Presidential Scholars Program; and Riley Construction for being awarded a 2016 Top Project award by the Daily Reporter for RUSD's three new schools.

Mr. Wittke recognized all of the teachers for all of their hard work and dedication in observance of National Teacher's Appreciation week; and Mr. Johnson and the entire music staff for their work in coordinating last week's Orchestra Fest, which displayed the enormous amount of talent within the District.

## **6. REPORTS ON STUDENT ACHIEVEMENT (None)**

### **7. SUPERINTENDENT'S REPORT**

#### **a. Middle School: My School. My Choice. Update**

Ms. Tapp gave a brief report on the *My School. My Choice.* plan. On May 4, 2017, all members from the middle school kaizen event were brought back together. The group reviewed goals and timelines as well as how to incorporate volunteers (more than 100 individuals) who have since signed up to participate and be a part of the planning process for the initiative.

Two community listening events have been planned for Monday, May 22 from 6:00-7:00 p.m. at Gilmore Middle School, and Thursday, May 25 from 7:00-8:00 p.m. at Starbuck Middle School. The public will continue to be updated via the District's website where individuals may submit questions or sign up to volunteer.

#### **b. 2016-17 Quarter 4 Report of Referendum Spending and Maintenance Planning**

Mr. Hazen and Mr. Arnold presented on the quarterly report on referendum spending and maintenance planning. The first three years (2014-2017) of referendum spending are as follows: new construction \$10.25 million; major maintenance \$8.12 million; debt service \$3.66 million; and technology \$3.45 million. Facility projects for 2017-18 were briefly reviewed including items that will need to be discussed in the future, for instance, the old Olympia Brown building and culinary arts space for the Academies.

## **8. BOARD DEVELOPMENT**

#### **a. Knapp Community School and United Way of Racine County Partnership**

Ms. Jamie Racine, Community Schools Manager with United Way of Racine County, presented on the Knapp Community School. The focus of a community school is to coordinate services that alleviate pressures and remove barriers for student learning as well as for families and the community as a whole.

Thus far, Knapp has enrolled 175 students in afterschool programs, providing over 600 hours of programming. Preliminary data in terms of impact shows students enrolled in afterschool activities are achieving higher grades by half a GPA percentage; a two percent increase in attendance; and 85% of the students have had zero office discipline referrals.

Knapp has also served over 550 dinner meals; provided dental screenings, cleanings and sealants for students; partnered with the City of Racine's Mobile Medical Unit; scheduled WEAC and Wisconsin Vision optometrist visits; and provided other family engagement programs.

#### **b. Virtual Learning Program**

Mr. James O'Hagan, Director of Digital and Virtual Learning, presented to the Board an update on the virtual learning program, which included a plan to re-envision the student learning experience as well as develop a new space supporting virtual learning. Virtual learning will be expanded and continued as a program as it provides a personal learning experience and services no other virtual school can provide. The program will also honor the work of the Academies as well as give opportunities for students to still participate in athletics, music, etc.

Entry into the program begins with a conversation with the student and allows the student to make a declaration of their personal learning plan. A counselor referral and student interview is also conducted. Currently, there are 16 AP courses offered online as well as the entire face-to-face course catalog. The District has over 100 teachers certified to teach online courses.

After the construction at Northwestern Avenue has been completed, an update will be given to the Board on the program at that time.

## **9. PUBLIC INPUT**

Bob LaSalle, Racine, WI 53403

Spoke against the Safe Zone resolution.

Theresa Jakala, Kenosha, WI 53142

On behalf of the Racine Education Association, spoke on excessive testing within the District.

Jose R. Palacios, 2000 Kearney Avenue, Racine, WI 53403

Spoke on assessments within the District.

Carmen Janecky, Racine, WI 53406

Spoke on the amount of standardized testing.

Angelina Cruz, Racine, WI 53403

As President of the Racine Education Association, addressed a number of concerns including excessive testing, elimination of the specialist language in the employee handbook, and proposed changes to the ethics code.

Julie Vodicka, Racine, WI 53126

Spoke on the importance of specialists and the concerns with changes made to the employee handbook.

Ms. Daca commented changes regarding elementary school specialists for art, music and physical education will not be implemented until the 2018/19 school year. Administration will involve the specialist teachers and ask for their input in regards to developing a plan. There are also no changes that will affect any existing teachers at this time.

Sonali Knotek, 3812 St. Clair Street, Racine, WI 53402

Spoke in support of the reinstatement of specialist language in the employee handbook.

Eric Borchert, 615 W. Riverwood Drive, #308, Oak Creek, WI 53154

Spoke in support of the reinstatement of specialist language in the employee handbook. Also commented the communication for the change could have been better and requested teachers be kept informed.

Lexi Mason, 3657 92<sup>nd</sup> Place, Sturtevant, WI 53177

Walden III junior spoke in support of teachers and the concerns she has about the new code of ethics rules.

Rosemary Mason

Spoke regarding the new ethics code; the reinstatement of three full-time inclusion teaching positions at Schulte Elementary; classroom materials needed for the new ELA curriculum; and the need of specialists at each school.

Ms. Daca reiterated specialist changes will not be made until the 2018-19 school year and encouraged

any specialist or homeroom teacher to become involved and have their voice heard.

## 10. OPERATIONAL EXPECTATIONS (None)

### 11. ACTION ITEMS

#### **a. 2016-17 Budget Assumptions**

Mr. Duff presented to the Board the 2016-17 budget adjustments. A total of \$1.9 million was identified in savings and revenues; and \$913,000 was identified in expenses and revenue loss. Other budget adjustments included the Fund 38 debt service fund to properly record financing transactions and to adjust fund reserves as well as changes made to capital project funds to update costs, financing and fund transfers.

Next steps will include Administration finalizing the dedicated fund balance plan for interim budget proposal; the Board approving the preliminary budget in June; and the Board approving the original budget/set tax levy for the 2017-18 fiscal year in October.

Dr. Frontier moved, Mr. Wisner seconded, to approve the budget adjustments. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow). Noes – 0. The motion to approve passed.

#### **b. Goodland Elementary School Start and End Time Schedule**

Mr. Duff presented the Goodland Elementary School start and end time schedule. For the 2017-18 school year, Priority Schools no longer need to plan for an extended day to meet mandated hours by the Wisconsin Department of Public Instruction. Therefore, Goodland requested the following changes to their instructional day, which will be in line with instructional minutes at peer RUSD elementary schools: start time at 7:20 a.m. and end time at 2:05 p.m.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the proposed start and end time schedule for Goodland Elementary School. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

#### **c. Sonnenberg School Boundary**

Mr. Duff presented the Sonnenberg School boundary to the Board. The District received notification that Sonnenberg School will be opening a facility in Mt. Pleasant for the 2017-18 school year in the RUSD boundary. State law requires private schools to provide attendance areas for the schools to the District for Board approval by April 1 of each year. The Sonnenberg School appears to service more children with special needs and currently has a school in the Kenosha area.

Mr. Hanser moved, Mr. O’Connell seconded, to approve the Sonnenberg School attendance area. Ayes – 9 (Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser). Noes – 0. The motion to approve passed.

#### **d. Reading, English and Language Arts (ELA) Resources for K-12**

Ms. Janell Decker, Assistant Director of Curriculum and Instruction, and Dr. Christopher Thompson, Executive Director of Curriculum and Instruction, presented to the Board the Reading/English Language Arts (ELA) resources for K-12. The Curriculum Review Committee consisted of 29 individuals throughout the District. The Lucy Calkins and Schoolwide resources provides students with reading and writing strategies through instructional mini-lessons that support proficiency level growth for all students. The workshop model is adaptive to student need and based on student reading and writing work with teacher observations.

The resource and professional learning costs are as follows: \$323,902 for elementary schools and \$295,345 for middle schools. Resources for high schools is yet to be determined since rolling out ELA



in high school will be over a two years. Various teachers and instructional coaches in the audience introduced themselves and stated their support of the presented resources.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the purchase of the Lucy Calkins Units of Study in Reading and Writing, classroom libraries, Schoolwide Fundamentals, and professional development for a total of \$619,247 beginning in the 2017-18 school year. Ayes – 9 (Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to approve passed.

- e. **English Language Development (ELD) Resources for English as a Second Language K-12**  
Ms. Patricia Lenow, English Language Learner Coordinator, and Dr. Christopher Thompson, Executive Director of Curriculum and Instruction, presented the English Language Development resources for English as a Second Language K-12. The Textbook Adoption Committee consisted of over 27 individuals throughout the District who worked on reviewing resources. The implementation of the National Geographic Learning (*Reach, Inside, and Edge*) will be scheduled for the 2017-18 school year in grades K5 through 12. Ongoing training for ESL teachers will be embedded into scheduled ESL teacher meetings.

Dr. Frontier moved, Mr. O’Connell seconded, to approve the purchase of the National Geographic Learning (*Reach, Inside, and Edge*) for a total not to exceed \$311,216 beginning in the 2017-18 school year. Ayes – 9 (McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. The motion to approve passed.

- f. **Center for Educational Leadership and Technology Contract for Information Technology Planning Services**  
Mr. Peltz presented on the Center for Educational Leadership and Technology (CELТ) Contract for the information technology planning services to the Board. The Information Systems department contracted with CELТ to build a rolling, comprehensive technology and curriculum integration plan for the District. The work CELТ is doing has been rolled out in phases. The first two phases of the plan were considered “discovery phases.” The District established a \$50,000 purchase order to cover the cost of the first two phases as allowed by the Board of Education’s professional service agreement rules. As phases of work are completed, it has been determined the total cost of what it will take to create the final product is \$129,000.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the total allocation of \$129,000 for the continuation of utilizing services from CELТ. Ayes – 9 (O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna). Noes – 0. The motion to approve passed.

- g. **Energy Efficiency Tax Levy Related to Jerstad-Agerholm School**  
Mr. Duff presented on the energy efficiency tax levy for debt payments related to the Jerstad-Agerholm School to be completed by Trane U.S. Inc. State law provides school districts with the authority to approve a tax levy over and above state revenue limits to fund the energy efficiency projects completed by companies utilizing a performance contract. The Board of Education must approve an energy efficiency tax levy before October 1. Authorization can be given to approve the energy efficiency tax levy for all annual debt payments rather than approving the levy each year. Approving this resolution will authorize the energy efficiency tax levy for all associated debt related to the project completed by Trane in 2016 and 2017.

Dr. Frontier moved, Mr. Heckenlively seconded, to approve the resolution establishing the energy efficiency tax levy for the debt costs associated with Trane U.S. Inc., for the 2017-18 through 2024-25 school years. Be It Resolved That The School Board Of The Racine Unified School District Is Exercising Its Taxing Authority Under S. 121.91 (4)(o), Wis. Stats., On Or Before October 1<sup>ST</sup>, To Exceed The Revenue Limit On A Non-Recurring Basis By An Amount The District Will Spend On

Principal And Interest Payments On Remaining Debt For The Next 8 Years Of Debt Payments For The \$6,000,000 General Obligation School Improvement Bond Issued May 15, 2017. The Debt Was Issued For New Energy Efficiency Measures. The Amount To Be Expended On Debt For Projects Completed by Trane U.S. Incorporated:

2017-18	\$650,943.89
2018-19	\$491,562.50
2019-20	\$558,712.50
2020-21	\$555,062.50
2021-22	\$590,912.50
2022-23	\$640,712.50
2023-24	\$1,668,381.25
2024-25	\$1,740,725.00

The Board Has Entered Into A 20 Year Performance Contract Under S. 66.0133, Stats., With Trane U.S. Inc. For A Project To Implement The Following Energy Efficiency Measures Or To Purchase Energy Efficiency Products. The Board Has Also Identified The Following Cost Recovery Performance Indicators To Measure Energy Savings And/Or Operational Savings For Each Measure Or Product, Including The Timeline For Cost Recovery: 1. Jerstad-Agerholm School – Converting The Existing Steam System To A Hybrid Hot Water Boiler System • Projected Cost: \$5,675,100 • Performance Indicator: 107,885 kWh Savings And 14,875 Therms Savings • Timeline: November 2016 – October 2017 • Projected Energy And Operational Savings \$309,403 • Projected Payback Period: 16.7 Years. 2. Jerstad-Agerholm School – Fire Alarm Upgrade • Projected Cost: \$421,600 • Performance Indicator: No Estimated kWh Or Therms Savings • Timeline: November 2016 – October 2017 • Projected Annual Capital Cost Avoidance \$21,984 • Projected Payback Period: 21.2 Years. Savings Will Also Be Recognized From Focus On Energy Grants Of Up To \$33,600. Monitoring And Evaluation Of The Projects Will Begin Upon Completion Of The Projects By Trane U.S. Inc. An Evaluation Of The Performance Indicators Will Be Included As An Addendum In The Required Published Budget Summary Document Per S. 65.90, Wis. Stats., And In The District’s Published Minutes Of The School Board Meeting. The Board Will Use The Evaluation To Determine The Amount Of Energy Or Utility Cost Savings, As A Result Of The Project, That Shall Be Applied To Retire The Debt. Ayes – 9 (Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell). Noes – 0. The motion to approve passed.

**h. WE Energies Easement at Jerstad-Agerholm Site**

Mr. Hazen presented on the WE Energies easement at the Jerstad-Agerholm site to the Board. WE Energies requested an easement on the District property located at the Jerstad-Agerholm School. The easement would allow for work to be done to “install underground utility facilities.” The easement should not diminish the use of the property. There is no cost to the District.

Mr. Hanser moved, Mr. O’Connell seconded, to approve the easement on District property located at the Jerstad-Agerholm School. Ayes – 9 (Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser). Noes – 0. The motion to approve passed.

**i. Horlick High School Library ADA Improvements**

Mr. Hazen presented on the proposed ADA improvements at the Horlick High School library. This includes the construction of a ramp for access to the lower level and new carpeting. Funding for the project will be financed using referendum funds.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the construction of new ADA improvements at the Horlick High School library at a cost not to exceed \$167,774 to Bukacek Construction. Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke). Noes – 0. The motion to approve passed.

**j. Horlick High School Science Classroom Addition Construction and Classroom Remodeling**

Mr. Hazen and Mr. Arnold presented on the science classroom addition construction and remodeling at Horlick High School. Originally, anticipated bids were to come in between \$3.3 to \$3.8 million, but the received bids came in slightly over \$5 million. Mr. Arnold shared factors that impacted pricing. Mr. Hazen suggested deferring any action so Administration may take a closer look at the bids and budget.

Mr. Hanser moved, Mr. Heckenlively seconded, to defer this item to the next study session. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow). Noes – 0. The motion to approve passed.

**k. Horlick High School Science Lab Furniture Purchase**

Mr. Hazen presented on the science lab furniture purchase to the Board. Operations will not administer the purchase order for the furniture until the Board approves the project, but it may be approved now if the Board is comfortable.

Dr. Frontier moved, Ms. Duchow seconded, to defer this to next Tuesday’s study session. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

**l. Racine Alternative Education Facilities Construction for Turning Point Academy and Virtual School at the 2333 Northwestern Avenue Building**

Mr. Hazen presented on the Racine Alternative Education facilities construction for the Turning Point Academy and Virtual School at the Northwestern Avenue building. The bid came in slightly under budget, but the Board should know there is more work to be done at the building.

Mr. Hooper moved, Mr. O’Connell seconded, to approve the construction of the new Turning Point Academy and Virtual School facilities at a cost not to exceed \$1,863,864.28. Ayes – 9 (Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser). Noes – 0. The motion to approve passed.

**12. BOARD CONSENT AGENDA**

- a. Board Meeting Minutes of April 24, 2017
- b. Executive Session Minutes of April 24 and May 1, 2017
- c. Work Session Minutes of May 1, 2017
- d. Oath of Office and Reorganization Meeting Minutes of April 24, 2017
- e. REAL School Charter Contract Expiration

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the Board Consent Agenda. All were in favor. The motion to approve passed.

**13. SUPERINTENDENT CONSENT AGENDA**

- a. Personnel Changes
- b. Monthly Financial Statements for April 2017
- c. Incidents by Students to Staff for April 2017
- d. Youth Options Courses Fall, 2017
- e. Operational-Expectation-10 Part II (Instructional Program)

Dr. Frontier moved, Mr. Hooper seconded, to approve the Superintendent Consent Agenda. All were in favor. The motion to approve passed.

**14. REFERRALS**


a. **Referral #06-2017 (Agenda Amendments)**

Mr. Wisner moved, Mr. Heckenlively seconded, to refer referral item #06-2017 to the Governance Committee. All were in favor. The motion to approve passed.


**15. ADJOURNMENT**

Mr. O'Connell moved, Mr. Heckenlively seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 9:23 p.m.

Signed: \_\_\_\_\_

  
Matthew Hanser, Clerk

Signed: \_\_\_\_\_

  
Lolli Haws, Secretary



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wisner, Vice President

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Racine, Wisconsin

June 19, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, June 19, 2017.

#### 3. ROLL CALL

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Julie L. McKenna, Dennis Wisner, and Robert Wittke, Jr. Absent: Steve Hooper and Brian O'Connell.

Also present: Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Lolli Haws, Superintendent; Dave Hazen, Chief of Operations; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication and Community Engagement; Christopher Thompson, Executive Director of Curriculum and Instruction; Janell Decker, Assistant Director of Curriculum and Instruction; Wendy Rowley, Executive Director of Accountability; Bryan Arnold, Director of Building and Grounds; Irene Cardozo, Internal Communication Specialist; and Elizabeth Tobias, Executive Assistant.

#### 4. APPROVAL OF THE AGENDA

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the agenda. Ayes – 7 (Duchow, Frontier, Hanser, Heckenlively, McKenna, Wisner, Wittke). Noes – 0. The motion to approve passed.

#### 5. RECOGNITIONS

Ms. Cardozo coordinated the Board of Education's recognitions for the evening. The Board recognized eighteen RUSD schools that have received special recognition from the Wisconsin Rtl Center, which celebrates school progress in expanding, refining and sustaining implementation of a culturally responsive multi-level system of support for improved student outcomes. Giese Elementary, Julian Thomas Elementary, and Olympia Brown Elementary Schools earned Silver level in behavior. The following schools have earned Bronze level in behavior: Fratt Elementary, Gifford Elementary, Gilmore Middle, Goodland Elementary, Janes Elementary, Jefferson Lighthouse Elementary, Jerstad-Agerholm Middle, McKinley Middle, Mitchell K-8, North Park Elementary, Roosevelt Elementary, Racine Civil Leaders Academy, Schulte Elementary, REAL School, and Walden III Middle and High Schools.

The Board also recognized Sue Stroupe, Director of Health Services, for being named Wisconsin Association of School Nurses (WASN) School Nurse Administrator of the Year.

The Board recognized several RUSD high school athletes who competed in the WIAA State Track and Field meet earlier this month. The following Case High School students were recognized: Kiernan Oates, Ahmad Smith, Sam Cabaltera, Tyriek Thomas, Mike Lepow, Traivon Woods, Dewayne Ford, RJ Benisch, Michael Stapleman, Tresor Nimi, Taylor Schneider, Justin Norris, Ty Stetler, and Milo

Altamirano. The following students represented Horlick High School: Amaya Jerdee, Cerriyah Gibbs, Kelonya Edwards, Makayla White, Sydney Pitrof, Jenna Turner, Olivia Pitrof, Leslie Ortiz, Grace Tempesta, Joe Garcia, and Nathan Perez. The following Park High School students were recognized: Nopal Days, Aubrey Anderson, Sean Fischer, and Mya James.

## **6. REPORTS ON STUDENT ACHIEVEMENT**

### **a. 2016-17 MAP Results for Reading and Math K-8**

Ms. Daca and Ms. Rowley presented Measures of Academic Progress (MAP) results for the 2016-17 school year. Ms. Rowley explained that from fall to spring comparison, 283 more students (2.6% increase) are at or above the national average in reading and 359 more students (3.1% increase) in math. In reading, data shows that seven of nine grades made noted growth in the number of students at or above the national average. For math, the data shows that five of nine grades made noted growth in the number of students at or above the national average. For the three-year spring to spring comparison, the middle school cohort grew in both reading (1.7%) and math (.3%).

To continue the success in students' early years, specifically in reading, the District has looked at factors such as behavior, social and emotional learning skills. One factor that has a significant impact on learning is poor attendance. Dr. Haws would like to propose in a month or two at a future Board work session, strategies and approaches the District has and will implement to address these issues be shared with the Board.

## **7. SUPERINTENDENT'S REPORT**

### **a. Community Partner Grants and Financial Support**

Dr. Haws and Mr. Thielen informed the Board of a recent community partner financial support contribution of \$25,000 from CNH Industrial America, LLC towards Horlick High School's new science lab space.

Horlick High School will also receive a donated airplane. RUSD is working to find hangar space that will include classroom areas for students in the Aviation Pathway at Horlick. Students will have the opportunity to learn from and work on the plane as part of their Academies of Racine coursework.

### **b. RITE Grant Awards**

Dr. Haws shared with the Board a short video highlighting the spring 2017 Racine Innovative Technology Educators (RITE) grant award recipients. This spring, nine applications were awarded totaling \$175,000. The RITE grant program was developed in the fall to provide technology resources to classroom teachers who submit a proposal demonstrating a high level of proficiency in technology use and how the technology will be integrated into their curriculum to enhance student learning.

### **c. Summer School Update**

Dr. Haws provided a summer school update to the Board. Summer school started last Thursday, June 15. Enrollment has increased across all grade levels: 850 more elementary school students, 25 more middle school students, and a total of 1,109 high school students registered for summer school. Other highlights included the K-2 Reading Intervention Program; grade 8 students taking summer courses at high school locations where they can earn one high school credit for passing the course; and the full menu of high school courses are offered at Racine Alternative Learning. Summer school graduation will be scheduled for Tuesday, August 1 at 4:00 p.m.

## **8. BOARD DEVELOPMENT**

### **a. Standards-Based Learning Update**

Dr. Christopher Thompson, Executive Director of Curriculum & Instruction; Ms. Janell Decker, Assistant Director of Curriculum & Instruction; Ms. Jakki Moga, Executive Director of Assessment; and Dr. Jill Ries, Assistant Director of Curriculum & Instruction presented a standards-based learning update to the Board. With standards-based learning, assessments, learning objectives, and instructional

strategies will be closely aligned so that they reinforce one another. It will also provide a consistent basis for which students are measured and accurately assessed. Implementation will occur during the 2017-18 school year for K-8 math, English and language arts, health and physical education; and in high school freshman seminar and algebra. In the 2018-19 school year, it will be implemented in science, social studies and world languages; and fully implemented within the high schools.

Thus far, standards-based learning has been communicated at Family Empowerment Day as well as to principals and Grading Practices Handbook & Assessment Committees. In August and September, family education will be ramped up with school- and District-based sharing sessions as well as a video explanation for parents and students. Professional learning and support to staff will be ongoing throughout 2017-18.

**b. Parent Engagement Strategy**

Dr. Chrishirella Sutton, Director of Family and Community Engagement, provided an update on RUSD's Family and Community Engagement (FACE) initiatives and programs. Dr. Sutton explained to the Board that FACE works to ensure District families are active advocates and decision-makers in their child's learning. Dr. Sutton highlighted the work done in the 2016-17 school year, including the second annual Family Empowerment Day on May 6 where approximately 1,700 people attended, including 28 organizations represented. The priorities for the 2017-18 school year for the department include a plan to continue expanding Family Empowerment Day, pilot a Parent University, and build strong partnerships with families and community members through advisory councils.

**9. PUBLIC INPUT**

Bob LaSalle, Racine

Spoke against safe zone resolution and the need for the next generation of children to obey and follow the laws.

Angelina Cruz, Racine, WI 53403

Spoke of teacher-district issues, including changes to employee handbook and ethics statement.

Kari Morey, Racine, WI 53406

Spoke in support of teacher compensation and salary schedules.

Amy Hanson, Racine, WI 53402

Spoke in support of teacher compensation and the importance of the current pay structure.

Eric Kosterman, Kenosha, WI 53144

Spoke in support of teacher compensation and honoring steps and levels.

Travis Eales, Racine, WI 53404

Spoke in support of maintaining full-time specialists at elementary schools.

Jeanne Schierstedt, Racine, WI 53403

Spoke in support of teacher compensation and how block scheduling increased class sizes with no additional compensation.

Ryan Knudtson, 3607 W. Manitoba, Milwaukee, WI 53215

Yielded time to finish Angelina Cruz' comments. Also spoke on ethics statement, teacher salary schedule and lack of communication by the District.

Dr. Haws addressed the comments in regards to teacher compensation. Administration continues to work with the Board on the budget as it has not been set. The District is currently at a \$700,000 deficit

and awaits for key information from the state budget. Should the State Categorical Aid come in lower than \$200 per pupil, the District will be an additional \$1 million dollars in the red. Included in the budget already is \$1.8 million for cost of living increase. This base wage calculation was brought to the representative union groups and was accepted to use the amount towards a cost of living increase. Legislators are contemplating increasing the amount of money the District has to pay to other districts who receive our open enrollment, which will leave the District further into deficit. The District strongly believes in compensating teachers fairly as much as the District can afford. Administration has become aware that legislators are also contemplating that any recurring referendum that is in existence, must go up for vote every five years. This would be retroactive to 1996. The Board must think of all these issues and determine what is the right way to approach the fiscal future of the District.

## **10. OPERATIONAL EXPECTATIONS (None)**

### **11. ACTION ITEMS**

#### **a. Classlink Identity Management Software Tool**

Mr. Peltz and Mr. Paul Jude, Technical Services Supervisor, presented the Classlink Identity Management software tool to the Board. The software will create a more secure method of managing applications and access as well as more efficient use of technology in the classroom.

Dr. Frontier moved, Mr. Heckenlively seconded, to approve the cost for the first year at \$48,848 and subsequent years two and three not to exceed \$56,000 annually. Ayes – 6 (Frontier, Hanser, Heckenlively, McKenna, Wiser, Wittke). Noes – 1 (Duchow). The motion to approve passed.

#### **b. Filewave Endpoint Management Software Tool**

Mr. Peltz presented Filewave Endpoint management software tool to the Board. This will improve and expand the District's ability to manage classroom software technology in a more efficient and effective manner.

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the cost at \$62,000 annually for three years plus costs for training in the first year only, with the option to purchase for an additional two years thereafter at the cost of \$65,000 annually in years four and five. Ayes – 6 (Hanser, Heckenlively, McKenna, Wiser, Wittke, Frontier) Noes – 1 (Duchow). The motion to approve passed.

#### **c. BoardDocs Pro Paperless Governance Solution**

Mr. Peltz presented BoardDocs to the Board as a paperless governance solution. Implementation will start on July 1.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the annual expenditure of \$10,000 in order to subscribe to and implement BoardDocs Pro. Ayes – 7 (Heckenlively, McKenna, Wiser, Wittke, Duchow, Frontier, Hanser). Noes – 0. The motion to approve passed.

#### **d. Authorization of Expenditures Prior to Formal Adoption of the Budget**

Mr. Duff presented on the authorization of expenditures prior to formal adoption of the budget to the Board. This allows the District to continue operations and does indicate expenditures allowed of up to 40% of prior year budget unless authorized.

Mr. Hanser moved, Mrs. McKenna seconded, to authorize the continuation of District operations and payment of all associated costs beginning July 1 and continuing until the budget is formally adopted. Authorizations are as follows: 1) Expend up to 40% of budget categories approved in the prior year budget unless Board of Education action has occurred; 2) An exception to the above would be Board of Education approved projects, acquisitions, and contracts; and 3) Payments and operations are conducted pursuant to District policies. Ayes – 7 (McKenna, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to approve passed.



e. **Fund Balance Allocation**

Mr. Duff presented the fund balance allocation to the Board. The District provides an estimate of how the balance of funds will be allocated per accounting standards.

Mrs. McKenna moved, Mr. Heckenlively seconded, to adopt the fund balance allocations as presented with the understanding that the amounts are projections and will be adjusted to actual numbers as part of the year-end financial closing and audit. Ayes – 7 (Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, McKenna). Noes – 0. The motion to approve passed.

f. **2333 Northwestern Avenue Building Parking Lot Replacement and Repairs**

Mr. Hazen and Mr. Arnold presented the Northwestern Avenue building parking lot replacement and repairs to the Board. Funding for the project will be financed using loan proceeds for the purchase of the building and construction at the site.

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the hardscape replacements and repairs at existing facility at 2333 Northwestern Avenue building at a base bid of \$199,000 and alternate pricing of \$37,150 for a total cost not to exceed \$236,150 to Parking Lot Maintenance, Inc. Ayes – 7 (Wittke, Duchow, Frontier, Hanser, Heckenlively, McKenna, Wiser). Noes – 0. The motion to approve passed.

g. **Reading/English and Language Arts (ELA) Classroom Library Supplement**

Dr. Thompson and Ms. Decker presented on the purchase of supplementary classroom libraries for K-12, and professional development for high school. The classroom library supplements will serve as a basis for independent reading. High school will slowly integrate a workshop approach into their English courses.

Mr. Heckenlively moved, Mrs. McKenna seconded, to approve the purchase of supplementary classroom libraries for K-12, and professional development for high school totaling \$466,481.70 for use beginning in the 2017-18 school year. Ayes – 7 (Duchow, Frontier, Hanser, Heckenlively, McKenna, Wiser, Wittke). Noes – 0. The motion to approve passed.

**12. BOARD CONSENT AGENDA**

- a. **Board Meeting Minutes of May 15, 2017**
- b. **Executive Session Minutes of May 15 and June 5, 2017**
- c. **Special Board Meeting and Executive Session Minutes of May 23, 2017**
- d. **Special Board Meeting and Work Session Minutes of June 5, 2017**
- e. **Work Session Minutes of May 23 and June 7, 2017**
- f. **Board of Education Committee Assignments**

Dr. Frontier moved, Mr. Hanser seconded, to adopt the Board Consent Agenda. All were in favor. The motion to approve passed.

**13. SUPERINTENDENT CONSENT AGENDA**

- a. **Personnel Changes**
- b. **Monthly Financial Statements for May 2017**
- c. **Incidents by Students to Staff for May 2017**
- d. **Overnight Field Trips**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the Superintendent Consent Agenda. All were in favor. The motion to approve passed.

**14. REFERRALS (None)**

**15. ADJOURNMENT**


Dr. Frontier moved, Ms. Duchow seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 8:35 p.m.

Signed: \_\_\_\_\_



Matthew Hanser, Clerk

Signed: \_\_\_\_\_



Lolli Haws, Secretary



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wiser, Vice President

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Racine, Wisconsin

July 24, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, July 24, 2017.

#### **3. ROLL CALL**

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Brian O'Connell, Dennis Wiser, and Robert Wittke, Jr.

Also present Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Eric Gallien, Deputy Superintendent; Lolli Haws, Superintendent; Dave Hazen, Chief Operations Officer; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication & Community Engagement; Dan Thielen, Chief of Secondary Transformation; Christopher Thompson, Executive Director of Curriculum and Instruction; Bryan Arnold, Director of Building and Grounds; and Elizabeth Tobias, Executive Assistant.

#### **4. APPROVAL OF THE AGENDA**

Ms. Duchow moved, Mrs. McKenna seconded, to make a friendly amendment to extend the public speaking section to three minutes each. Ayes – 6 (Duchow, Frontier, Heckenlively, Hooper, McKenna, O'Connell). Noes – 3 (Hanser, Wiser, Wittke). Motion of the amendment passed.

Mr. Hanser moved, Mr. O'Connell seconded, to approve the agenda as presented. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke, Duchow). Noes – 0. Motion to approve passed.

#### **5. RECOGNITIONS (None)**

#### **6. REPORTS ON STUDENT ACHIEVEMENT (None)**

#### **7. SUPERINTENDENT'S REPORT**

##### **a. Project CAPE Funding Award for Academies of Racine**

Dr. Haws and Mr. Thielen gave the Board an update on a \$70,000 grant most recently awarded from Project CAPE. The money will be used for student-centered activities within the Academies of Racine including coordinated learning experiences to employers and postsecondary institutions for sophomores, foundation experiential opportunities for all freshman such as SEE Your Future Expo, college visits, as well as the Youth Frontiers Respect Retreat, which aligns with Freshman Seminar.

##### **b. SME Education Foundation PRIME (Partnership Response in Manufacturing Education) Program Funding Award for Academies of Racine**

Dr. Haws and Mr. Thielen informed the Board of a \$75,000 donation made to RUSD from Emerson Foundation, parent company to InSinkErator in Racine. \$35,000 of that money will be used to setup the mechatronics and robotics lab at Park High School while the remaining funds are earmarked for equipment and lab needs at Horlick and Case High Schools.

**c. Communication Team National Award**

The RUSD Communication Team received the Gold Medallion award from the National School of Public Relations Association earlier this month. The award recognized the team's work to brand, communicate and market Racine Unified's new Academies of Racine at Case, Horlick and Park High Schools. This award is highly competitive, with only 11 school districts nationwide earning this honor.

**d. Update on Handbook Revisions**

Dr. Haws summarized the work of the Board over the last ten months in developing the Employee Handbook Guiding Change document as well as the Board's review of a handbook modeled after the Wisconsin Association of School Board's model. Administration's understanding was the Board wanted the handbook (white section only), which is considered policy, to be modeled after WASB's handbook model and the addenda (colored pages) would be worked on through a kaizen event, which could be done between September and January. Changes to the addenda would be presented at the January 8 Board Work Session.

At this point, administration has met all criteria of the Guiding Change document with the exception of the provision for the District to effectively compete for qualified and skilled staff within funding realities, which is interpreted as reviewing salary schedules.

**e. Staffing and Hiring Update**

Dr. Haws gave a brief update regarding where the District is currently as it relates to staffing and hiring for open positions. Dr. Haws explained the Human Resources Department is working very hard to make sure that every position possible is filled before the first day of school. More specific data will be shared as we come into August and September.

**f. Leadership Hiring Announcements**

Dr. Haws and Dr. Gallien introduced RUSD's new directing principals, including the following: Thomas George, West Ridge Elementary principal; Gabriel Lopez, Roosevelt Elementary principal; Joshua Hancock, Olympia Brown Elementary principal; Zachary Jacobsmeier, Bull Fine Arts Elementary principal; Tom Tuttle, Jerstad-Agerholm K-8 principal; Richard Wytonic, Knapp Elementary principal; Dani Dekker-Shircel, Knapp Elementary assistant principal (formerly Racine Civil Leaders Academy principal), and Curt Shircel, REAL School directing principal. The following department leaders were also introduced: Rachel Schuler, Executive Director of Special Education; Soren Gajewski, Deputy Chief of Secondary Schools; Julie Hueller, Manager for Racine Collaborative for Children's Mental Health; and Kamaljit (KC) Jackson, Senior Accountability and Efficiency Officer. Many teachers have been promoted within as the District has done a very good job in creating a pipeline of administrators.

## **8. BOARD DEVELOPMENT**

**a. ALICE Safety Training for RUSD**

Dr. Gallien and Mr. Tom Tuttle, directing principal of Jerstad-Agerholm, updated the Board on the two-day ALICE Safety Training all RUSD principals and members of administration participated in last month. ALICE, which stands for Alert, Lockdown, Inform, Counter and Evacuate, is a strategy that goes beyond the conventional lockdown. It is the leading training solution that may increase an organization's and individual's odds of survival during a violent intruder event. Administrators and teachers will continue to be trained this coming fall and spring. There will also be an online training available for all RUSD staff.

## **9. PUBLIC INPUT**

Bob LaSalle, Racine, WI 53403

Spoke in opposition of the SAFE Zone resolution.

Randy Bryce, Caledonia, WI 53402

Spoke in opposition of handbook changes.

Angelina Cruz, Racine, WI 53403

As President of the Racine Educators Association, spoke in opposition of Employee Handbook changes.

Valerie Morey, Mt. Pleasant, WI 53405

Spoke in opposition of Employee Handbook changes.

Ryan Knudson, 3603 W. Manitoba Street, Milwaukee, WI 53215

Spoke in opposition of Employee Handbook changes.

Sandra Dieck, 607 Hunter Drive, Racine, WI 53406

Spoke in opposition of Employee Handbook changes.

Kresha McFarland

Spoke on providing special needs children with adequate care; the lack of funding should not impact the child's care at RUSD.

Becky Idstein, 3820 102<sup>nd</sup> Avenue, Kenosha, WI 53142

Spoke in opposition of ethics policy and Employee Handbook changes.

Jeff Abel, 7233 Douglas Avenue, Racine, WI 53402

Mr. Abel yielded his time to Amy Mizialko, Vice President of the Milwaukee Teachers' Education Association. Spoke in regards to Milwaukee's meet and confer process and in opposition of Employee Handbook changes.

Theresa Jakala, 7851 45<sup>th</sup> Avenue, Kenosha, WI 53142

Spoke in opposition of Employee Handbook changes.

Fiona Murphy, 39 S. Vincennes Circle, Racine, WI 53402

Spoke of the lack of collaboration with students in regards to the naming of the building located at 2333 Northwestern Avenue.

Alfonso Gardner, 1941 Brougham Lane, Racine, WI 53406

Spoke in opposition of social promotion and the need for parents to become more involved in their child's education and the school system.

Dr. Haws commented one of the intents of shifting to standards-based grading is to have children assessed and parents communicated to regarding their child's mastery of the academic material.

## **10. ACTION ITEMS**

### **a. Print Shop Contractor Renewal**

Mr. Peltz presented the print shop contract renewal to the Board. The primary responsibility for the contracted employee, through Gordon Flesch Company Services, is to manage the operation of the District's production print shop.

Mr. Hanser moved, Mr. O'Connell seconded, to approve the renewal contract agreement with Gordon Flesch Company Services for a 12-month term at \$7,436.00 per month. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

**b. Student Technology Purchase for Bio-Medical Courses**

Mr. Peltz and Dr. Chris Neff, Career and Technical Education Director, presented the student technology purchase for bio-medical courses to the Board. This purchase will support the bio-medical classes being offered at Case, Park and Horlick High Schools.

Mr. Heckenlively moved, Mrs. McKenna seconded, to approve the purchase of 180 laptops under warranty from Paragon Development Systems for \$124,000, and six laptop charging carts from CDWG for \$5,300, with a total expenditure not to exceed \$130,000. Ayes – 9 (Heckenlively, Hooper, McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser). The motion to approve passed.

**c. REAL School Technology Purchase**

Mr. Peltz presented information on the technology purchase for the REAL School. New interactive projectors will be purchased for classroom use as well as new high-end drafting desktop computers and monitors for the Project Lead the Way program.

Mr. Hanser moved, Ms. Duchow seconded, to approve the purchases of 22 Epson Interactive Projectors with cables and connectors from AVI for \$61,000, and 40 new Project Lead the Way desktops and monitors from Dell for \$50,000, with a total expenditure not to exceed \$111,000. Ayes – 9 (Hooper, McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to approve passed.

**d. K-5 Reading/English Language Arts (ELA) Spanish Classroom Library Supplement Purchase**

Ms. Robin Rivas, Executive Director of English Language Learner Programs, and Ms. Kimberly Romero, Dual Language Program Specialist, presented the K-5 Reading/English Language Arts (ELA) Spanish classroom library supplement purchase to the Board. Classroom library supplements in both English and Spanish serve as the basis for independent reading, which is a hallmark of a workshop model that has been adopted.

Mr. O'Connell moved, Mr. Heckenlively seconded, to approve the purchase of supplementary Spanish classroom libraries for K-5 dual language classrooms in the amount of \$58,928.38. Ayes – 9 (McKenna, O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. Motion to approve passed.

**e. Instrumental and Choral Music Curriculum Resources Purchase**

Dr. Thompson presented on the instrumental and choral music curriculum resources purchase to the Board. The K-12 Music Curriculum and Program Review Committee recommends the adoption and purchase of the lesson and rehearsal books presented.

Mrs. McKenna moved, Mr. Hanser seconded, to adopt and purchase the Instrumental Music Lesson Book and Choral Music Methods Practice Books series in the amount of \$33,286.11 for the 2017-18 school year. This adoption and vendor agreement will be in place for the three school years through 2020 with the understanding that we are also approving the curriculum. Ayes – 9 (O'Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna). Noes – 0. Motion to approve passed.

**f. Culturally and Linguistically Responsive Practices Contract Renewal**

Ms. Lorie Ann Karls, Director of Professional Learning, along with Dr. Jones Elementary School principal Ms. Sherrie Hopkins and members of Ms. Hopkins' staff, presented on the Culturally and

Linguistically Responsive Practices contract renewal to the Board. Ms. Hopkins shared the importance of their coaching during the past school year as well as the benefits of the practices and how she and her staff use them in the classroom every day. The program will be expanded to Giese, Janes, Jerstad-Agerholm (lower), Knapp and Schulte during the 2017-18 school year.

Ms. Duchow moved, Mr. Heckenlively seconded, to approve the contract renewal and purchase services for Dr. Hollie and his team to continue the Culturally and Linguistically Responsive Practices work totaling \$67,500 for the 2017-18 school year. Ayes – 9 (Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell). Noes – 0. Motion to approve passed.

**g. Amendment of Previously Approved Debt Service Energy Efficiency Levy (Trane)**

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the resolution with the amended energy efficiency tax levy for the debt costs associated with Trane U.S. Inc. for the 2017-18 through 2027-28 school years. BE IT RESOLVED THAT THE SCHOOL BOARD OF THE RACINE UNIFIED SCHOOL DISTRICT IS EXERCISING ITS TAXING AUTHORITY UNDER S. 121.91 (4)(o), WIS. STATS., ON OR BEFORE OCTOBER 1<sup>ST</sup>, TO EXCEED THE REVENUE LIMIT ON A NON-RECURRING BASIS BY AN AMOUNT THE DISTRICT WILL SPEND ON PRINCIPAL AND INTEREST PAYMENTS ON REMAINING DEBT FOR THE NEXT 12 YEARS OF DEBT PAYMENTS FOR THE FOLLOWING ISSUES: \$10,000,000 G.O. REFUNDING BOND ISSUED JANUARY 3, 2013, \$21,735,000 G.O. PROMISSORY NOTE ISSUED AUGUST 1, 2012, \$2,020,000 G.O. QECB BOND ISSUED JUNE 10, 2013, AND \$8,980,000 G.O. REFUNDING BOND ISSUED MARCH 16, 2015. THE DEBT WAS ISSUED FOR NEW ENERGY EFFICIENCY MEASURES. THE PROJECT IS FINANCED WITH NOTES AND BONDS FOR TERMS OF 10 AND 15 YEARS. THE AMOUNT TO BE EXPENDED ON DEBT FOR PROJECTS COMPLETED BY TRANE U.S. INCORPORATED:

2016-17	\$1,587,288.10	
2017-18	<del>\$1,571,308.21</del>	\$1,674,666.56
2018-19	<del>\$1,577,649.07</del>	\$1,681,634.54
2019-20	<del>\$2,405,746.87</del>	\$2,518,860.40
2020-21	<del>\$2,408,394.70</del>	\$2,515,608.68
2021-22	<del>\$2,391,137.34</del>	\$2,498,606.81
2022-23	<del>\$2,367,919.46</del>	\$2,481,093.96
2023-24	<del>\$1,891,422.96</del>	\$1,999,252.43
2024-25	<del>\$941,658.44</del>	\$1,038,019.78
2025-26	<del>\$933,537.95</del>	\$1,035,755.18
2026-27	<del>\$1,855,331.85</del>	\$1,035,290.65
2027-28	<del>\$910,105.11</del>	\$ 921,340.97

ON SEPTEMBER 24, 2012, THE BOARD ENTERED INTO A 20 YEAR PERFORMANCE CONTRACT UNDER S. 66.0133, STATS., WITH TRANE U.S. INCORPORATED FOR PROJECTS TO IMPLEMENT ENERGY EFFICIENCY MEASURES. PERFORMANCE INDICATORS FOR THE PROJECT WERE IDENTIFIED AND REPORTED IN OCTOBER 2013. MONITORING AND EVALUATION OF THE PROJECTS ARE REPORTED ANNUALLY AND USED TO DETERMINE THE AMOUNT OF ENERGY OR UTILITY COST SAVINGS, AS A RESULT OF THE PROJECT, THAT SHALL BE APPLIED TO RETIRE THE DEBT.

Ayes – 8 (Wittke, Duchow, Frontier, Hanser, Heckenlively, McKenna, O’Connell, Wiser). Noes – 0. Absent – 1 (Hooper). Motion to approve passed.

**h. Amendment of Previously Approved Debt Service Energy Efficiency Levy (Johnson Controls Inc.)**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the resolution with the amended energy efficiency tax levy for the debt costs associated with Johnson Controls Inc. for the 2017-18 through 2027-28 school years. BE IT RESOLVED THAT THE SCHOOL BOARD OF THE RACINE UNIFIED SCHOOL DISTRICT IS EXERCISING ITS TAXING AUTHORITY UNDER S. 121.91 (4)(o), WIS. STATS., ON OR BEFORE OCTOBER 1<sup>ST</sup>, TO EXCEED THE REVENUE LIMIT ON A

NON-RECURRING BASIS BY AN AMOUNT THE DISTRICT WILL SPEND ON PRINCIPAL AND INTEREST PAYMENTS ON REMAINING DEBT FOR THE NEXT 12 YEARS OF DEBT PAYMENTS FOR THE FOLLOWING ISSUES: \$10,000,000 G.O. REFUNDING BOND ISSUED JANUARY 3, 2013, \$21,735,000 G.O. PROMISSORY NOTE ISSUED AUGUST 1, 2012, \$2,020,000 G.O. QECB BOND ISSUED JUNE 10, 2013, AND \$8,980,000 G.O. REFUNDING BOND ISSUED MARCH 16, 2015. THE DEBT WAS ISSUED FOR NEW ENERGY EFFICIENCY MEASURES. THE PROJECT IS FINANCED WITH NOTES AND BONDS FOR A TERMS OF 10 AND 15 YEARS. THE AMOUNT TO BE EXPENDED ON DEBT FOR PROJECTS COMPLETED BY JOHNSON CONTROLS INCORPORATED:

2016-17	\$1,829,674.40	
2017-18	<del>\$1,811,254.29</del>	<u>\$1,930,395.94</u>
2018-19	<del>\$1,818,563.43</del>	<u>\$1,938,427.96</u>
2019-20	<del>\$2,773,115.63</del>	<u>\$2,903,502.10</u>
2020-21	<del>\$2,776,167.80</del>	<u>\$2,899,753.82</u>
2021-22	<del>\$2,756,275.16</del>	<u>\$2,880,155.69</u>
2022-23	<del>\$2,729,511.79</del>	<u>\$2,859,968.54</u>
2023-24	<del>\$2,180,252.04</del>	<u>\$2,304,547.57</u>
2024-25	<del>\$1,085,454.06</del>	<u>\$1,196,530.22</u>
2025-26	<del>\$1,076,093.55</del>	<u>\$1,193,919.82</u>
2026-27	<del>\$2,138,649.65</del>	<u>\$1,193,384.35</u>
2027-28	<del>\$1,049,082.39</del>	<u>\$1,062,034.03</u>

ON SEPTEMBER 24, 2012, THE BOARD ENTERED INTO A 20 YEAR PERFORMANCE CONTRACT UNDER S. 66.0133, STATS., WITH JOHNSON CONTROLS INCORPORATED FOR PROJECTS TO IMPLEMENT ENERGY EFFICIENCY MEASURES. PERFORMANCE INDICATORS FOR THE PROJECT WERE IDENTIFIED AND REPORTED IN OCTOBER 2013. MONITORING AND EVALUATION OF THE PROJECTS ARE REPORTED ANNUALLY AND USED TO DETERMINE THE AMOUNT OF ENERGY OR UTILITY COST SAVINGS, AS A RESULT OF THE PROJECT, THAT SHALL BE APPLIED TO RETIRE THE DEBT.

Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke).  
Noes – 0. Motion to approve passed.

**i. Middle School My School. My Choice. Plan Boundaries Approval**

Mr. Hazen and Mr. Robert Devick, Gilmore teacher and member of Boundaries Committee, presented on the middle school boundaries approval to the Board. Beginning in September 2018, Jerstad-Agerholm and Mitchell Middle Schools will expand their boundaries. The McKinley Middle School boundary will be divided between Jerstad-Agerholm and Mitchell.

Dr. Frontier moved, Ms. Duchow seconded, to approve the changes to the Middle School boundaries.  
Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke, Duchow).  
Noes – 0. Motion to approve passed.

**j. Middle School My School. My Choice. Plan Architect Selection**

Mr. Hazen and Mr. Arnold presented the architect selection for the *My School. My Choice.* plan to the Board. This will provide professional services associated with the planning, design development, and construction support for proposed construction of the *My School. My Choice.* K-8 school facility with a fine arts focus at the current Gilmore Middle School.

Mrs. McKenna moved, Mr. O’Connell seconded, to approve the agreement with Zimmerman Architectural Studios for the professional architect service for the K-8 school facilities with a fine arts focus at the current Gilmore Middle School. The total fee for the services is not to exceed 5% of actual construction costs and is projected at a cost not to exceed \$175,000. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke, Duchow, Frontier). Noes – 0. Motion to approve passed.



k. **Middle School My School. My Choice. Plan Construction Manager Selection**

Mr. Hazen and Mr. Arnold presented the construction manager selection for the *My School. My Choice.* plan to the Board. Services will include: coordination with consultants (architectural and engineering), design support, constructability/feasibility, estimating, bidding, and construction.

Mr. Heckenlively moved, Ms. Duchow seconded, to approve the agreement with Riley Construction for the construction manager services for the K-8 school facilities with a fine arts focus at the current Gilmore Middle School. The total fee for the services is not to exceed 5% of potential construction costs and is projected at a cost not to exceed \$175,000. Ayes – 9 (Heckenlively, Hooper, McKenna, O’Connell, Wiser, Wittke, Duchow, Frontier, Hanser). Noes – 0. Motion to approve passed.

l. **Case High School Track Reconstruction and Repair at Hammes Field – Modification in Scope of Work**

Mr. Hazen and Mr. Arnold presented the modification in scope of work for the Case High School track reconstruction and repair at Hammes Field. When the track material was removed in preparation for the new track surface, it was determined that the remaining base materials were unsuitable for installation of the new track surface. This has necessitated the removal of any unsuitable materials and installation of a new base asphalt surface.

Mr. Hanser moved, Mr. O’Connell seconded, to approve the increase in contract value to Johnson and Sons for the paving and renovation of the track surface at Hammes Field at Case High School by \$146,570 for the previously approved amount of \$404,578 and added costs brings the contract value to \$551,148. Ayes – 9 (Hooper, McKenna, O’Connell, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. Motion to approve passed.

m. **Naming of 2333 Northwestern Avenue Building/Campus**

Mr. Hazen and Mr. Arnold presented on the naming of the 2333 Northwestern Avenue building to the Board. Input was solicited from the Board and the following names were proposed: The Learning Center at Northwestern Avenue (TLC) and The Alternative Program and Professional Learning Center at Northwestern Avenue (APPL).

Mrs. McKenna moved, Mr. Heckenlively seconded, to postpone for further consideration and input from the community. The motion passed with 8 voice votes in favor and 1 against. The item will be deferred until October.

n. **Ratification of 2017-18 Teachers’ Tentative Agreement on Base Wages**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the ratification of the 2017-18 Teachers’ Tentative Agreement on Base Wages. Ayes – 8 (McKenna, O’Connell, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. Abstain – 1 (Hooper). Motion to approve passed.

o. **Ratification of 2017-18 Building Service Employees’ Tentative Agreement on Base Wages**

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the ratification of the 2017-18 Building Service Employees’ Tentative Agreement on Base Wages. Ayes – 9 (O’Connell, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, McKenna). Noes – 0. Motion to approve passed.

**11. BOARD CONSENT AGENDA**

- a. **Board Meeting Minutes of June 19, 2017**
- b. **Executive Session Minutes of June 19 and July 10, 2017**
- c. **Work Session Minutes of June 10, 2017**
- d. **Governance Committee Minutes of April 11, 2017**

Mr. Hanser moved, Mr. O’Connell seconded, to approve the Board Consent Agenda. All were in favor. The motion passed.

### 13. SUPERINTENDENT CONSENT AGENDA

- a. Personnel Changes
- b. Monthly Financial Statements for June, 2017
- c. Incidents by Students to Staff for June, 2017
- d. Children's Hospital Community Services Partnership Agreement Contract Extension
- e. Academic Standards for RUSD Curriculum and Instructional Programs
- f. REAL School Career & Technical Education Textbook Purchase
- g. 2017-18 Employee Salary Schedules (All Employee Groups)
- h. Administrative Regulations 4116.22 (Professional Conduct)

Mr. Heckenlively moved, Ms. Duchow seconded, to set aside items g and h for separate consideration. Upon having questions answered, Mr. Heckenlively amended his motion to solely set aside item h for separate consideration. Ms. Duchow seconded the motion. Ayes – 3 (Duchow, Heckenlively, McKenna). Noes – 6 (Wiser, Wittke, Frontier, Hanser, Hooper, O'Connell). Motion failed.

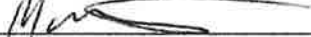
Mr. Hanser moved, Mr. O'Connell seconded, to approve the Superintendent Consent Agenda. The motion passed with 8 voice votes in favor and 1 against. The motion passed.


Mr. Hooper stated he voted "aye" on every item with the exception of abstaining to vote on item g due to a conflict of interest.

### 14. REFERRALS (None)

### 15. ADJOURNMENT

Mr. Hanser moved, Mr. Heckenlively seconded, to adjourn. All were in favor. The motion to adjourn passed. The meeting adjourned at 9:07 p.m.

Signed:   
Matthew Hanser, Clerk

Signed:   
Lolli Haws, Secretary



## **Appendix G:**

- **Property Transactions**

**SECTION 3.7 LAND ACQUISITIONS BOE APPROVED**

**November 21, 2016**

**Purchased Land Adjacent to Case High School                   \$325,000**

**Purchased Land Adjacent to Gifford School                   \$297,500**

**Purchase Alternative Education Facility                   \$1,150,000**



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### OFFICIAL PROCEEDINGS

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Michael Frontier, President

Dennis Wisner, Vice President

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Racine, Wisconsin

November 21, 2016

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, November 21, 2016.

#### 2. ROLL CALL

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Don J. Nielsen, Dennis Wisner, and Robert Wittke, Jr.

Also present: Dr. Lolli Haws, Superintendent; Dr. Eric Gallien, Deputy Superintendent; Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Dave Hazen, Chief of Operations; Emily Neubauer, Marketing and Communications Specialist; Tim Peltz, Chief Information Officer; Julie Landry, Chief of Human Capital; Dan Thielen, Chief of Secondary Transformation; and Elizabeth Tobias, Recording Secretary.

#### 3. APPROVAL OF THE AGENDA

Mr. Hanser moved, Mr. Wittke seconded, to approve the agenda. All were in favor. Motion carried and the agenda was approved.

#### 4. RECOGNITIONS

Ms. Neubauer coordinated the Board of Education's recognitions for the evening. Gifford student, Alex Hart was recognized by the Board for his impressive entrepreneurial skills and his growing business, Build a Bow. Horlick High School students Desteni Davison and Loveli Walker performed a rendition of the Star Spangled Banner for the Board. The girls were recognized for their hard work in and out of the classroom.

#### 5. REPORTS ON STUDENT ACHIEVEMENT

- a. R-2 Math
- b. R-2 Reading

Ms. Daca and Ms. Wendy Rowley, Executive Director of Accountability, gave an overview of Academic Achievements Results (R-2) for the 2015-16 school year. The overview included a review of all the assessments given to the students that fall into the Results category, including: Phonological Awareness Literacy Screening (PALS), Measures of Academic Progress (MAP), Forward Exam, and Aspirè. The indicators for the Reading report included 3 reasonable progress, 2 baseline, and 3 improvement needed. The indicators for the Math report included 2 reasonable progress, 2 baseline, and 3 improvement needed.

Mr. Hanser moved, Mr. Wisner seconded, to approve R-2 Reading report as failing to make reasonable progress. All were in favor. Motion carried.

## **7. BOARD COMMITTEE REPORTS**

### **a. Audit Committee**

Mrs. McKenna reported the committee met on November 14 to review the October financial reports, which are included as an item in today's Consent Agenda. The next meeting is scheduled for December 12.

### **b. Legislative Committee**

Mr. Wittke reported the committee met on November 7. The committee will need to determine what to support at the upcoming WASB conference as well as review information about lobbying for districts to have the authority to adjust school start dates. The next meeting will be on December 5.

### **c. Board Governance Committee**

Mr. Hanser reported the committee continues to work on referral and policy items, particularly those on the Action Items part of this evening's meeting. The committee's next meeting will be on December 13 at 5:00 p.m.

## **8. BOARD DEVELOPMENT**

### **a. Alternative Education and Virtual School**

Ms. Nicole McDowell, Director of Alternative Programs, and Mr. James O'Hagan, Director of Virtual Learning, presented on their respective programs and how each program would benefit to moving to a central location.

## **9. PUBLIC INPUT**

Michaela Gutierrez, 2317 Gillen Street, Racine, WI 53403

Spoke of hostile conditions immigrant students are experiencing within schools. Proposed initial actions to shift climate within the schools.

Fernanda Jimenez, 1531 Kearney Avenue, Upper, Racine, WI 53405

Spoke of immigration students experiencing hostile conditions at school. Requests the District help build a culture of support for students.

Angelina Cruz, 720 S. Marquette Street, #302, Racine, WI 53403

Spoke of testing including the request made for a District audit of local assessments and the request on test time under the Open Records Law.

Dr. Haws commented Administration is happy to provide the information requested and much of the requested information has been collected on each assessment and will be posted on the District's website this week. There are no assessments the District administers that are not required by the State or Federal government; in fact many of the assessments are needed to obtain Title or Federal funding.

Theresa Jakala, 7851 45<sup>th</sup> Avenue, Kenosha, WI 53142

Spoke of testing and how children are forced to take standardized tests year-round, along with the disruption of testing to teachers and the students.

Dr. Haws commented the current assessments cannot be eliminated as they are state and federally mandated.

Tanya Cramer, 1009 Walton Avenue, Racine, WI 53402

Spoke of testing at 4K level and the amount of time it takes away from teaching children.

Dr. Haws commented is confident the state requires testing at the 4K level, but will double check.

**b. School Security Equipment and Installation**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the award for the purchase of the security equipment and systems support to Complex Security in an amount of \$197,471. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow). Noes – 0. The motion to approve passed.

**c. Property Next to Case High School**

Mr. Hanser moved, Mr. Wittke seconded, to approve the resolution to approve the final terms and conditions of the transaction contemplated in the Offer to Purchase, as amended of the property located at 7543 Washington Avenue in Mt. Pleasant in accordance with the purchase agreement attached hereto for the sum of \$325,000. Ayes – 7 (Heckenlively, Hooper, McKenna, Nielsen, Wittke, Frontier, Hanser). Noes – 2 (Duchow, Wisner). The motion to approve passed.

**d. Property Next to Gifford**

Mr. Wittke moved, Mr. Heckenlively seconded, to approve the resolution to approve the final terms and conditions of the transaction contemplated in the Offer to Purchase, as amended of the property located at 8210 Northwestern Avenue in Caledonia in accordance with the purchase agreement attached hereto for the sum of \$297,500. Ayes – 6 (McKenna, Nielsen, Wittke, Frontier, Hanser, Heckenlively). Noes – 3 (Hooper, Wisner, Duchow). The motion to approve passed.

**e. Property of Medical Complex on Northwestern Avenue**

Mr. Heckenlively moved, Mr. Hooper seconded, to approve the resolution to approve the final terms and conditions of the transaction contemplated in the Agreement to Purchase and Sale of the so-called 'Kurten Medical Clinic' property in Racine in accordance with the purchase agreement attached hereto for the sum of \$1,150,000 that will be funded with a loan. In addition, the District hereby officially declares its intent under Treas. Reg. Section 1.150-2 to reimburse eligible expenditures consisting of the acquisition of the building and land formerly known as the Kurten Clinic with proceeds of a borrowing, the principal amount of which is not expected to exceed \$1,150,000. Ayes – 9 (McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. The motion to approve passed.

**f. Updated District Depository Resolution**

Mr. Heckenlively moved, Mr. Wittke seconded, to approve the resolution designating public depositories for the District and authorize withdrawals or disbursements of District Funds. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, Nielsen, Wisner, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

**g. Board of Education Guiding Change Documents**

Mr. Heckenlively moved, Mr. Wisner seconded, to accept the three Guiding Change Documents. All were in favor. The motion passed.

**h. Consideration of Referral #01-2016 (Modification of Timeline for Superintendent Evaluation)**

**i. Consideration of Referral #02-2016 (Adequate Maintenance Budget)**

**j. Consideration of Referral #03-2016 (Criteria for Purchases Requiring Bids)**

**k. Consideration of Referral #04-2016 (Move Standing Committee Reports to Study Sessions to Allow Board Discussion)**

**l. Consideration of Referral #05-2016 (Duties for Governance Committee)**

**15. ADJOURNMENT**

Ms. Duchow moved, Mr. Nielsen seconded, to adjourn. All were in favor. The motion to adjourn the meeting passed at 9:12 p.m.

Signed: \_\_\_\_\_



Robert Wittke, Jr., Clerk

Signed: \_\_\_\_\_



Lolli Haws, Secretary



**RACINE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
November 21, 2016  
Operations**

- AGENDA ITEM:** Purchase land adjacent to Case High School
- PRESENTING:** David Hazen
- DESCRIPTION:** The land adjacent to and west of Case High School is available for sale. The Parcel consists of 27.39 acres and is currently leased out for farming. Administration has entered into a purchase agreement, subject to Board of Education approval, to purchase the land for \$325,000. This purchase is consistent with the Board's guiding change result of securing well in advance of construction and use. The growth in the community will be in the western part of the District, this property is in the western part of the District. The property is also adjacent to an existing District property which could allow for expansion of that facility and its amenities.
- FISCAL NOTE:** The purchase price of \$325,000 will be paid from existing funds in Fund 49, The Capital Project Fund
- RECOMMENDATION:** Approve the resolution satisfying the Board of Education contingency requirement.
- ACTION TAKEN:**

**RACINE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
November 21, 2016  
Operations**

- AGENDA ITEM:** Purchase land adjacent to Gifford School
- PRESENTING:** David Hazen
- DESCRIPTION:** The land adjacent to and east of Gifford School is available for sale. The Parcel consists of 4.9 acres and is currently has an older home on the property. Administration has entered into a purchase agreement, subject to Board of Education approval, to purchase the land for \$297,500. This purchase is consistent with the Board's guiding change result of securing well in advance of construction and use. The growth in the community will be in the western part of the District, this property is in the western part of the District. The property is also adjacent to an existing District property which could allow for expansion of that facility and its amenities.
- FISCAL NOTE:** The purchase price of \$297,500 will be paid from existing funds in Fund 49, The Capital Project Fund and savings in the facilities operations budget.
- RECOMMENDATION:** Approve the resolution satisfying the Board of Education contingency requirement.
- ACTION TAKEN:**

**RACINE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
November 21, 2016  
Operations**

**AGENDA ITEM:** Alternative Education Facility Purchase

**PRESENTING:** David Hazen and Eric Gallien

**DESCRIPTION:** The District currently leases space at two different sites to house various alternative education programs. One of the sites, the former Kurten Clinic building, is available for sale. Administration has entered into an agreement, subject to Board of Education approval, for the purchase of the building and related land. The purchase price is \$1,150,000. The funds to make this purchase would come from a loan using borrowing authority approved by the Board on March 21, 2016. Repayment of the loan will be made by repurposing the current rent payments the District makes for the leased space.

**FISCAL NOTE:** The purchase price of \$1,150,000 will be paid from existing funds and then reimbursed with loan proceeds.

**RECOMMENDATION:** Approve the resolution satisfying the Board of Education contingency requirement.

**ACTION TAKEN:**



## **Appendix H:**

- **Seven of eight projects completed under budget**

**SECTION 3.8 CONSTRUCTION SCHEDULES AND CHANGE ORDERS- Increased Cost or Reduce Quality?**

**Case Track Resurfacing:**

- PO \$404,587.00 (*\$383,587.00, + \$21,000 of allowance*)
  - Change Order # 1: *\$146,570.00 (\$167,570.00 - \$21,000.00 of allowance)*
- Adjusted PO- \$551,157.00

38.2% Percent Increase from original bid price w/ o allowance \$146,570.00 of \$383,587.00

26.6% Percent increase from original bid price with allowance \$146,570.00 of \$551,157.00



## Board of Education

Racine Unified School District  
3109 Mt. Pleasant Street, Racine, Wisconsin 53404

### RACINE UNIFIED SCHOOL DISTRICT

#### MINUTES

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Robert Wittke, Jr., President

Dennis Wiser, Vice President

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Racine, Wisconsin

July 24, 2017

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A meeting of the Board of Education of the Racine Unified School District of Racine County, Wisconsin was called to order at 6:30 p.m. on Monday, July 24, 2017.

#### **3. ROLL CALL**

The following Board members were present: Michelle Duchow, Michael Frontier, Matthew Hanser, John Heckenlively, Steven Hooper, Julie L. McKenna, Brian O'Connell, Dennis Wiser, and Robert Wittke, Jr.

Also present Rosalie Daca, Chief Academic Officer; Marc Duff, Chief Financial Officer; Eric Gallien, Deputy Superintendent; Lolli Haws, Superintendent; Dave Hazen, Chief Operations Officer; Julie Landry, Chief of Human Resources; Tim Peltz, Chief Information Officer; Stacy Tapp, Chief of Communication & Community Engagement; Dan Thielen, Chief of Secondary Transformation; Christopher Thompson, Executive Director of Curriculum and Instruction; Bryan Arnold, Director of Building and Grounds; and Elizabeth Tobias, Executive Assistant.

#### **4. APPROVAL OF THE AGENDA**

Ms. Duchow moved, Mrs. McKenna seconded, to make a friendly amendment to extend the public speaking section to three minutes each. Ayes – 6 (Duchow, Frontier, Heckenlively, Hooper, McKenna, O'Connell). Noes – 3 (Hanser, Wiser, Wittke). Motion of the amendment passed.

Mr. Hanser moved, Mr. O'Connell seconded, to approve the agenda as presented. Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke, Duchow). Noes – 0. Motion to approve passed.

#### **5. RECOGNITIONS (None)**

#### **6. REPORTS ON STUDENT ACHIEVEMENT (None)**

#### **7. SUPERINTENDENT'S REPORT**

##### **a. Project CAPE Funding Award for Academies of Racine**

Dr. Haws and Mr. Thielen gave the Board an update on a \$70,000 grant most recently awarded from Project CAPE. The money will be used for student-centered activities within the Academies of Racine including coordinated learning experiences to employers and postsecondary institutions for sophomores, foundation experiential opportunities for all freshman such as SEE Your Future Expo, college visits, as well as the Youth Frontiers Respect Retreat, which aligns with Freshman Seminar.

##### **b. SME Education Foundation PRIME (Partnership Response in Manufacturing Education) Program Funding Award for Academies of Racine**

Dr. Haws and Mr. Thielen informed the Board of a \$75,000 donation made to RUSD from Emerson Foundation, parent company to InSinkErator in Racine. \$35,000 of that money will be used to setup the mechatronics and robotics lab at Park High School while the remaining funds are earmarked for equipment and lab needs at Horlick and Case High Schools.

**c. Communication Team National Award**

The RUSD Communication Team received the Gold Medallion award from the National School of Public Relations Association earlier this month. The award recognized the team's work to brand, communicate and market Racine Unified's new Academies of Racine at Case, Horlick and Park High Schools. This award is highly competitive, with only 11 school districts nationwide earning this honor.

**d. Update on Handbook Revisions**

Dr. Haws summarized the work of the Board over the last ten months in developing the Employee Handbook Guiding Change document as well as the Board's review of a handbook modeled after the Wisconsin Association of School Board's model. Administration's understanding was the Board wanted the handbook (white section only), which is considered policy, to be modeled after WASB's handbook model and the addenda (colored pages) would be worked on through a kaizen event, which could be done between September and January. Changes to the addenda would be presented at the January 8 Board Work Session.

At this point, administration has met all criteria of the Guiding Change document with the exception of the provision for the District to effectively compete for qualified and skilled staff within funding realities, which is interpreted as reviewing salary schedules.

**e. Staffing and Hiring Update**

Dr. Haws gave a brief update regarding where the District is currently as it relates to staffing and hiring for open positions. Dr. Haws explained the Human Resources Department is working very hard to make sure that every position possible is filled before the first day of school. More specific data will be shared as we come into August and September.

**f. Leadership Hiring Announcements**

Dr. Haws and Dr. Gallien introduced RUSD's new directing principals, including the following: Thomas George, West Ridge Elementary principal; Gabriel Lopez, Roosevelt Elementary principal; Joshua Hancock, Olympia Brown Elementary principal; Zachary Jacobsmeier, Bull Fine Arts Elementary principal; Tom Tuttle, Jerstad-Agerholm K-8 principal; Richard Wytonic, Knapp Elementary principal; Dani Dekker-Shircel, Knapp Elementary assistant principal (formerly Racine Civil Leaders Academy principal), and Curt Shircel, REAL School directing principal. The following department leaders were also introduced: Rachel Schuler, Executive Director of Special Education; Soren Gajewski, Deputy Chief of Secondary Schools; Julie Hueller, Manager for Racine Collaborative for Children's Mental Health; and Kamaljit (KC) Jackson, Senior Accountability and Efficiency Officer. Many teachers have been promoted within as the District has done a very good job in creating a pipeline of administrators.

## **8. BOARD DEVELOPMENT**

**a. ALICE Safety Training for RUSD**

Dr. Gallien and Mr. Tom Tuttle, directing principal of Jerstad-Agerholm, updated the Board on the two-day ALICE Safety Training all RUSD principals and members of administration participated in last month. ALICE, which stands for Alert, Lockdown, Inform, Counter and Evacuate, is a strategy that goes beyond the conventional lockdown. It is the leading training solution that may increase an organization's and individual's odds of survival during a violent intruder event. Administrators and teachers will continued to be trained this coming fall and spring. There will also be an online training available for all RUSD staff.

## **9. PUBLIC INPUT**

Bob LaSalle, Racine, WI 53403

Spoke in opposition of the SAFE Zone resolution.

Randy Bryce, Caledonia, WI 53402

Spoke in opposition of handbook changes.

Angelina Cruz, Racine, WI 53403

As President of the Racine Educators Association, spoke in opposition of Employee Handbook changes.

Valerie Morey, Mt. Pleasant, WI 53405

Spoke in opposition of Employee Handbook changes.

Ryan Knudson, 3603 W. Manitoba Street, Milwaukee, WI 53215

Spoke in opposition of Employee Handbook changes.

Sandra Dieck, 607 Hunter Drive, Racine, WI 53406

Spoke in opposition of Employee Handbook changes.

Kresha McFarland

Spoke on providing special needs children with adequate care; the lack of funding should not impact the child's care at RUSD.

Becky Idstein, 3820 102<sup>nd</sup> Avenue, Kenosha, WI 53142

Spoke in opposition of ethics policy and Employee Handbook changes.

Jeff Abel, 7233 Douglas Avenue, Racine, WI 53402

Mr. Abel yielded his time to Amy Mizialko, Vice President of the Milwaukee Teachers' Education Association. Spoke in regards to Milwaukee's meet and confer process and in opposition of Employee Handbook changes.

Theresa Jakala, 7851 45<sup>th</sup> Avenue, Kenosha, WI 53142

Spoke in opposition of Employee Handbook changes.

Fiona Murphy, 39 S. Vincennes Circle, Racine, WI 53402

Spoke of the lack of collaboration with students in regards to the naming of the building located at 2333 Northwestern Avenue.

Alfonso Gardner, 1941 Brougham Lane, Racine, WI 53406

Spoke in opposition of social promotion and the need for parents to become more involved in their child's education and the school system.

Dr. Haws commented one of the intents of shifting to standards-based grading is to have children assessed and parents communicated to regarding their child's mastery of the academic material.

## **10. ACTION ITEMS**

### **a. Print Shop Contractor Renewal**

Mr. Peltz presented the print shop contract renewal to the Board. The primary responsibility for the contracted employee, through Gordon Flesch Company Services, is to manage the operation of the District's production print shop.



Mr. Hanser moved, Mr. O'Connell seconded, to approve the renewal contract agreement with Gordon Flesch Company Services for a 12-month term at \$7,436.00 per month. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke, Duchow, Frontier). Noes – 0. The motion to approve passed.

**b. Student Technology Purchase for Bio-Medical Courses**

Mr. Peltz and Dr. Chris Neff, Career and Technical Education Director, presented the student technology purchase for bio-medical courses to the Board. This purchase will support the bio-medical classes being offered at Case, Park and Horlick High Schools.

Mr. Heckenlively moved, Mrs. McKenna seconded, to approve the purchase of 180 laptops under warranty from Paragon Development Systems for \$124,000, and six laptop charging carts from CDWG for \$5,300, with a total expenditure not to exceed \$130,000. Ayes – 9 (Heckenlively, Hooper, McKenna, O'Connell, Wiser, Wittke, Duchow, Frontier, Hanser). The motion to approve passed.

**c. REAL School Technology Purchase**

Mr. Peltz presented information on the technology purchase for the REAL School. New interactive projectors will be purchased for classroom use as well as new high-end drafting desktop computers and monitors for the Project Lead the Way program.

Mr. Hanser moved, Ms. Duchow seconded, to approve the purchases of 22 Epson Interactive Projectors with cables and connectors from AVI for \$61,000, and 40 new Project Lead the Way desktops and monitors from Dell for \$50,000, with a total expenditure not to exceed \$111,000. Ayes – 9 (Hooper, McKenna, O'Connell, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. The motion to approve passed.

**d. K-5 Reading/English Language Arts (ELA) Spanish Classroom Library Supplement Purchase**

Ms. Robin Rivas, Executive Director of English Language Learner Programs, and Ms. Kimberly Romero, Dual Language Program Specialist, presented the K-5 Reading/English Language Arts (ELA) Spanish classroom library supplement purchase to the Board. Classroom library supplements in both English and Spanish serve as the basis for independent reading, which is a hallmark of a workshop model that has been adopted.

Mr. O'Connell moved, Mr. Heckenlively seconded, to approve the purchase of supplementary Spanish classroom libraries for K-5 dual language classrooms in the amount of \$58,928.38. Ayes – 9 (McKenna, O'Connell, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper). Noes – 0. Motion to approve passed.

**e. Instrumental and Choral Music Curriculum Resources Purchase**

Dr. Thompson presented on the instrumental and choral music curriculum resources purchase to the Board. The K-12 Music Curriculum and Program Review Committee recommends the adoption and purchase of the lesson and rehearsal books presented.

Mrs. McKenna moved, Mr. Hanser seconded, to adopt and purchase the Instrumental Music Lesson Book and Choral Music Methods Practice Books series in the amount of \$33,286.11 for the 2017-18 school year. This adoption and vendor agreement will be in place for the three school years through 2020 with the understanding that we are also approving the curriculum. Ayes – 9 (O'Connell, Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna). Noes – 0. Motion to approve passed.

**f. Culturally and Linguistically Responsive Practices Contract Renewal**

Ms. Lorie Ann Karls, Director of Professional Learning, along with Dr. Jones Elementary School principal Ms. Sherrie Hopkins and members of Ms. Hopkins' staff, presented on the Culturally and

Linguistically Responsive Practices contract renewal to the Board. Ms. Hopkins shared the importance of their coaching during the past school year as well as the benefits of the practices and how she and her staff use them in the classroom every day. The program will be expanded to Giese, Janes, Jerstad-Agerholm (lower), Knapp and Schulte during the 2017-18 school year.

Ms. Duchow moved, Mr. Heckenlively seconded, to approve the contract renewal and purchase services for Dr. Hollie and his team to continue the Culturally and Linguistically Responsive Practices work totaling \$67,500 for the 2017-18 school year. Ayes – 9 (Wiser, Wittke, Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell). Noes – 0. Motion to approve passed.

**g. Amendment of Previously Approved Debt Service Energy Efficiency Levy (Trane)**

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the resolution with the amended energy efficiency tax levy for the debt costs associated with Trane U.S. Inc. for the 2017-18 through 2027-28 school years. BE IT RESOLVED THAT THE SCHOOL BOARD OF THE RACINE UNIFIED SCHOOL DISTRICT IS EXERCISING ITS TAXING AUTHORITY UNDER S. 121.91 (4)(o), WIS. STATS., ON OR BEFORE OCTOBER 1<sup>ST</sup>, TO EXCEED THE REVENUE LIMIT ON A NON-RECURRING BASIS BY AN AMOUNT THE DISTRICT WILL SPEND ON PRINCIPAL AND INTEREST PAYMENTS ON REMAINING DEBT FOR THE NEXT 12 YEARS OF DEBT PAYMENTS FOR THE FOLLOWING ISSUES: \$10,000,000 G.O. REFUNDING BOND ISSUED JANUARY 3, 2013, \$21,735,000 G.O. PROMISSORY NOTE ISSUED AUGUST 1, 2012, \$2,020,000 G.O. QECB BOND ISSUED JUNE 10, 2013, AND \$8,980,000 G.O. REFUNDING BOND ISSUED MARCH 16, 2015. THE DEBT WAS ISSUED FOR NEW ENERGY EFFICIENCY MEASURES. THE PROJECT IS FINANCED WITH NOTES AND BONDS FOR TERMS OF 10 AND 15 YEARS. THE AMOUNT TO BE EXPENDED ON DEBT FOR PROJECTS COMPLETED BY TRANE U.S. INCORPORATED:

2016-17	\$1,587,288.10	
2017-18	<del>\$1,571,308.21</del>	<u>\$1,674,666.56</u>
2018-19	<del>\$1,577,649.07</del>	<u>\$1,681,634.54</u>
2019-20	<del>\$2,405,746.87</del>	<u>\$2,518,860.40</u>
2020-21	<del>\$2,408,394.70</del>	<u>\$2,515,608.68</u>
2021-22	<del>\$2,391,137.34</del>	<u>\$2,498,606.81</u>
2022-23	<del>\$2,367,919.46</del>	<u>\$2,481,093.96</u>
2023-24	<del>\$1,891,422.96</del>	<u>\$1,999,252.43</u>
2024-25	<del>\$941,658.44</del>	<u>\$1,038,019.78</u>
2025-26	<del>\$933,537.95</del>	<u>\$1,035,755.18</u>
2026-27	<del>\$1,855,331.85</del>	<u>\$1,035,290.65</u>
2027-28	<del>\$910,105.11</del>	<u>\$ 921,340.97</u>

ON SEPTEMBER 24, 2012, THE BOARD ENTERED INTO A 20 YEAR PERFORMANCE CONTRACT UNDER S. 66.0133, STATS., WITH TRANE U.S. INCORPORATED FOR PROJECTS TO IMPLEMENT ENERGY EFFICIENCY MEASURES. PERFORMANCE INDICATORS FOR THE PROJECT WERE IDENTIFIED AND REPORTED IN OCTOBER 2013. MONITORING AND EVALUATION OF THE PROJECTS ARE REPORTED ANNUALLY AND USED TO DETERMINE THE AMOUNT OF ENERGY OR UTILITY COST SAVINGS, AS A RESULT OF THE PROJECT, THAT SHALL BE APPLIED TO RETIRE THE DEBT.

Ayes – 8 (Wittke, Duchow, Frontier, Hanser, Heckenlively, McKenna, O’Connell, Wiser). Noes – 0. Absent – 1 (Hooper). Motion to approve passed.

**h. Amendment of Previously Approved Debt Service Energy Efficiency Levy (Johnson Controls Inc.)**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the resolution with the amended energy efficiency tax levy for the debt costs associated with Johnson Controls Inc. for the 2017-18 through 2027-28 school years. BE IT RESOLVED THAT THE SCHOOL BOARD OF THE RACINE UNIFIED SCHOOL DISTRICT IS EXERCISING ITS TAXING AUTHORITY UNDER S. 121.91 (4)(o), WIS. STATS., ON OR BEFORE OCTOBER 1<sup>ST</sup>, TO EXCEED THE REVENUE LIMIT ON A

NON-RECURRING BASIS BY AN AMOUNT THE DISTRICT WILL SPEND ON PRINCIPAL AND INTEREST PAYMENTS ON REMAINING DEBT FOR THE NEXT 12 YEARS OF DEBT PAYMENTS FOR THE FOLLOWING ISSUES: \$10,000,000 G.O. REFUNDING BOND ISSUED JANUARY 3, 2013, \$21,735,000 G.O. PROMISSORY NOTE ISSUED AUGUST 1, 2012, \$2,020,000 G.O. QECB BOND ISSUED JUNE 10, 2013, AND \$8,980,000 G.O. REFUNDING BOND ISSUED MARCH 16, 2015. THE DEBT WAS ISSUED FOR NEW ENERGY EFFICIENCY MEASURES. THE PROJECT IS FINANCED WITH NOTES AND BONDS FOR A TERMS OF 10 AND 15 YEARS. THE AMOUNT TO BE EXPENDED ON DEBT FOR PROJECTS COMPLETED BY JOHNSON CONTROLS INCORPORATED:

2016-17	\$1,829,674.40	
2017-18	<del>\$1,811,254.29</del>	<u>\$1,930,395.94</u>
2018-19	<del>\$1,818,563.43</del>	<u>\$1,938,427.96</u>
2019-20	<del>\$2,773,115.63</del>	<u>\$2,903,502.10</u>
2020-21	<del>\$2,776,167.80</del>	<u>\$2,899,753.82</u>
2021-22	<del>\$2,756,275.16</del>	<u>\$2,880,155.69</u>
2022-23	<del>\$2,729,511.79</del>	<u>\$2,859,968.54</u>
2023-24	<del>\$2,180,252.04</del>	<u>\$2,304,547.57</u>
2024-25	<del>\$1,085,454.06</del>	<u>\$1,196,530.22</u>
2025-26	<del>\$1,076,093.55</del>	<u>\$1,193,919.82</u>
2026-27	<del>\$2,138,649.65</del>	<u>\$1,193,384.35</u>
2027-28	<del>\$1,049,082.39</del>	<u>\$1,062,034.03</u>

ON SEPTEMBER 24, 2012, THE BOARD ENTERED INTO A 20 YEAR PERFORMANCE CONTRACT UNDER S. 66.0133, STATS., WITH JOHNSON CONTROLS INCORPORATED FOR PROJECTS TO IMPLEMENT ENERGY EFFICIENCY MEASURES. PERFORMANCE INDICATORS FOR THE PROJECT WERE IDENTIFIED AND REPORTED IN OCTOBER 2013. MONITORING AND EVALUATION OF THE PROJECTS ARE REPORTED ANNUALLY AND USED TO DETERMINE THE AMOUNT OF ENERGY OR UTILITY COST SAVINGS, AS A RESULT OF THE PROJECT, THAT SHALL BE APPLIED TO RETIRE THE DEBT.

Ayes – 9 (Duchow, Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisser, Wittke).  
Noes – 0. Motion to approve passed.

**i. Middle School My School. My Choice. Plan Boundaries Approval**

Mr. Hazen and Mr. Robert Devick, Gilmore teacher and member of Boundaries Committee, presented on the middle school boundaries approval to the Board. Beginning in September 2018, Jerstad-Agerholm and Mitchell Middle Schools will expand their boundaries. The McKinley Middle School boundary will be divided between Jerstad-Agerholm and Mitchell.

Dr. Frontier moved, Ms. Duchow seconded, to approve the changes to the Middle School boundaries.  
Ayes – 9 (Frontier, Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisser, Wittke, Duchow).  
Noes – 0. Motion to approve passed.

**j. Middle School My School. My Choice. Plan Architect Selection**

Mr. Hazen and Mr. Arnold presented the architect selection for the *My School. My Choice.* plan to the Board. This will provide professional services associated with the planning, design development, and construction support for proposed construction of the *My School. My Choice.* K-8 school facility with a fine arts focus at the current Gilmore Middle School.

Mrs. McKenna moved, Mr. O’Connell seconded, to approve the agreement with Zimmerman Architectural Studios for the professional architect service for the K-8 school facilities with a fine arts focus at the current Gilmore Middle School. The total fee for the services is not to exceed 5% of actual construction costs and is projected at a cost not to exceed \$175,000. Ayes – 9 (Hanser, Heckenlively, Hooper, McKenna, O’Connell, Wisser, Wittke, Duchow, Frontier). Noes – 0. Motion to approve passed.

k. **Middle School My School. My Choice. Plan Construction Manager Selection**

Mr. Hazen and Mr. Arnold presented the construction manager selection for the *My School. My Choice.* plan to the Board. Services will include: coordination with consultants (architectural and engineering), design support, constructability/feasibility, estimating, bidding, and construction.

Mr. Heckenlively moved, Ms. Duchow seconded, to approve the agreement with Riley Construction for the construction manager services for the K-8 school facilities with a fine arts focus at the current Gilmore Middle School. The total fee for the services is not to exceed 5% of potential construction costs and is projected at a cost not to exceed \$175,000. Ayes – 9 (Heckenlively, Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser). Noes – 0. Motion to approve passed.

l. **Case High School Track Reconstruction and Repair at Hammes Field – Modification in Scope of Work**

Mr. Hazen and Mr. Arnold presented the modification in scope of work for the Case High School track reconstruction and repair at Hammes Field. When the track material was removed in preparation for the new track surface, it was determined that the remaining base materials were unsuitable for installation of the new track surface. This has necessitated the removal of any unsuitable materials and installation of a new base asphalt surface.

Mr. Hanser moved, Mr. O’Connell seconded, to approve the increase in contract value to Johnson and Sons for the paving and renovation of the track surface at Hammes Field at Case High School by \$146,570 for the previously approved amount of \$404,578 and added costs brings the contract value to \$551,148. Ayes – 9 (Hooper, McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. Motion to approve passed.

m. **Naming of 2333 Northwestern Avenue Building/Campus**

Mr. Hazen and Mr. Arnold presented on the naming of the 2333 Northwestern Avenue building to the Board. Input was solicited from the Board and the following names were proposed: The Learning Center at Northwestern Avenue (TLC) and The Alternative Program and Professional Learning Center at Northwestern Avenue (APPL).

Mrs. McKenna moved, Mr. Heckenlively seconded, to postpone for further consideration and input from the community. The motion passed with 8 voice votes in favor and 1 against. The item will be deferred until October.

n. **Ratification of 2017-18 Teachers’ Tentative Agreement on Base Wages**

Mr. Hanser moved, Mr. Heckenlively seconded, to approve the ratification of the 2017-18 Teachers’ Tentative Agreement on Base Wages. Ayes – 8 (McKenna, O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively). Noes – 0. Abstain – 1 (Hooper). Motion to approve passed.

o. **Ratification of 2017-18 Building Service Employees’ Tentative Agreement on Base Wages**

Mr. Heckenlively moved, Mr. Hanser seconded, to approve the ratification of the 2017-18 Building Service Employees’ Tentative Agreement on Base Wages. Ayes – 9 (O’Connell, Wisner, Wittke, Duchow, Frontier, Hanser, Heckenlively, McKenna). Noes – 0. Motion to approve passed.

**11. BOARD CONSENT AGENDA**

a. **Board Meeting Minutes of June 19, 2017**

b. **Executive Session Minutes of June 19 and July 10, 2017**

c. **Work Session Minutes of June 10, 2017**

d. **Governance Committee Minutes of April 11, 2017**

Mr. Hanser moved, Mr. O’Connell seconded, to approve the Board Consent Agenda. All were in favor. The motion passed.

### 13. SUPERINTENDENT CONSENT AGENDA

- a. Personnel Changes
- b. Monthly Financial Statements for June, 2017
- c. Incidents by Students to Staff for June, 2017
- d. Children's Hospital Community Services Partnership Agreement Contract Extension
- e. Academic Standards for RUSD Curriculum and Instructional Programs
- f. REAL School Career & Technical Education Textbook Purchase
- g. 2017-18 Employee Salary Schedules (All Employee Groups)
- h. Administrative Regulations 4116.22 (Professional Conduct)

Mr. Heckenlively moved, Ms. Duchow seconded, to set aside items g and h for separate consideration. Upon having questions answered, Mr. Heckenlively amended his motion to solely set aside item h for separate consideration. Ms. Duchow seconded the motion. Ayes – 3 (Duchow, Heckenlively, McKenna). Noes – 6 (Wiser, Wittke, Frontier, Hanser, Hooper, O'Connell). Motion failed.


Mr. Hanser moved, Mr. O'Connell seconded, to approve the Superintendent Consent Agenda. The motion passed with 8 voice votes in favor and 1 against. The motion passed.

Mr. Hooper stated he voted "aye" on every item with the exception of abstaining to vote on item g due to a conflict of interest.

### 14. REFERRALS (None)

### 15. ADJOURNMENT

Mr. Hanser moved, Mr. Heckenlively seconded, to adjourn. All were in favor. The motion to adjourn passed. The meeting adjourned at 9:07 p.m.

Signed:   
Matthew Hanser, Clerk

Signed:   
Lolli Haws, Secretary

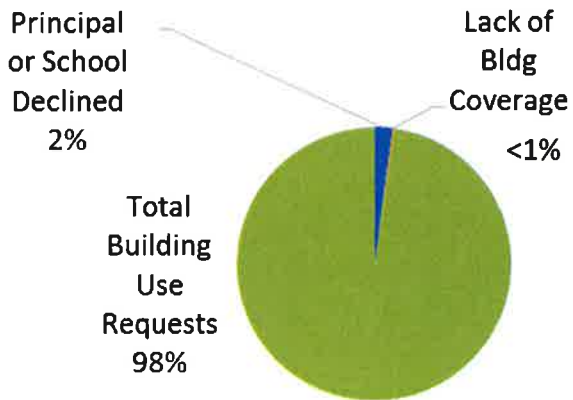


**Appendix I:**

- **Building use requests- declines**

### SECTION 3.9

- Building use requests- declines
- Of the 2,474 building use requests received, a total of 55 requests were declined. Reason for declining the requests include:
  - Principal or school declined due to room use conflicts (49) or
  - Declined due to lack of building coverage (6)





**Appendix J:**

- **Action plan to improve/ enhance OE-3 facilities areas of non-compliance**



**Appendix J:**

**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. Remove the 50% completed within 7 days and the average time for completion of work request of 90 days in indicator #2.**
- 2. Replace with an indicator consistent with our strategic plan for improvement. The indicator will be revised to 95% of work orders are completed on time as follows:**

To completed within Days	With the WO Priority
7	High
21	Medium
45	Low



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

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

**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.

**EXECUTIVE SUMMARY**

This report monitors OE-5 policy for December, 2016 to November, 2017. 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.

**With respect to Operational Expectation 5 (Financial Planning), the Board accepts the report as fully compliant.**

Section	IC / NIC	Directive	Notes
<i>The Superintendent will develop a budget that:</i>			
5.1	IC	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 <i>Operational Expectations</i> and the District Strategic Plan.	
5.2	IC	Credibly describes revenues and expenditures.	
5.3	IC	Shows the amount spend 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.	
5.4	IC	Discloses budget-planning assumptions.	
5.5	IC	Forecast fiscal conditions for future years.	

5.6	IC	Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.	
5.7	IC	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.	
5.8	IC	Reports the planned impact on staffing patterns due to budgetary decisions.	

*IC = In Compliance    NIC = Not In Compliance*

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	8	8	8
<i>Indicators Not In Compliance</i>	0	0	0
<i>% In Compliance</i>	100%	100%	100%

*Note: XXX*

<p><b>5.1 The Superintendent will develop a budget that:</b> 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 Operational Expectations and the District Strategic Plan.

<p><b>Indicator 1:</b> The budget documents are summarized by fund and contain notes of explanation.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence 1:</b> The 2017-18 Original Budget document provided to the Board on October 30, 2017, was summarized by fund.</p>	
<p><b>Evidence 2:</b> 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><b>Indicator 2:</b> The budget document outlines initiatives and expenditures related to the District Strategic Plan.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence 1:</b> The 2017-18 Original budget documents and presentations outlined key initiatives and how the budget allocations addressed educational and operational needs of the District. Other documents that outlined initiatives and expectations related to the District Priorities:</p> <ol style="list-style-type: none"> <li>1. Budget Hearing Presentation</li> <li>2. Budget Tracking Document</li> </ol>	
<p><b>Evidence 2:</b> The 2017-18 budget document includes references as to how sections of the budget relate to the Strategic Plan.</p>	

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

<b>Indicator 1:</b> The budget document summarizes revenues by source and expenditures by function for each budget section.	<b>In Compliance</b>
<b>Evidence:</b> The 2017-18 Original Budget document summarized revenues and expenditures for the total budget and all reported funds.	
<b>Indicator 2:</b> The budget reporting structure conforms to reporting requirements outlined by the Wisconsin Department of Public Instruction.	<b>In Compliance</b>
<b>Evidence:</b> The 2017-18 budget document 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>FY18 Original Budget, Pages 28-29.</i> )	

<p><b>5.3 The Superintendent will develop a budget that:</b> 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, 2015, until June 30, 2016.
- Current fiscal year: The period of time from July 1, 2016, until June 30, 2017.
- Next fiscal year: The period of time from July 1, 2017, until June 30, 2018.

<p><b>Indicator 1:</b> 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><b>In Compliance</b></p>
<p><b>Evidence 1:</b> The 2017-18 Original Budget document provided to the Board on October 30, 2017, summarized expenditures for the total budget and all reported funds by functional area.</p>	
<p><b>Evidence 2:</b> More detailed amounts for revenues and expenditures are reported for the different funds. <i>(FY18 Original Budget, Pages 20-31)</i></p>	
<p><b>Indicator 2:</b> The budget document reports prior year, current year, and proposed budget year amounts by category.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence 1:</b> The 2017-18 Original Budget document provided to the Board on October 30, 2017, included financial information for; the most recently completed fiscal year of 2015-16; current year 2016-17; and the proposed budget for the next year of 2017-18. <i>(See 2016-17 Original Budget and 2017-18 Original Budget)</i></p>	
<p><b>Indicator 3:</b> The budget reporting structure conforms to the Wisconsin Uniform Financial Accounting Requirements (WUFAR).</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The 2017-18 budget document <i>(FY18 Original Budget, Pages 28-31)</i> included tables utilizing the budget reporting structure outlined by the Wisconsin Department of Public Instruction. Required 2017-18 budget reports were also filed with the state utilizing WUFAR.</p>	

<p><b>5.4 The Superintendent will develop a budget that:</b> 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><b>Indicator:</b> 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.</p>	<p><b>In Compliance</b></p>
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<p><b>Evidence:</b> The 2017-18 Original Budget documents provided to the Board on October 30, 2017 contain the following:</p> <ul style="list-style-type: none"> <li>• a list of budget assumptions used to prepare the budget (<i>FY18 Original Budget, Page 10</i>);</li> <li>• budget assumptions for: <ul style="list-style-type: none"> <li>- state revenue limit (<i>FY18 Original Budget, Page 32</i>);</li> <li>- state general aid (<i>FY18 Original Budget, Page 33</i>);</li> <li>- changes to state and federal funding (<i>FY18 Original Budget, Page 12</i>);</li> </ul> </li> <li>• student enrollment estimates (<i>FY18 Original Budget document, Page 17</i>);</li> </ul>
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<p><b>Evidence:</b> Budget Assumption Tracking report was provided to the Board monthly from January through October. This report provided updates to the budget including the following areas:</p> <ul style="list-style-type: none"> <li>• Projected District equalized property valuation changes and the resulting tax levy impact</li> <li>• Budget impacts from state or federal policies</li> <li>• CPI figures and other estimates used to determine employee compensation costs</li> <li>• Student enrollment estimates</li> <li>• Private school voucher estimates</li> <li>• Carry-over funded initiatives</li> <li>• Deficit estimate</li> </ul>
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<p><b>5.5 The Superintendent will develop a budget that:</b> Forecast fiscal conditions for future years.</p>	<p><i>In Compliance</i></p>
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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.

<p><b>Indicator 1:</b> A five-year financial forecast is presented to the Board to assess fiscal soundness in future years.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> A five-year financial forecast using the Baird Budget Forecast Model was completed and presented to the Board on May 1, 2017.</p>	
<p><b>Indicator 2:</b> A budget is submitted to the Board that maintains sufficient fund balances to meet financial obligations.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The 2017-18 budget documents include tables summarizing balances in each fund (<i>FY18 Original Budget document, Pages 11, 18-24</i>).</p>	
<p><b>Indicator 3:</b> The District’s long-term bond rating is Aa3 or higher and the District’s short term bond rating is MIG 1.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> A March 28, 2017 bond rating by Moody’s Investors Service maintained the District’s bond rating as Aa3 which is considered very strong credit worthiness. On March 28, 2017, Moody’s assigned RUSD a MIG 1 rating for short term debt.</p>	
<p><b>Indicator 4:</b> The District’s cash flow for meeting financial obligations was maintained with minimized use of short-term borrowing.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The District maintained cash flow throughout the fiscal year using short-term cash flow borrowing from November 29, 2016 to December 5, 2016. (<i>2016-2017 Cash Worksheet</i>)</p>	



<p><b>5.6 The Superintendent will develop a budget that:</b>  Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.</p>	<p><i><b>In Compliance</b></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><b>Indicator:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b> The 2016-17 Original Budget documents provided to the Board on October 31, 2016, and the 2017-18 Original Budget documents provided to the Board on October 30, 2017 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 (<i>FY18 Original Budget, Page 10</i>). Health, OPEB, and dental benefit costs are based on figures provided by District insurance consultants.</p>	
<p><b>Evidence:</b> The Budget Tracking Document was provided monthly to the Board of Education from January 2017, to October 2017 and reflected budget fiscal assumptions related to employee compensation costs.</p>	

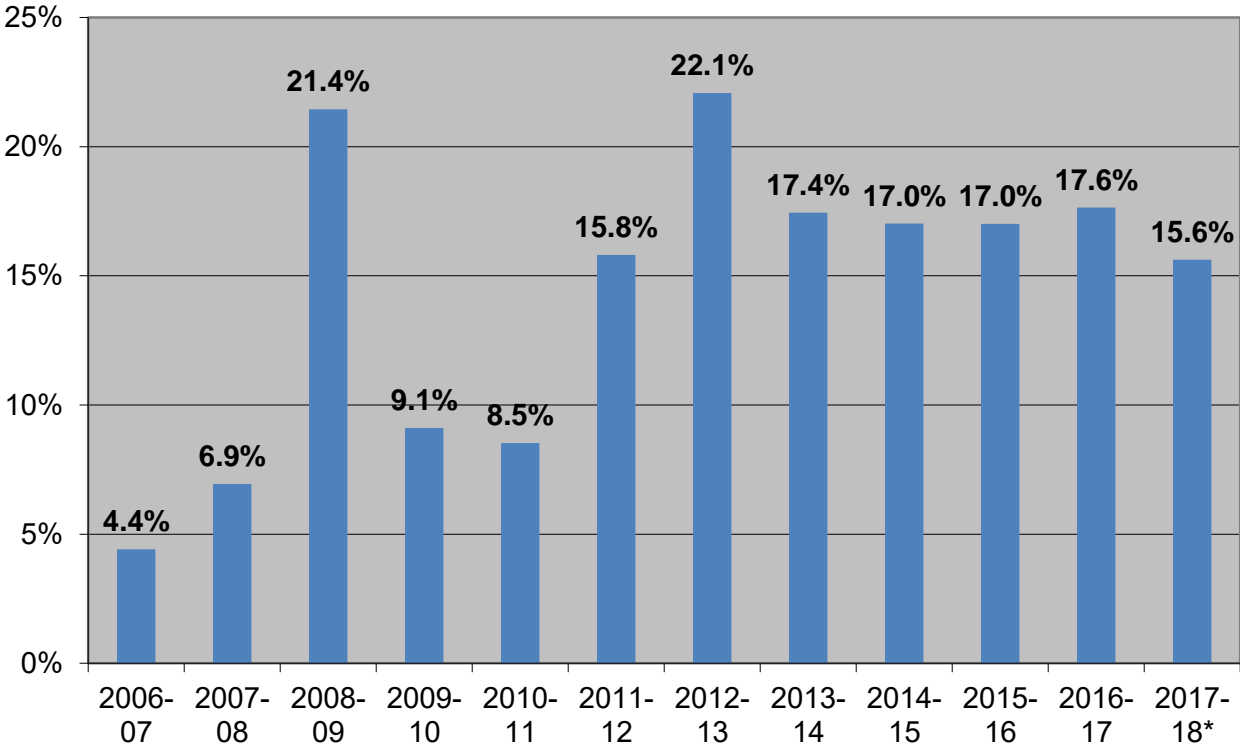
<p><b>5.7 The Superintendent will develop a budget that:</b>  Maintains the General Fund (Fund 10) balance in a range of 15% to 20% of the annual General Fund (Fund 10) and Special Education Fund (Fund 27) budgeted expenditures.</p>	<p><i>In Compliance</i></p>
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**Interpretation:** 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><b>Indicator:</b> 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><b>In Compliance</b></p>
<p><b>Evidence:</b> Year-end 2016-17 financial statements reflect calculated ending fund balances to be an estimated 17.6 % of annual General Fund, expenditures and the General Fund transfer to the Special Education Fund. The FY18 Original budget estimates an ending fund balance of 15.6%.</p>	

**RUSD General Fund Balance  
FY07 through FY18**



**Note:** The percentage for 2017-18 is projected to exceed 15%.

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

<p><b>Indicator 1:</b> The budget document summarizes staffing patterns by employee groups for the current and prior fiscal years.</p>	<p><b>In Compliance</b></p>
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**Evidence:** The 2017-18 Original Budget document provided to the Board on October 30, 2017, included a table outlining the differences in FTE by employee group for the current fiscal year and prior fiscal year.

<p><b>Indicator 2:</b> Explanations are included in the budget to report on the factors that may have caused changes to staffing patterns.</p>	<p><b>In Compliance</b></p>
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**Evidence:** Notations are provided in the FY18 Original Budget that explain FTE changes (*Page 16*).

**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 continue 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**

**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.

**EXECUTIVE SUMMARY**

This report monitors OE-11 policy for September 1, 2016-August 31, 2017. This is the fourth 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%.

Section	IC / NIC	Directive	Notes
<b><i>The Superintendent will:</i></b>			
<b>11.1</b>	<b>NIC</b>	Maintain a climate that is characterized by support and encouragement for high student achievement.	
<b>11.2</b>	<b>IC</b>	Protect confidential student information.	
<b>11.3</b>	<b>IC</b>	Appropriately involve teachers, administrators, students and the community in developing Student Code Book of Rights and Responsibilities.	
<b>11.4</b>	<b>IC</b>	Assure that teachers, students and parents are informed of the behavioral expectations of students.	
<b>11.5</b>	<b>IC</b>	Ensure that all policies and procedures regarding student behavior are enforced consistently using reasonable judgement.	
<b><i>The Superintendent may not:</i></b>			
<b>11.6</b>	<b>IC</b>	Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the safety or well-being of students.	

<b>11.7</b>	<b>IC</b>	Tolerate administration of corporal punishment.	
<b>11.8</b>	<b>IC</b>	Tolerate unnecessary or irrelevant collection of student information.	
<b>11.9</b>	<b>IC</b>	Fail to respond to student behaviors that disrupt learning including, but not limited to: <ul style="list-style-type: none"> <li>a. The use of drugs, alcohol or tobacco products on school property and at school-sponsored events;</li> <li>b. The presence of firearms and other dangerous weapons on school property and at school-sponsored events;</li> <li>c. Any form of bullying, disrespect or violence on school property and at school-sponsored events.</li> </ul>	

**IC = In Compliance    NIC = Not In Compliance**

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	<b>9</b>	<b>9</b>	<b>8</b>
<i>Indicators Not In Compliance</i>	<b>1</b>	<b>1</b>	<b>1</b>
<i>% In Compliance</i>	<b>90%</b>	<b>90%</b>	<b>89%</b>

*Note: Removal of one section in 2016.*

<p><b>11.1 The Superintendent will:</b> Maintain a climate that is characterized by support and encouragement for high student achievement.</p>	<p><i>Not In Compliance</i></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><b>Indicator 1:</b> All schools will implement Positive Behavior and Intervention Supports at the Tier 1 level.</p>	<p><i>In Compliance</i></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 a staff member who volunteers as an “internal coach,” who are responsible for leading the PBIS work. Using the Positive Behavior and Intervention Supports Assessment, “Benchmarks of Quality,” 23 of 31 schools are at fidelity of implementation. This increase, from 22 to 23 schools, is an increase from 70% to 74% in one year.

<p><b>Indicator 2:</b> The number of schools implementing PBIS at the Tier 2 level will increase every year, with a goal of 100%.</p>	<p><i>In Compliance</i></p>
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**Evidence:** Tier 2 PBIS training 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><b>Indicator 3:</b> Every grade level band has programming and classroom strategies to create positive school and classroom climate and support student learning.</p>	<p><i>In Compliance</i></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. There were 24 participants in the Responsive Classroom Workshop that was held during the summer of 2017. Three elementary schools were trained in “**Trauma-Sensitive Schools**” (Janes, Dr. Jones, and Julian Thomas) during the 16-17 school year and continue to implement Trauma-Sensitive practices in their schools. PBIS Tier 1 and “**Second Step**” are underway at every school. Three schools piloted the “**Circles of Support**” model of wrap-around support for students. In 2016-17 two additional School Based Mental Health clinics were opened at Knapp and Fratt. Training in “**Mental Health Literacy**” and “**Mental Health First Aid**” was provided to all staff at the two schools. A total of 208 staff members were trained in Mental Health First Aid during the 2016-17 school year.
- Middle: “**Developmental Designs**” continues to be implemented at 4 schools (Gilmore, McKinley, Mitchell, and Starbuck). PBIS Tier 1 at every school, “**Second Step**” at every school (except Jerstad because they are the Comparison School. They are slated to begin Second Step in October of 2017.), 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

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.

**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%.

*Not In Compliance*

**Evidence 1:** According to the Middle School YRBS, 61.2% of students in 2016 reported that they “agree or strongly agree that teachers really care about them and give them encouragement.” In 2017, the percentage decreased to 54.6%, a decrease of 6.6%

**Evidence 2:** According to the 2017 High School YRBS Survey, 65.2% of 9th and 11th grade 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.” This was an increase of 1.8% over last year’s report of 63.4% of 9th and 11th grade high school students.

In 2016, Middle school students responded at 62.1% affirmatively. In 2017, the percentage increased to 72.8% for an increase of 10.7%.



<b>11.2 The Superintendent will:</b> Protect confidential student information.	<i><b>In Compliance</b></i>
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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.

<b>Indicator:</b> 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.	<i><b>In Compliance</b></i>
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**Evidence:** Student directory information is as outlined by state statutes. Definitions of such are included on the District website as well as in the Code of Rights and Responsibilities. All parents have access to the information and are able to opt out of sharing information. Media information is listed in the parent portal and all parents can review their previous choices. They are informed regarding how to make changes to their choices as well.

<b>11.3 The Superintendent will:</b> Appropriately involve teachers, administrators, students and the community in developing the Student Code Book of Rights and Responsibilities.	<i><b>In Compliance</b></i>
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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.

<b>Indicator 1:</b> 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.	<i><b>In Compliance</b></i>
<b>Evidence:</b> Ten individuals from the mentioned stakeholder groups were invited to participate in the Code Book of Rights and Responsibilities Review Committee.	
<b>Indicator 2:</b> The committee was given multiple opportunities to provide feedback on the revision of the Code Book of Rights and Responsibilities.	<i><b>In Compliance</b></i>
<b>Evidence:</b> Five meetings were held between April and July 2017. Google invitations were sent to all invitees for each meeting.	

<b>11.4 The Superintendent will:</b> Assure that teachers, students and parents are informed of the behavioral expectations of students.	<i><b>In Compliance</b></i>
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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.

<b>Indicator:</b> The Code Book of Rights and Responsibilities is provided annually to all teachers, parents, and students.	<i><b>In Compliance</b></i>
<b>Evidence 1:</b> All schools were provided an electronic copy.	
<b>Evidence 2:</b> High Schools reviewed the Code with students in grade level assemblies.	
<b>Evidence 3:</b> All parents had the opportunity to review the Code online on the RUSD website.	
<b>Evidence 4:</b> All members of the community had the opportunity to review the Code on the RUSD website.	

<p><b>11.5 The Superintendent will:</b>          Ensure that all policies and procedures regarding student behavior are enforced consistently using reasonable judgment.</p>	<p><i><b>In Compliance</b></i></p>
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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.

<p><b>Indicator:</b> 100% of student infraction incidents follow due process while investigating and determining disciplinary action, especially suspensions and expulsions.</p>	<p><i><b>In Compliance</b></i></p>
<p><b>Evidence 1:</b> 100% of the recommendations to the Board of Education for expulsions follow due process procedures. Of the expulsion recommendations from schools that were denied, none were denied due to failure to provide the student and/or family with due process.</p>	
<p><b>Evidence 2:</b> All building administrators engaged in Students’ Right to Due Process training in October 2016 and in July/August 2017.</p>	
<p><b>Evidence 3:</b> A Suspension and Expulsion Guide was created and distributed during the July/August trainings to all administrators. Detail and explanation regarding due process is included in the guide.</p>	

<p><b>The Superintendent may not:</b>  <b>11.6</b> Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the safety or well-being of students.</p>	<p><i><b>In Compliance</b></i></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><b>Indicator:</b> Every case of reported misconduct of an employee is addressed through the Employee Relations Department.</p>	<p><i><b>In Compliance</b></i></p>
<p><b>Evidence:</b> In 2016-17, 32 reports of suspected adult misconduct toward a student were received by the Employee Relations Department. 100% were investigated and addressed with due process. 23 of 32, or 72%, were substantiated.</p>	

<b>11.7 The Superintendent may not:</b> Tolerate the administration of corporal punishment.	<i>In Compliance</i>
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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.

<b>Indicator:</b> Every case of corporal punishment is investigated and addressed by the Employee Relations Department.	<i>In Compliance</i>
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<b>Evidence:</b> Six concerns of corporal punishment were reported to the Employee Relations Department. All six were addressed with due process. Five of the six reports, or 83%, were substantiated.
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<b>11.8 The Superintendent may not:</b> Tolerate unnecessary or irrelevant collection of student information.	<i>In Compliance</i>
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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.

<b>Indicator:</b> All requests for collection of student information are reviewed by the Executive Director of Accountability as outlined in Board Policy 6141.6a.	<i>In Compliance</i>
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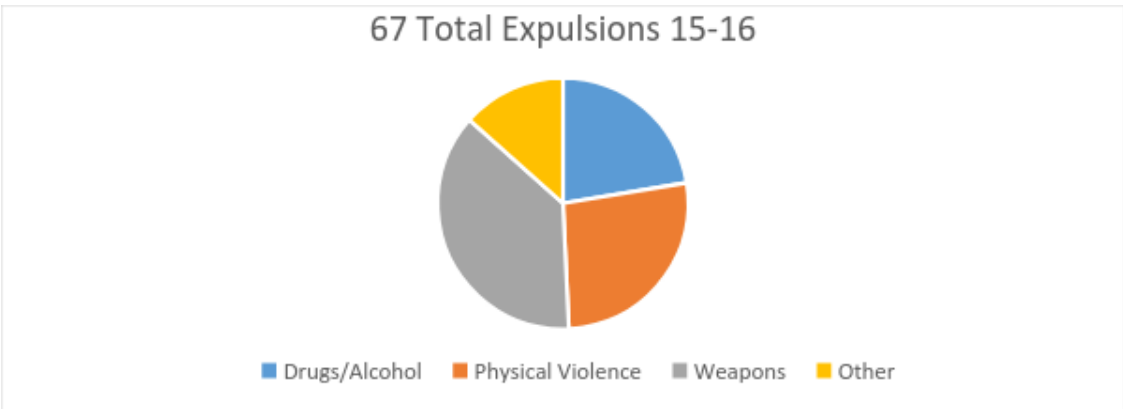
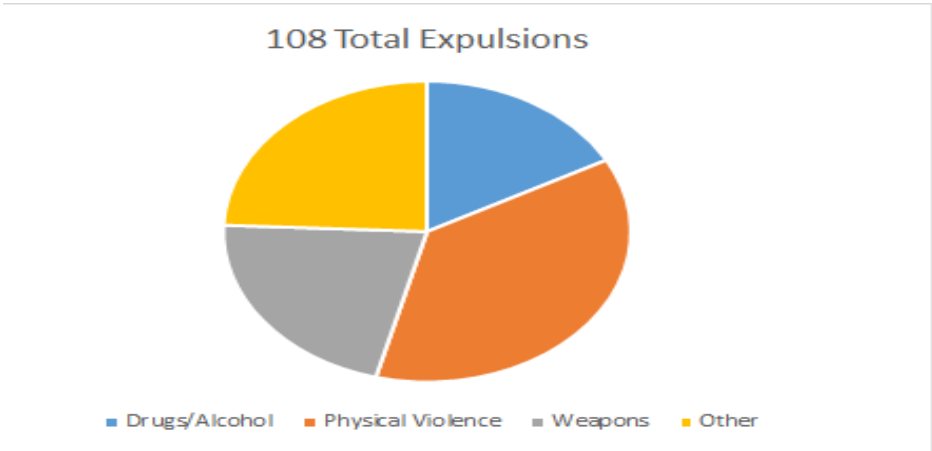
<b>Evidence:</b> Eleven formal requests for student information were received and reviewed by the Office of Assessment and Accountability. Nine were approved. Twenty-one inquiries were submitted, but upon receipt of the guidelines for approval, formal requests were not submitted.
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<p><b>11.9 The Superintendent may not:</b>          Permit unruly student behaviors that disrupt learning. Prohibited behaviors include:</p> <ol style="list-style-type: none"> <li>The use of drugs, alcohol or tobacco products by students and adults on school property and at school-sponsored events;</li> <li>The presence of firearms and other dangerous weapons on school property and at school-sponsored events;</li> <li>Any form of bullying, disrespect or violence on school property and at school-sponsored events.</li> </ol>	<p><i>In Compliance</i></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><b>Indicator 1:</b> All prohibited behaviors are disciplined according to the Code Book of Rights and Responsibilities.</p>	<p><i>In Compliance</i></p>
<p><b>Evidence:</b> 108 students were expelled for engaging in prohibited behaviors; i.e. drugs, alcohol, weapons, or violent behavior. In comparison, 67 students were expelled in 2015-16 for these same reasons. The percentage of students expelled for reasons categorized as “other” was 24%, compared to 13% in 2015-16.</p>	





<b>Indicator 2:</b> All chronic and/or extreme unruly student behavior is referred to the Office of Student Services for disposition.	<i>In Compliance</i>
<p><b>Evidence:</b> All 23 general education students referred to the Administrative Review Team received a disposition. Of these students, 12 were placed in an Alternative Educational program.</p> <p>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.</p> <p>In comparison, 26 students were referred to the Administrative Review Team and 17 of those 26 were placed in Alternative Educational settings in 2015-16.</p>	

## **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. *Circles of Support* Model in five middle schools and six elementary schools as a bridge from school to community. Restorative Justice Practices in the three comprehensive high schools and middle 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 Social Emotional Learning Survey for students in grades 3-9, and **recommend updating our Indicator to utilize the Studer Survey data from 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 and put out for public review.

**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:

**11.1.4:** Change the Indicator to include Studer Survey questions and response data from student surveys.

**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**

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:

1. Reading
2. Math
3. Language Arts
4. Writing
5. Science
6. Social Studies
7. Arts, including Music, Art and Drama
8. Technology
9. Physical Education

Students will graduate career and/or college ready, having successfully completed career or technical programs; and/or, graduate with an ACT score at or above the state average (22).

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.

**EXECUTIVE SUMMARY**

This R-2 reporting period covers the 2016-2017 school year. RUSD students continue to make progress in mathematics according to the annual FORWARD assessment.

**MAP (Grades K-8)**

- Personalized goal setting
  - 81.1% of students K-8 had personalized MAP goals in Infinite Campus
- Percent of students meeting/exceeding growth targets
  - Decreased 1.4% overall in grades K-8
  - Increased in Kindergarten, 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades
  - Largest increase in Kindergarten: 4.6%
- Percent of students at/above the College and Career Readiness benchmark (CCR)
  - New reporting this year
  - Compared to last year; decrease of 1.6% overall K-8
  - Increased in Kindergarten, 4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup> grades
  - Increase in 2 of 7 demographic groups: ELL and Hispanic

**Forward (Grades 3 through 8)**

- Increase in percent of students proficient/advanced on the FORWARD exam: 2.4%
  - 5 out of 6 grades increased: 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>
  - Increase in 6 of 7 demographic groups

**Aspire (Grades 9 and 10)**

- There was a 0.4% decrease in the percent of students scoring “ready” in grade 9
- There was a 7% decrease in the percent of students scoring “ready” in grade 10

**ACT (Grade 11)**

- There was an overall 1.6% decrease in the percent of students scoring College Ready on the ACT Math benchmark.

With respect to Results Policy R-2 (Academic Achievement - Mathematics), the Board finds that the District and the Superintendent are failing to make reasonable progress.

Section	Making / Failing to Meet Reasonable Progress or Improvement Needed	Directive	Notes
R-2.1	Improvement Needed	Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	
R-2.2	Improvement Needed	Each student will achieve at or above grade level in Mathematics.	

Compliance Progress	2014-15	2015-16	2016-17
<i>Indicators Making Reasonable Progress</i>	2	0	0
<i>Indicators Failing to Make Reasonable Progress</i>	0	0	0
<i>Improvement Needed</i>	0	2	2
<i>% In Compliance</i>	100%	0%	0%

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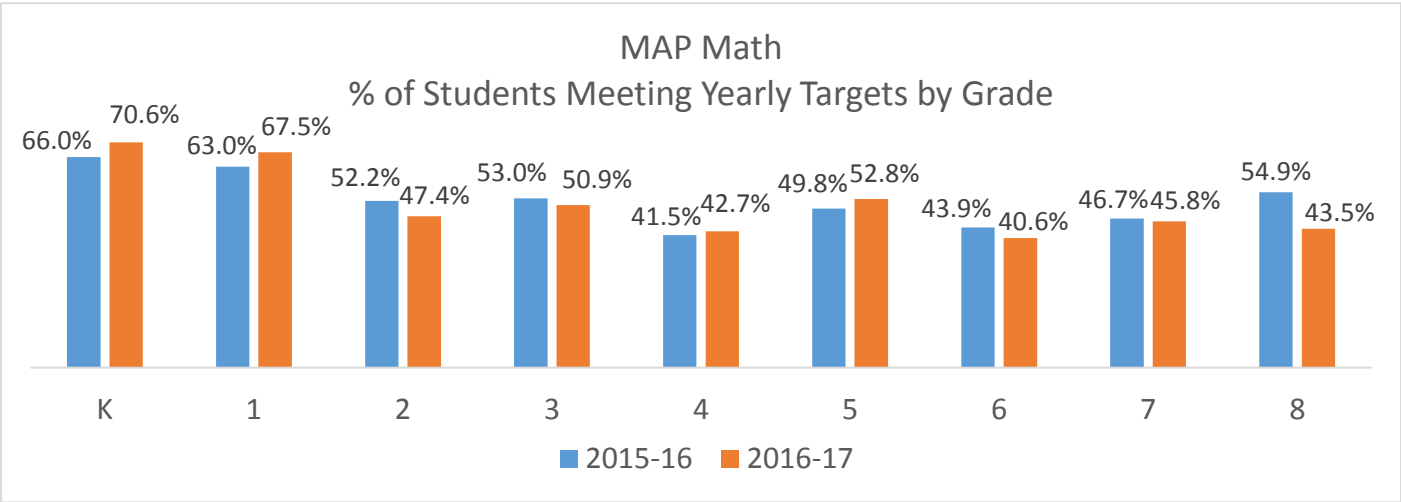
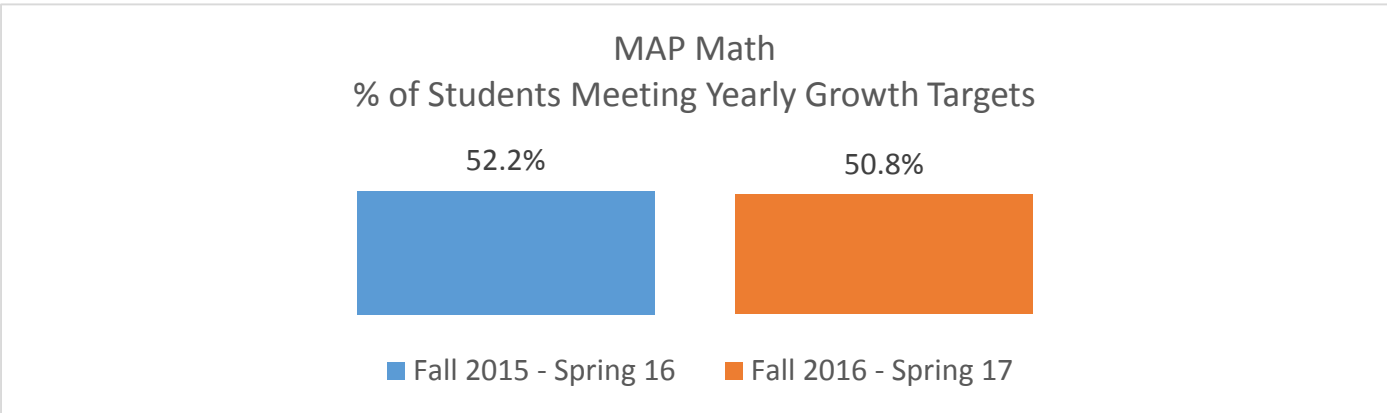
**Interpretation:** The Board expects high levels of performance in mathematics as a result of every student reaching annual personalized mathematics goals. Personalized mathematics goals will be established in the fall for all students K-8. Teachers collaboratively plan with students to set an annual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

<b>Indicator 1:</b> Every student K-8 will have an annual personalized math goal based on Fall assessment measures entered into the Student Information System.	<b>Improvement Needed</b>
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**Evidence:** In 2016-17, 81.1% of students in grades K-8 had personalized MAP math goals (9780 of 12,063) recorded.

<b>Indicator 2:</b> 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.	<b>Improvement Needed</b>
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**Evidence:** There was a decrease of 1.4% of students meeting individual MAP targets districtwide. There was an increase in 4 out of 9 grades.



Data not available by Subgroup

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

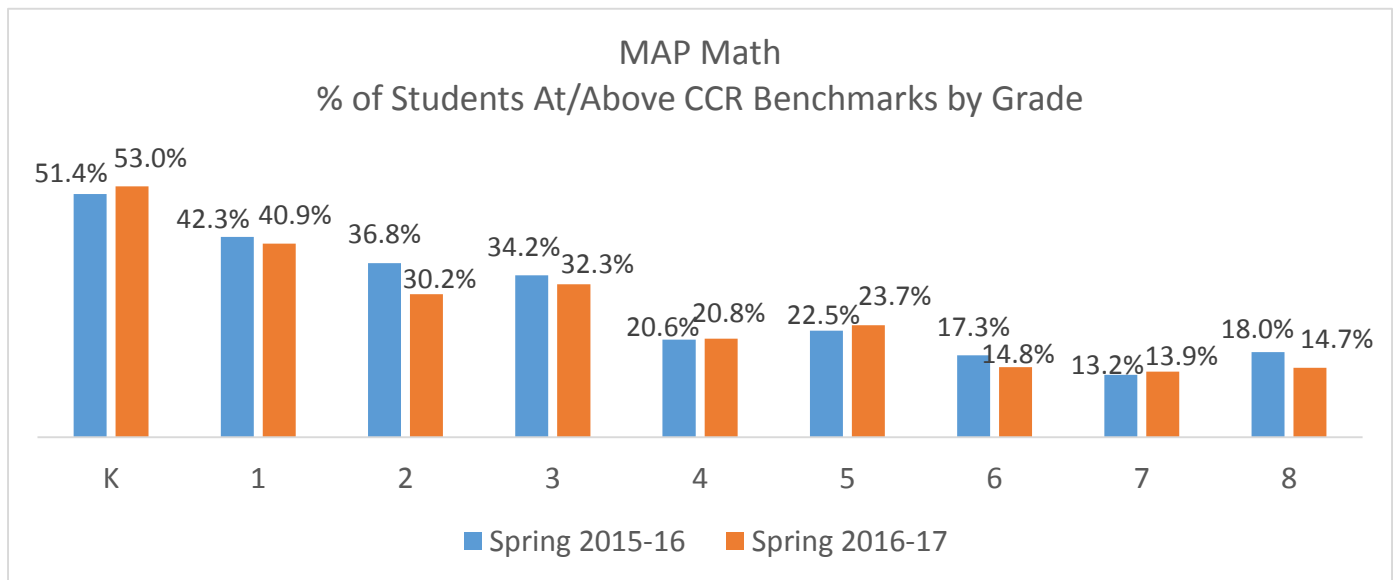
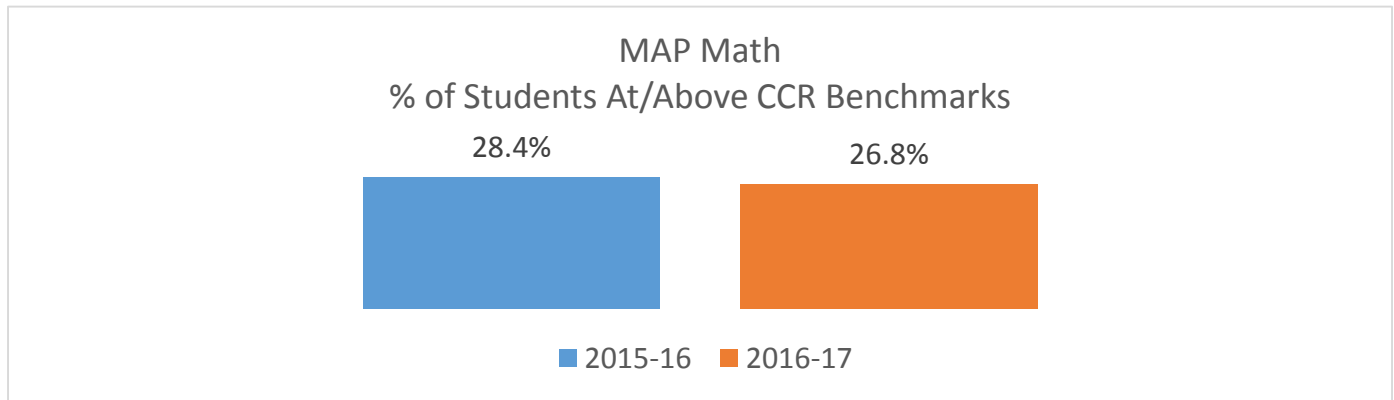
**Improvement  
Needed**

**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 College and Career Readiness benchmark (CCR) in mathematics on the MAP assessments will increase each year.

**Improvement  
Needed**

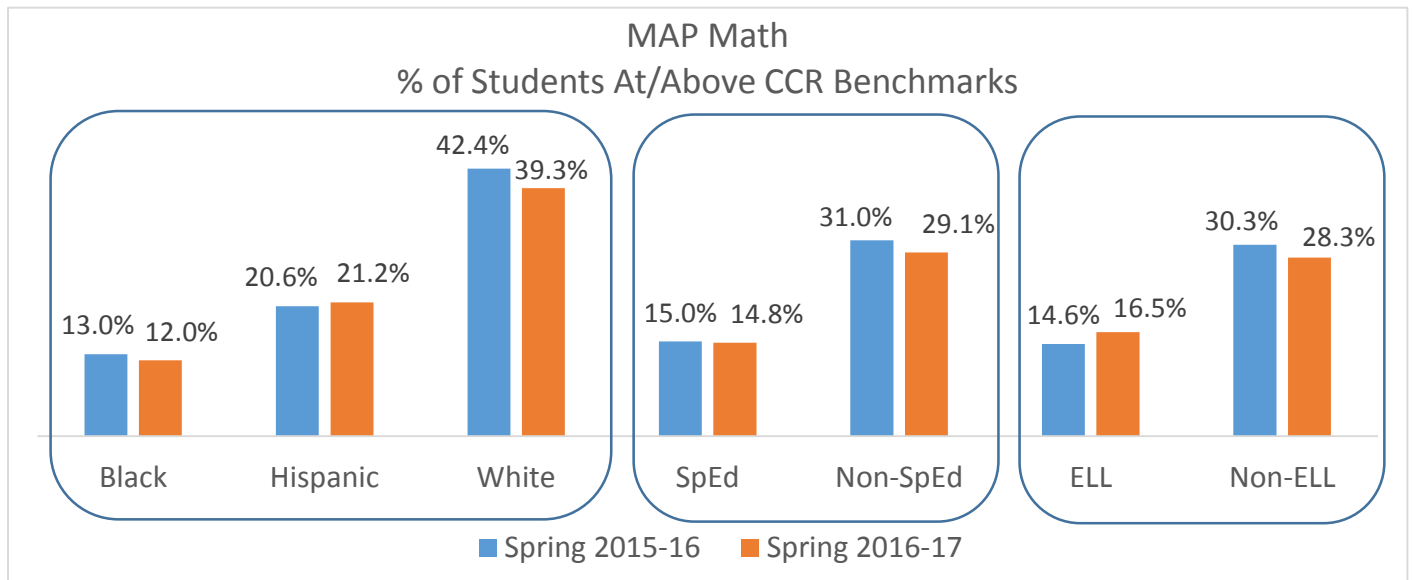
**Evidence:** There was a decrease of 1.6% of students at/above the CCR benchmarks districtwide. There was an increase in 4 out of 9 grades tested.



**Indicator 2:** The percent of students in each demographic group in grades K - 8 at the CCR benchmark in mathematics on the MAP assessments will increase each year.

**Improvement Needed**

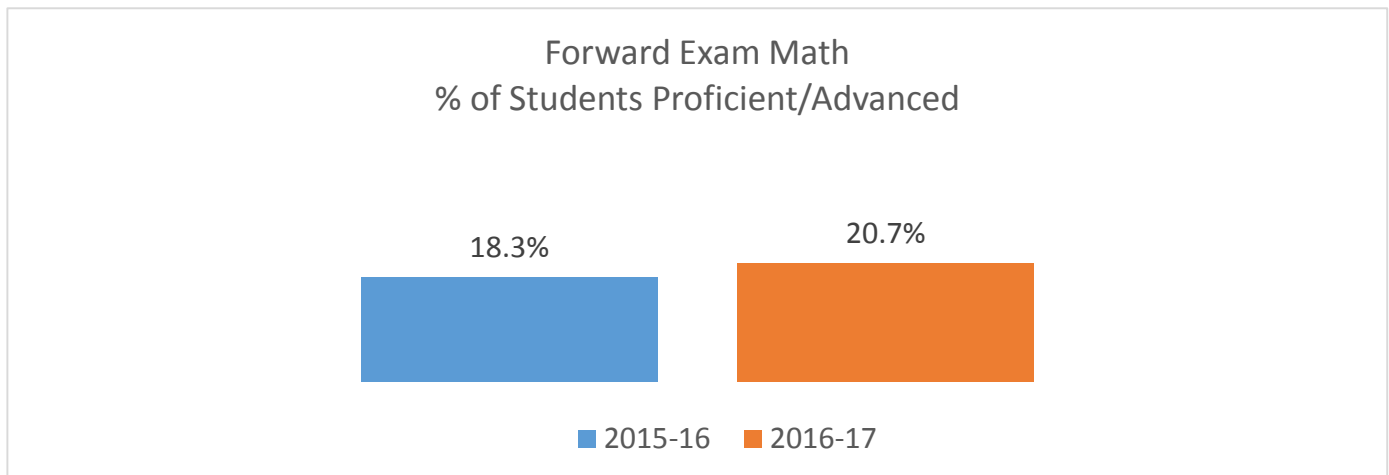
**Evidence:** There was an increase in 2 of 7 demographic groups.



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

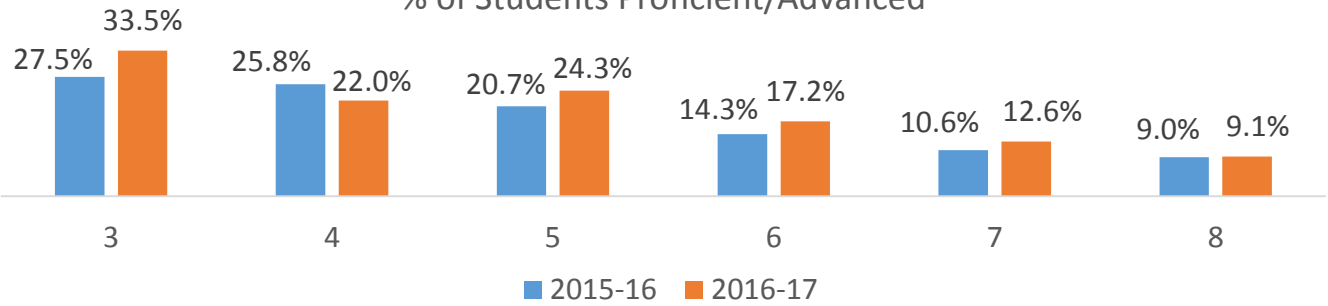
**Reasonable Progress**

**Evidence:** The percent of students scoring proficient/advanced in math on the Forward Exam increased 2.4% districtwide. There was an increase in 5 out of 6 grades. There was an increase in all but 1 demographic group.

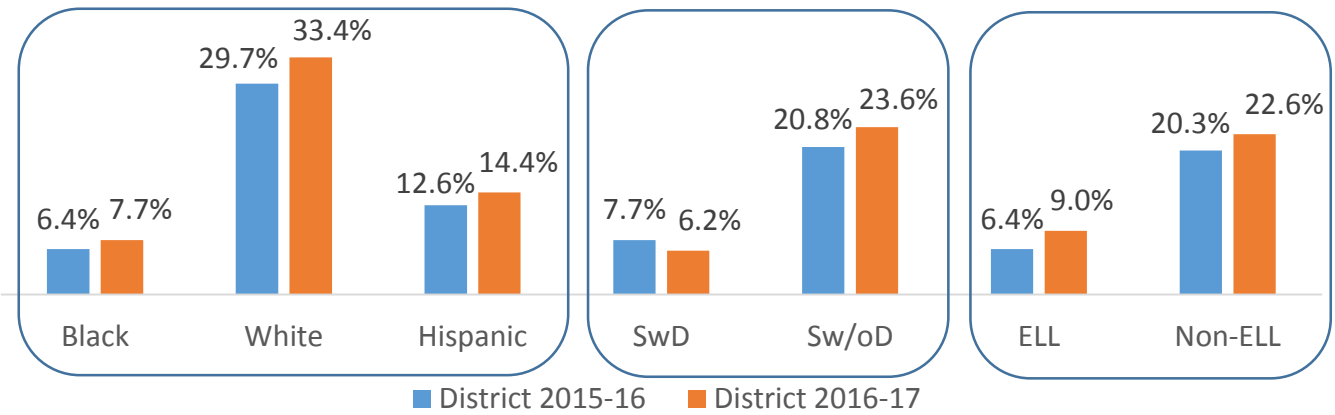




Forward Math by Grade  
% of Students Proficient/Advanced



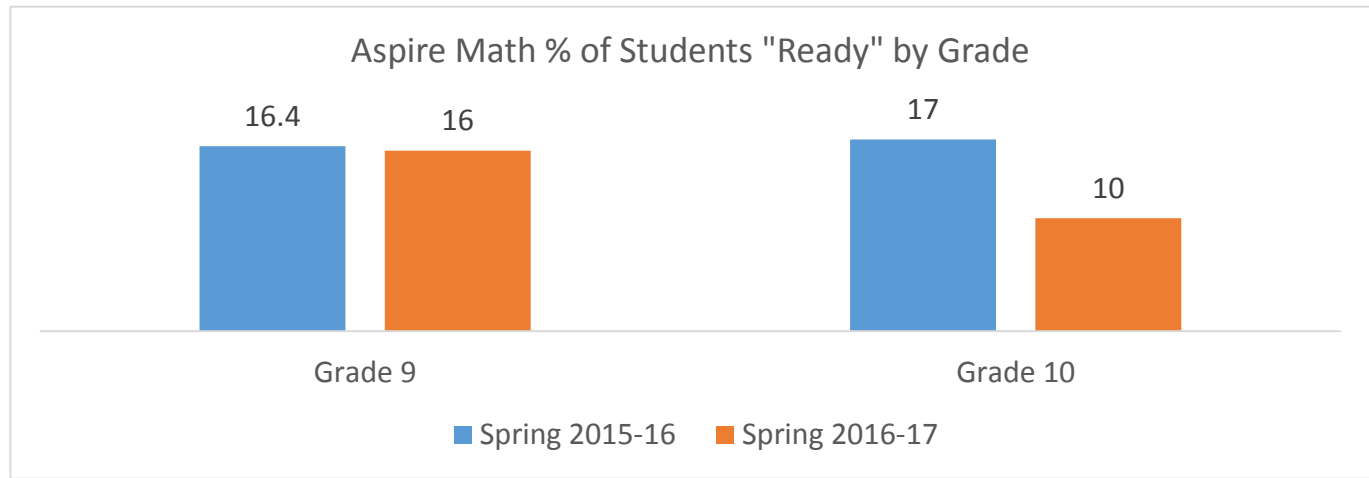
Forward Math  
% of Students Proficient/Advanced



**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 decreased by 0.4% for 9<sup>th</sup> grade and decreased 7% for 10<sup>th</sup> grade.



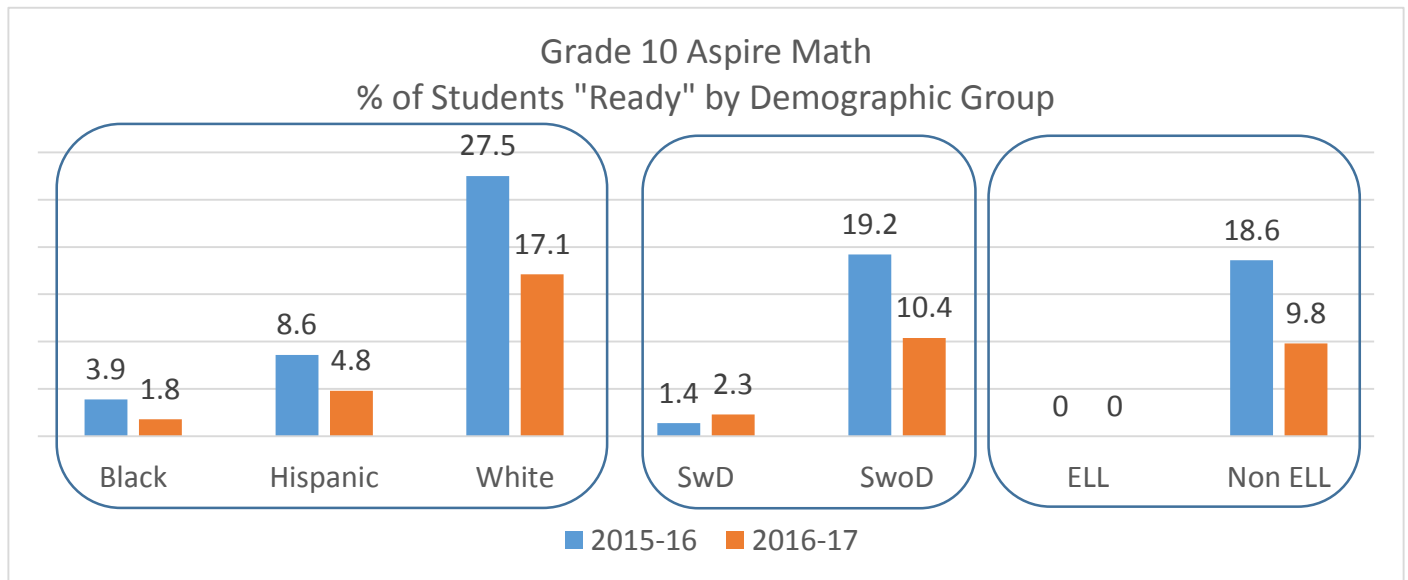
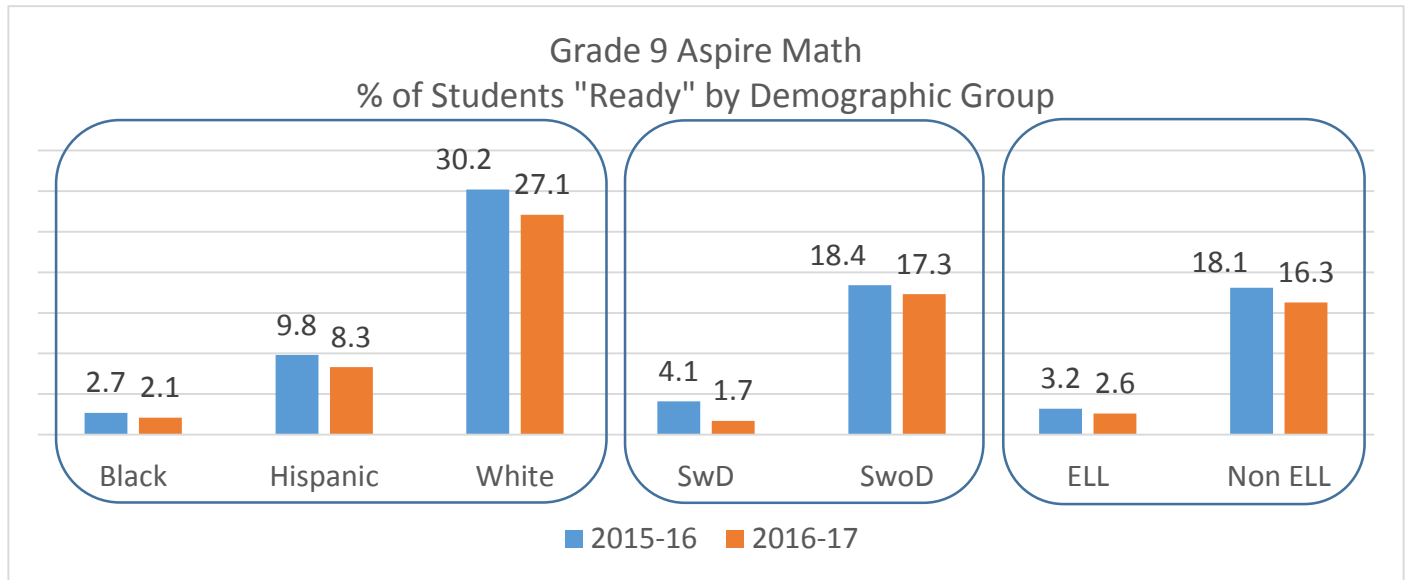
*“Ready” means students are on track to meet the ACT College Readiness Benchmark in mathematics.*

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

**Improvement Needed**

**Evidence:**

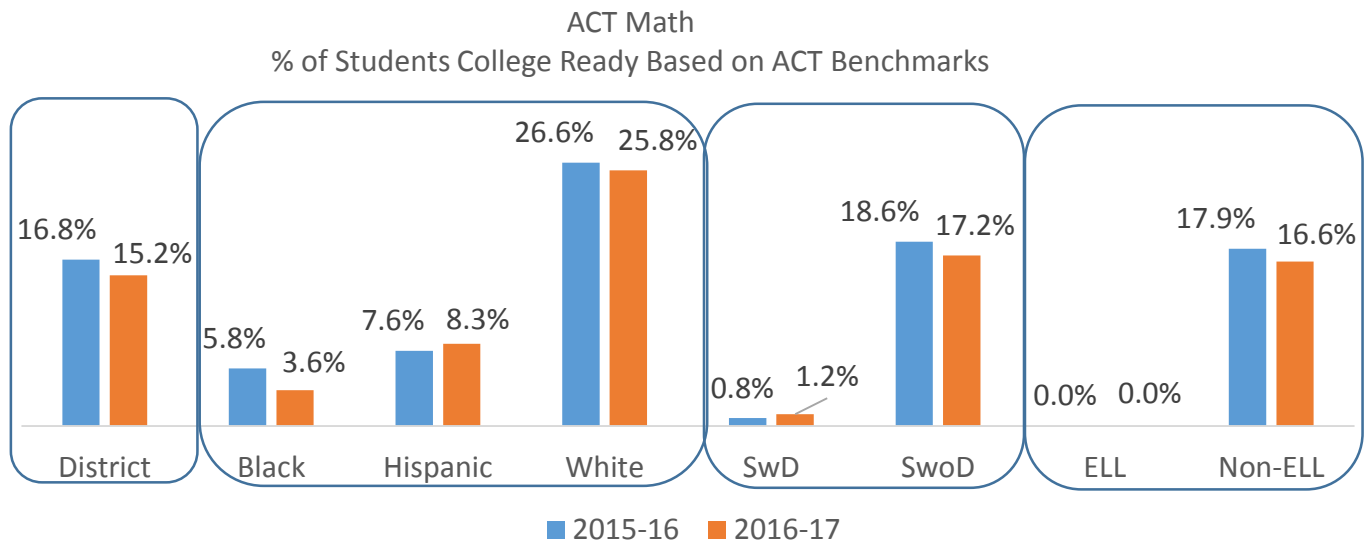
- There was a decrease in all demographic groups in 9<sup>th</sup> grade on the Aspire mathematics assessment.
- The 10<sup>th</sup> grade Aspire mathematics assessment showed: a decrease in 5 demographic groups, no change in 1 group and an increase in one group (students with disabilities).



**Indicator 6:** The percent of students at/above the College Ready benchmark on the ACT mathematics assessment will increase each year.

**Improvement Needed**

**Evidence:** There was an overall 1.6% decrease in the percent of students at/above the College Ready benchmark. The demographic groups for Hispanic and special education both increased.



## Capacity Building:

### R-2.1

- The process to record and track goal attainment for our K-8 students for both mathematics and reading in the MAP assessment was implemented 2016-2017. Work continues with staff to help identify how to set appropriate goals and action plans with students. The new NWEA student profile report will help teachers work with students to set personalized instructional focus goals on specific areas of need. The CAO team and the Assessment and Accountability team will work on a timeline and plan of implementation for this new report.

### R-2.2

- Additional professional learning with Instructional Coaches and Department chairs with the online curriculum repository, Build Your Own Curriculum (BYOC), will provide teachers with access to all district curriculum. Additionally, teachers can share lessons and common assessments through this program. Parents can also view all approved district curriculum.
- The Department of ELL and Bilingual Education continues to provide support for Spanish resources for mathematics to align with the new curriculum.
- Targeted tutoring for 11<sup>th</sup> grade ELL students in skills directly related to the ACT test will help improve scores.
- The expansion of the online virtual 6<sup>th</sup> grade math class now includes all elementary schools with qualifying students.
- A blended version (pilot) of the online virtual 6<sup>th</sup> grade math class began at the start of 2017-2018 in one school. This model will be closely monitored and evaluated for effectiveness and possible expansion.
- Continue to support and accelerate the Response to Intervention (RtI) processes for struggling and advanced students.
- A shift to a Standards Based Learning system (for K-8 Math, Algebra I, Algebra II and Geometry) in 2017-2018 will provide staff the tools to appropriately measure their students' level of understanding of skills and adjust their instruction accordingly.
- Standards based learning professional learning throughout the 2017-2018 school year will continue to help teachers better understand and use the standards for lesson plan development.
- The Office of Curriculum and Instruction is adding two mathematics coaches to focus on 8<sup>th</sup> grade math. Their role will include working with 8<sup>th</sup> grade teachers to develop lessons based on standards, intervention and remediation for struggling students including the use of ALEKS (an adaptive online math program), implementing best practice instructional strategies and more.
- ALEKS pilot classrooms identified in grades 6 and 7. Additional computers included.
- ALEKS implemented in high school Algebra lab classes. Additional computers included.
- Targeted professional learning was provided in the summer of 2017 for all Algebra teachers in both 8<sup>th</sup> grade and high school. The work continues into the 2017-2018 school year. The focus will be on implementing best practice instructional strategies, using data to drive instruction and planning with the standards in mind.



**Racine Unified School District  
Results Monitoring Report**

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

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:

1. Reading
2. Math
3. Language Arts
4. Writing
5. Science
6. Social Studies
7. Arts, including Music, Art and Drama
8. Technology
9. Physical Education

Students will graduate career and/or college ready, having successfully completed career or technical programs; and/or, graduate with an ACT score at or above the state average (22).

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.

**EXECUTIVE SUMMARY**

This R-2 reporting period covers the 2016-2017 school year. RUSD students continue to make progress in reading according to the state FORWARD assessment.

**MAP (Grades K-8)**

- Personalized goal setting
  - 83.5% of students K-8 had MAP goals in Infinite Campus
- Percent of students meeting/exceeding growth targets
  - Decreased 2.7% overall in grades K-8
  - Increased in Kindergarten, 1<sup>st</sup> and 5<sup>th</sup> grades
  - Largest increase in Kindergarten: 4%
- Percent of students at/above the College and Career Readiness benchmark (CCR)
  - New reporting this year
  - Compared to last year; decrease of 0.7% overall K-8
  - Increased in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup> grades
  - Increase in 1 of 7 demographic groups: ELL

**Forward (Grades 3 through 8)**

- Increase in percent of students proficient/advanced on the FORWARD exam – 2.2%
  - 5 out of 6 grades increased – 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>
  - Increase in 6 of 7 demographic groups

**Aspire (Grades 9 and 10)**

- There was a 2% increase in the percent of students scoring “ready” in grade 9
- There was a 3% decrease in the percent of students scoring “ready” in grade 10

**ACT (Grade 11)**

- There was an overall 1.1% decrease in the percent of students scoring College Ready on the ACT Reading benchmark.

With respect to Results Policy R-2 (Academic Achievement-Reading), the Board finds that the District and the Superintendent are **failing to make reasonable progress.**

Section	Making / Failing to Meet Reasonable Progress or Improvement Needed	Directive	Notes
R-2.1	Improvement Needed	Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.	
R-2.2	Improvement Needed	Each student will achieve at or above grade level in reading.	

Compliance Progress	2014-15	2015-16	2016-17
<i>Indicators Making Reasonable Progress</i>	1	1	0
<i>Indicators Failing to Make Reasonable Progress</i>	0	0	0
<i>Improvement Needed</i>	1	1	2
<i>% In Compliance</i>	50%	50%	0%

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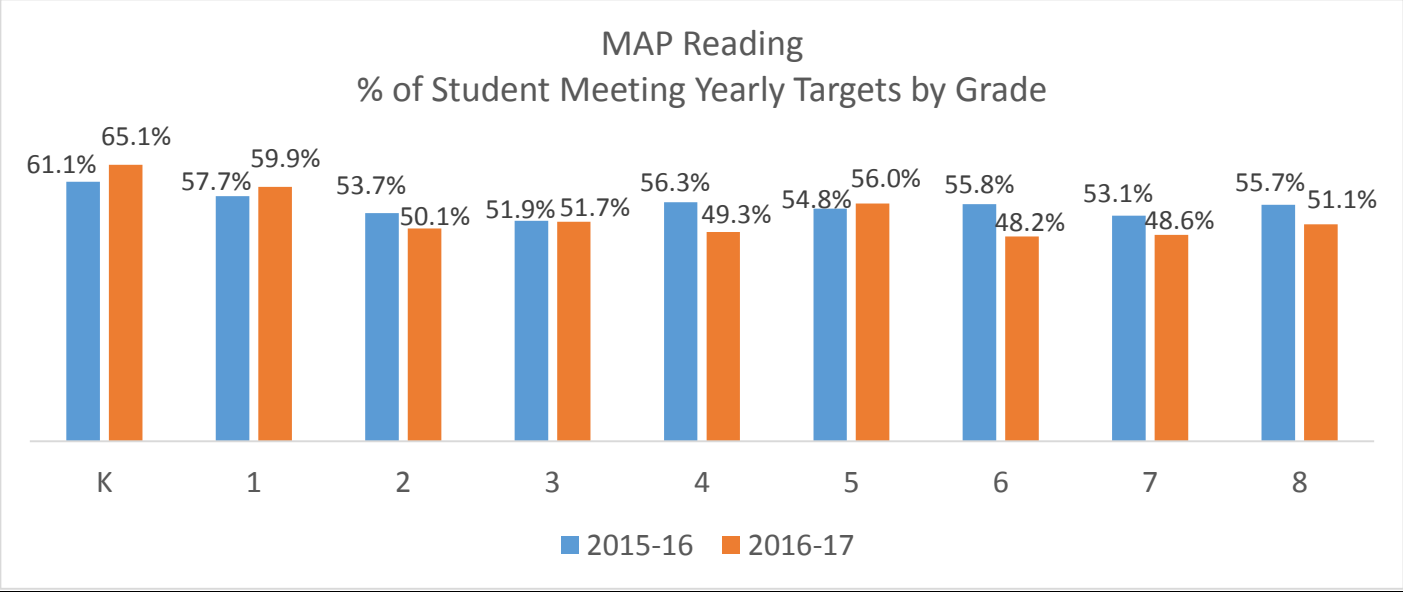
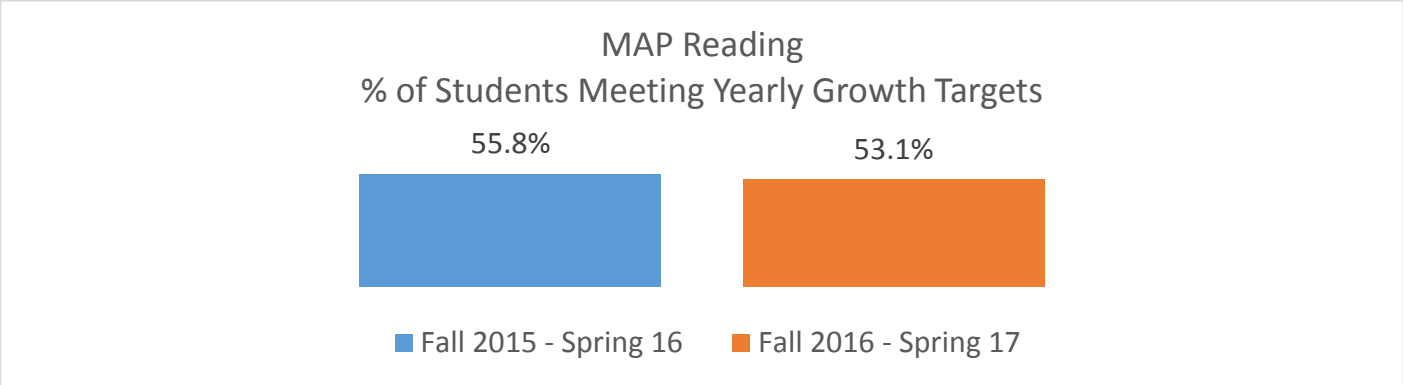
**Interpretation:** The Board expects high levels of performance in reading as a result of every student reaching annual personalized reading goals. Personalized reading goals will be established in the fall for all students K-8. Teachers collaboratively plan with students to set an annual personalized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

<b>Indicator 1:</b> Every student K-8 will have an annual personalized reading goal based on Fall assessment measures entered into the Student Information System.	<b>Improvement Needed</b>
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**Evidence:** In 2016-17, 83.5% of students in grades K-8 had personalized MAP reading goals (10,073 of 12,063) recorded.

<b>Indicator 2:</b> 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.	<b>Improvement Needed</b>
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**Evidence:** There was a decrease of 2.7 in the percent of students meeting individual MAP targets districtwide. There was an increase in 3 out of 9 grades.



Data not available disaggregated by demographics



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

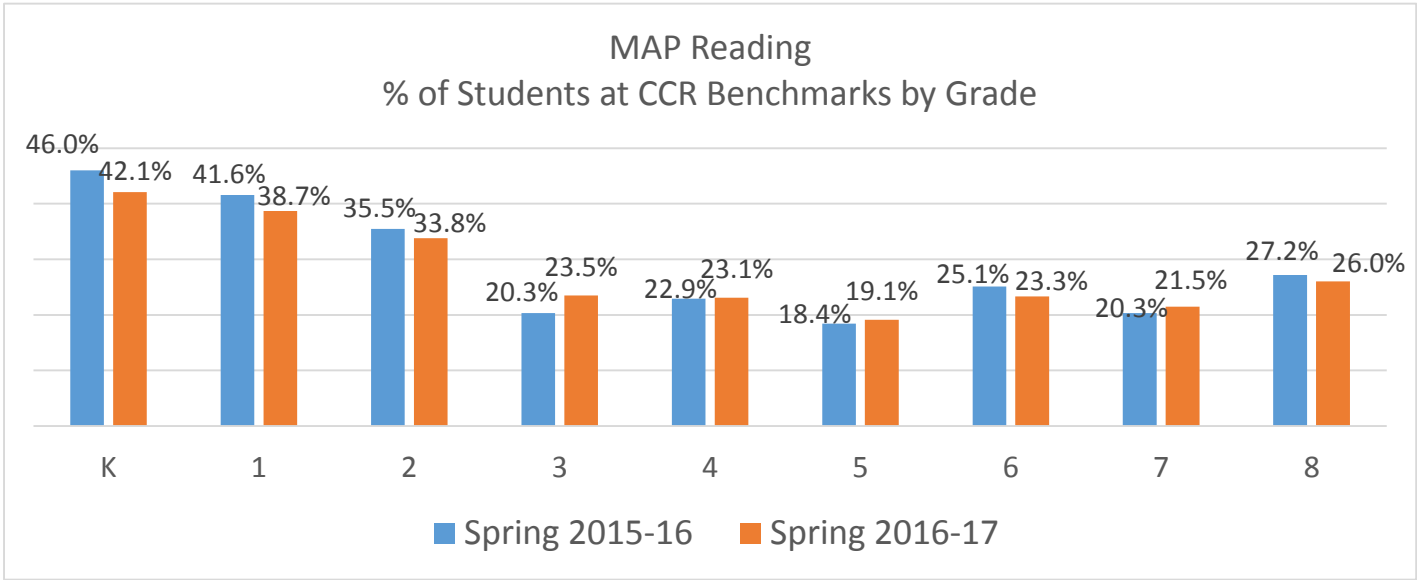
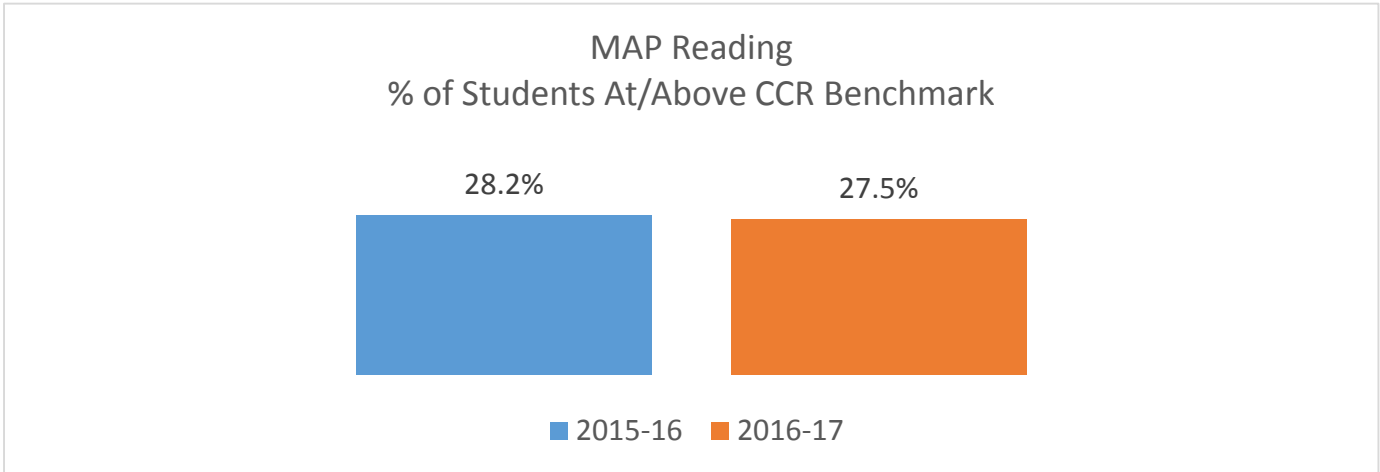
*Improvement Needed*

**Interpretation:** The Board of Education expects every student to perform at or above grade level proficiency in reading 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 College and Career Readiness benchmark (CCR) in reading on the MAP assessments will increase each year.

**Improvement Needed**

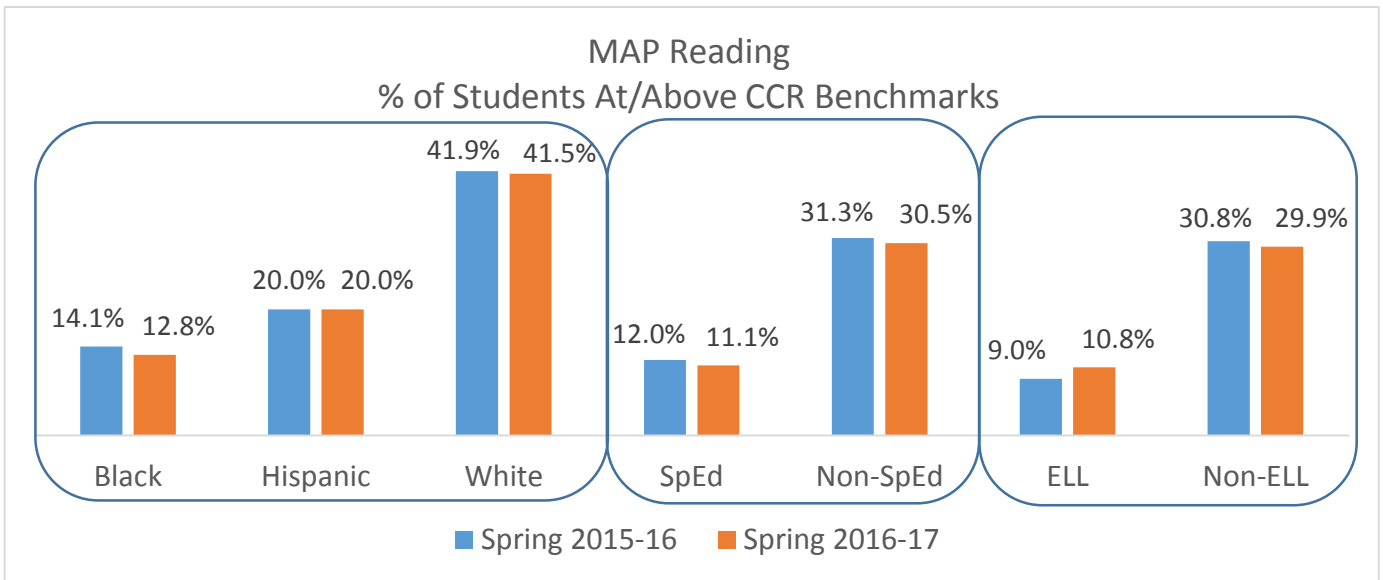
**Evidence:** There was a decrease of 0.7 in the percent of students at/above the CCR benchmarks districtwide. There was an increase in 4 out of 9 grades.



**Indicator 2:** The percent of students in targeted demographic group in grades K - 8 at the CCR benchmark in reading on the MAP assessments will increase each year.

**Improvement Needed**

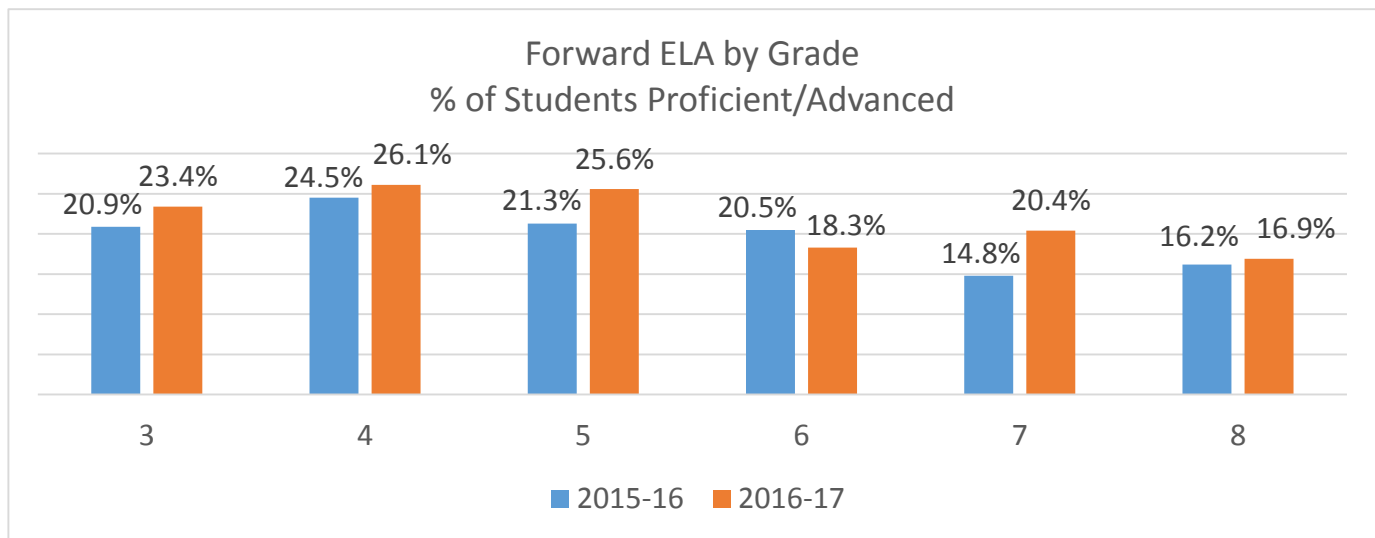
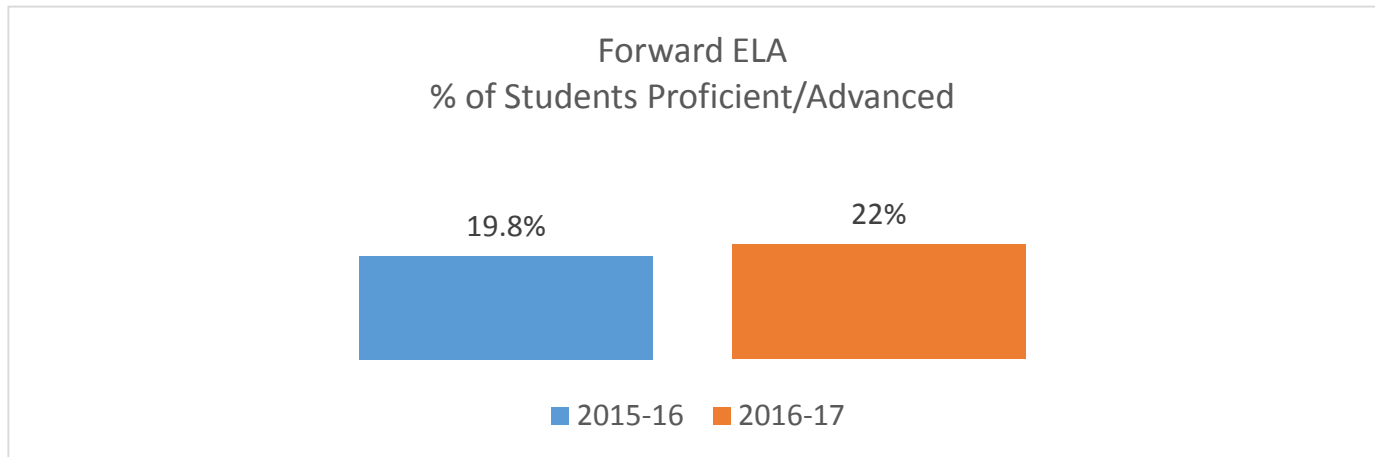
**Evidence:** All demographic groups declined except for ELL.

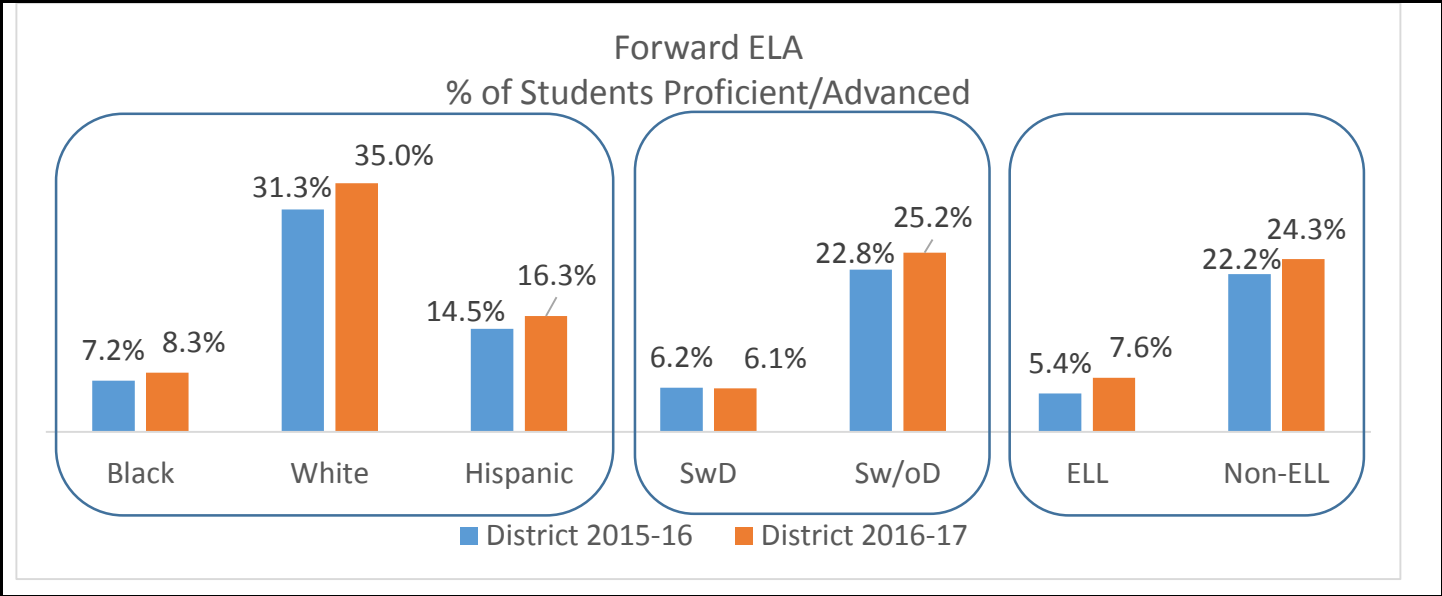


**Indicator 3:** The percent of students in grades 3-8 proficient/advanced on the Forward Exam ELA assessments will increase each year.

**Reasonable Progress**

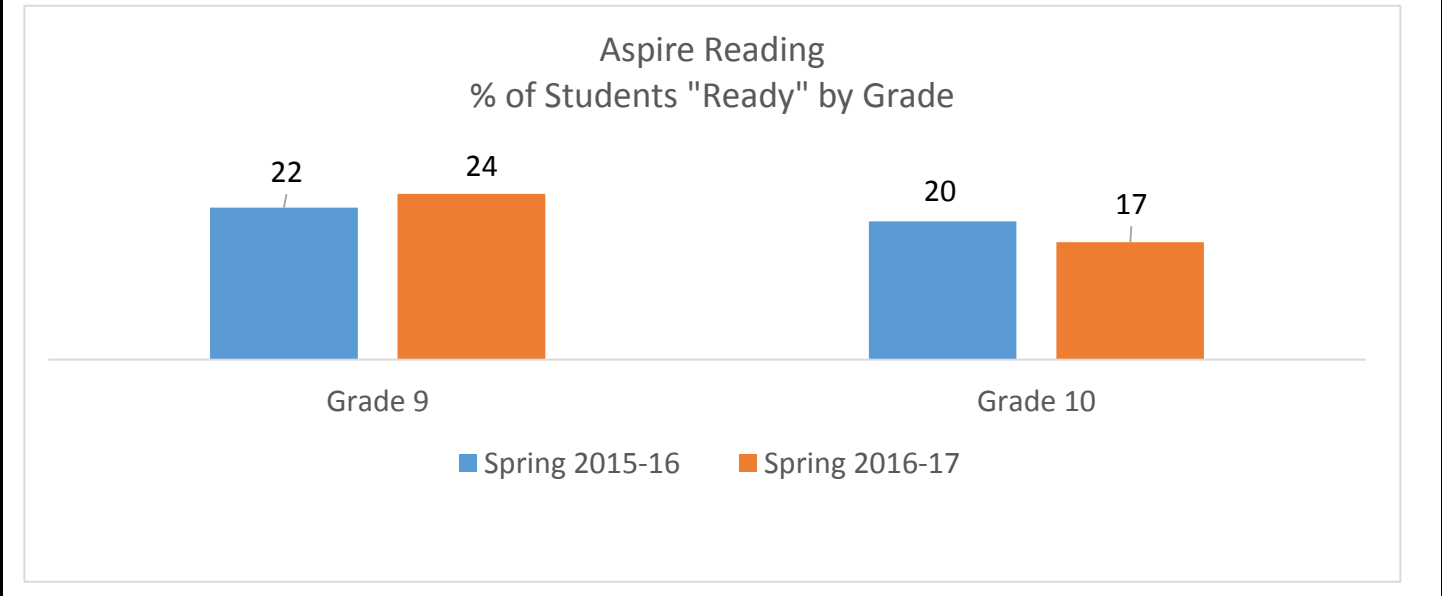
**Evidence:** The percent of students scoring proficient/advanced in ELA on the Forward Exam increased 2.2% districtwide. There was an increase in 5 out of 6 grades tested. There was an increase in 6 out of 7 demographic groups.





<b>Indicator 4:</b> The percent of students in grades 9 and 10 “ready” on the Aspire reading assessments will increase each year.	<b>Improvement Needed</b>
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**Evidence:** The percent of students showing “readiness” on the Aspire reading assessment increased 2% for 9<sup>th</sup> grade and decreased 3% for 10<sup>th</sup> grade.



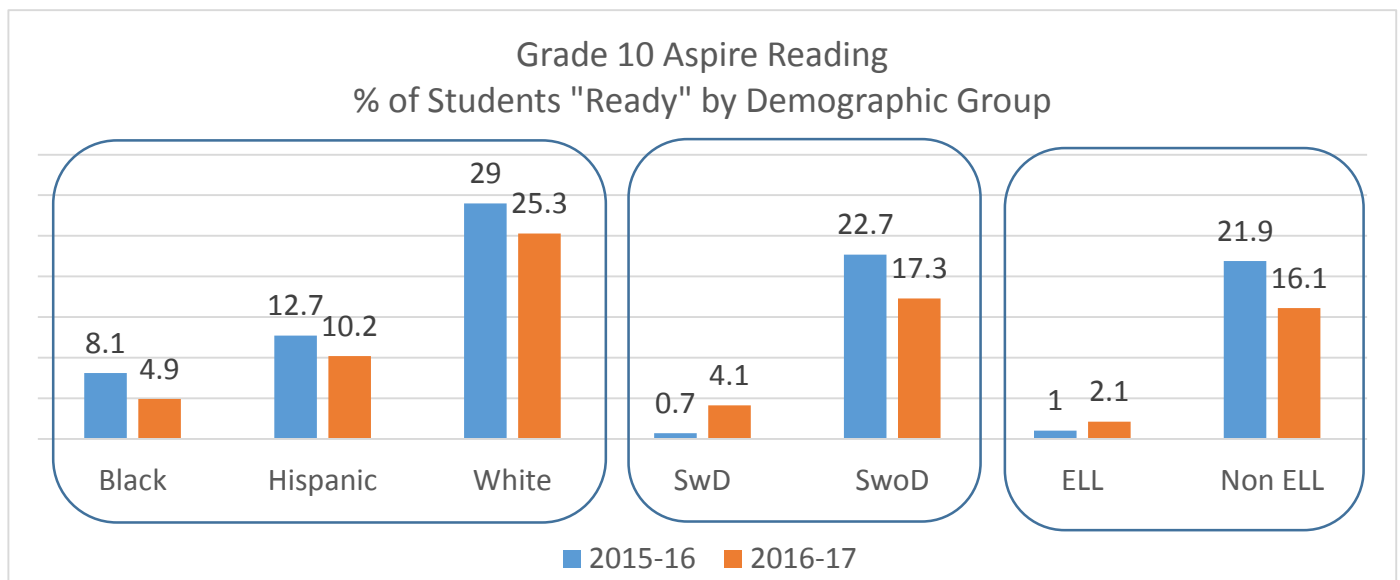
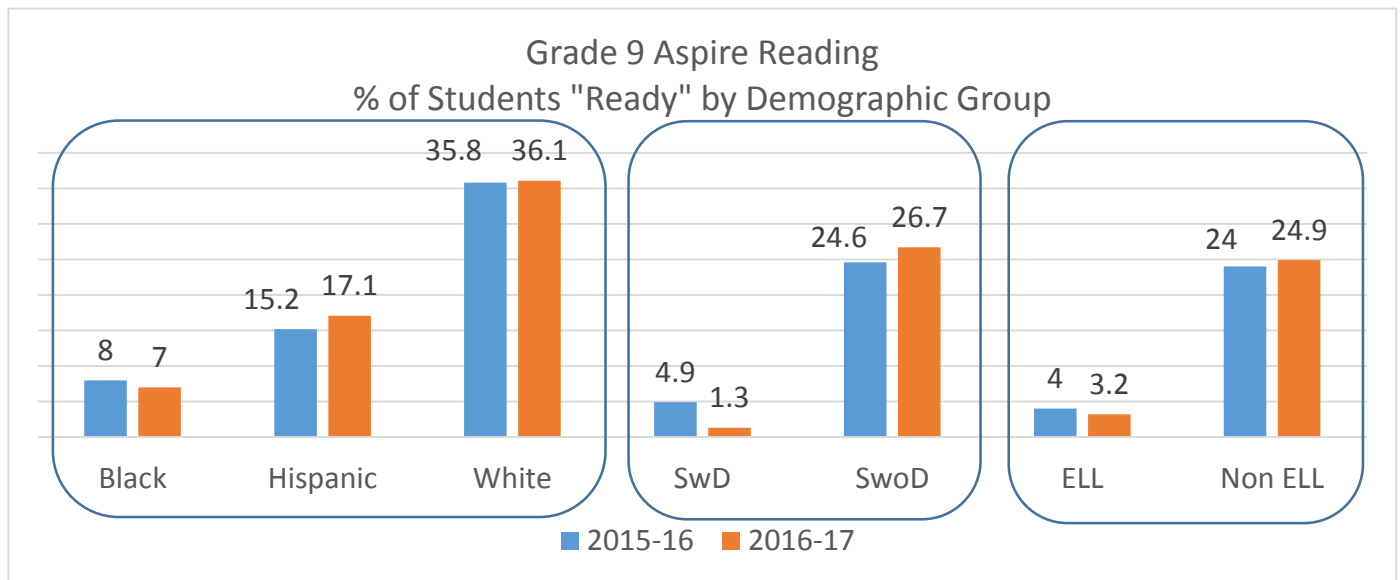
“Ready” means students are on track to meet the ACT College Readiness Benchmark in reading.

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

**Improvement Needed**

**Evidence:**

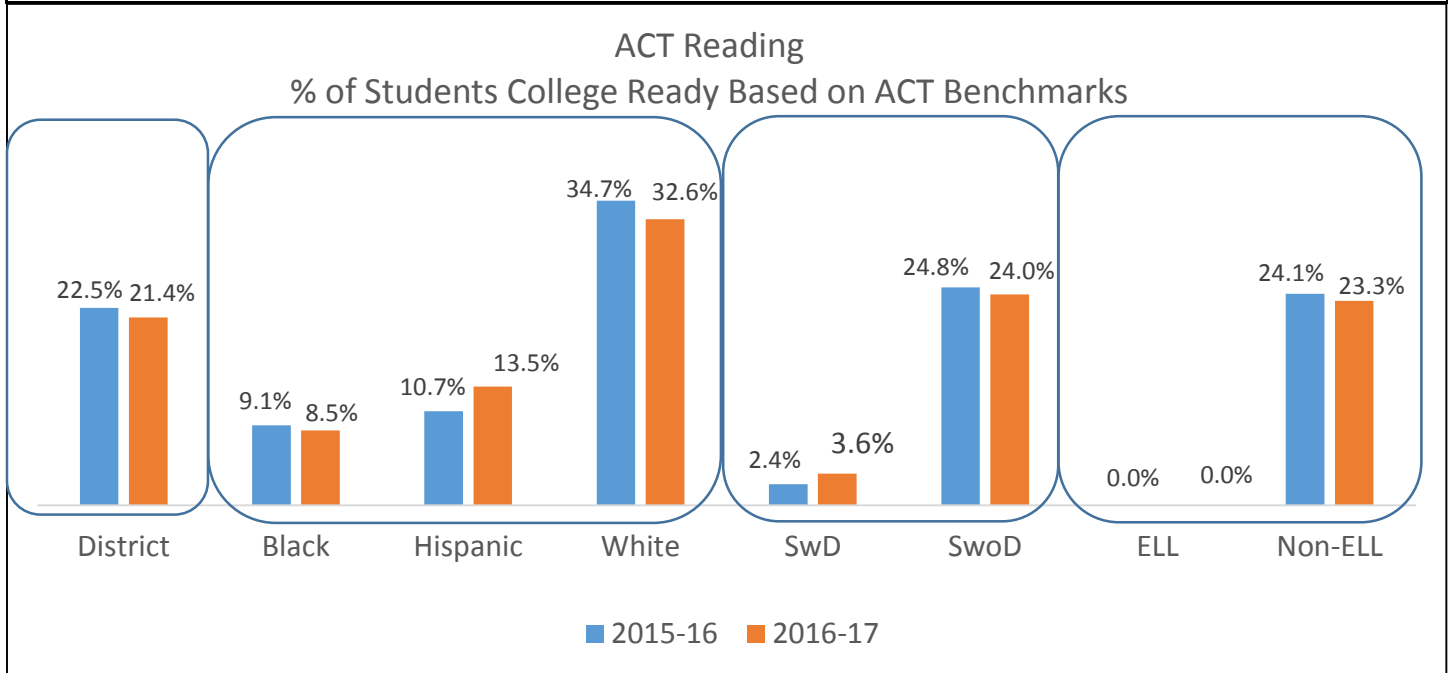
- There was an increase in 4 of 7 demographic groups for 9<sup>th</sup> grade.
- There was an increase in 2 of 7 demographic groups for 10<sup>th</sup> grade.



**Indicator 6:** The percent of students at/above the College Ready benchmark on the ACT reading assessment will increase each year.

**Improvement Needed**

**Evidence:** There was an overall 1.1% decrease in the percent of students at/above the College Ready benchmark. Demographic groups: Hispanic and special education both increased.



## Capacity Building

### R-2.1

- The process to record and track goal attainment for our K-8 students for both mathematics and reading in the MAP assessment was implemented in 2016-2017. Work continues with staff to help identify how to set appropriate goals and action plans with students. A new NWEA student profile report will help teachers work with students to set personalized instructional focus goals on specific areas of need. The CAO team and the Assessment and Accountability team will work on a timeline and plan of implementation for this new report.

### R-2.2

- Additional professional learning with Instructional Coaches and Department chairs with the online curriculum repository, Build Your Own Curriculum (BYOC), will provide teachers with access to all district curriculum. Additionally, teachers can share lessons and common assessments through this program. Parents can also view all approved district curriculum.
- The Bilingual/ELL Office will continue to focus on implementation of the new English-Language Arts curriculum. Refinement and alignment of Racine Integrated Biliteracy Units (RIBs) to reflect the district adopted workshop model. Fidelity of implementation and training on integration between the Calkins workshop and the *Urow Biliteracy* (bridging between languages) frameworks are the priority. All aligned units will be available on BYOC by the end of the 2017-2018 school year.
- The 2017-2018 school year adds an additional 17 Racine Early Intervention (REI) reading teachers being trained to provide more classroom teachers to work with students at or below a first grade reading level.
- As part of the Higher Expectations Race, Equity and Inclusion project, professional learning and support for 1<sup>st</sup> and 2<sup>nd</sup> grade reading has begun for 3 elementary schools (North Park, Wadewitz and Julian Thomas).
- The Chief Academic Office (CAO) team continues to work with teachers to teach how to study and use strand data for the MAP assessment, CPAA and specific triangulation of data with our state assessment.
- The CAO team will 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 2017-2018 school year will also help teachers better understand and use the standards for lesson development. Instructional planning and teaching to the standards will improve student performance.
- Professional development and intensive support for teachers on the current reading standards is being provided.
- Support will continue to be provided for teachers accepted to the Teacher's College professional learning for Reader's/Writer's workshop and other professional learning opportunities sponsored by TC.
- Additional computers for comprehensive high school English classes to help facilitate blended and online learning have been provided.



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

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

**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**

The Board of Education expects the Superintendent to cooperate with the Board’s financial auditor, file timely reports with the Department of Public Instruction, maintain financial records in accordance with Generally Accepted Accounting Principles, publish Annual Financial Report - Appendix C, and take corrective action to address audit findings. In addition, the Superintendent cannot allow deficit spending, expend reserve funds, transfer monies from one fund to another, and expend funds that significantly differs from the Board approved budget without the approval of the Board of Education.

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

**EXECUTIVE SUMMARY**

This report monitors OE-6 (Financial Administration-External) policy for July 1, 2016-June 30, 2017 and is brought to the Board of Education upon completion of the annual financial audit following the closure of the fiscal year. The External Audit for the 2016-17 fiscal year was performed by Schenck CPAs and the audit opinion was “unmodified” which, under accounting terms, is considered a “clean” opinion. There were no identified material weaknesses and no internal control findings.

Improvements were made related to recommendations made in the 2015-16 audit.

- Policies and procures are being developed and implemented related to funds and bank accounts at schools.

Therefore, OE-6 was accepted as “In Compliance” for 2015-16 (10 out of 10 areas compliant) and for 2016-17 OE-6 is again being submitted as being “In Compliance”.

**With respect to Operational Expectation 6 (Financial Administration - External), the Board accepts the report as fully compliant and appreciates the work of all involved staff for fully meeting the report standards and delivering a ‘clean’ audit.**

Section	IC / NIC	Directive	Notes
<i>The Superintendent will:</i>			
6.1	IC	Coordinate and cooperate with the Board’s appointed financial auditor for an annual audit of all District funds and accounts.	
6.2	IC	Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.	



6.3	IC	Publish a financial condition statement annually.	
6.4	IC	Include in the monitoring report the action plan and timeline of the auditor recommendations, if any, in the annual report.	
<b><i>The Superintendent may not:</i></b>			
6.5	IC	Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including use of fund balances, the authorized transfer of funds from reserve funds, and tax anticipation notes.	
6.6	IC	Permanently transfer money from one fund to another.	
6.7	IC	Allow any required financial reports to be overdue or inaccurately filed.	
6.8	IC	Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures or statute.	
6.9	IC	Commit to expenditures from an account without an adequate appropriation and budget transfers to accommodate the expenditure.	
6.10	IC	Invest funds in investments that are not secured or that are not authorized by law.	

**IC = In Compliance    NIC = Not In Compliance**

<b>Compliance Progress</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<i>Indicators In Compliance</i>	9	10	10
<i>Indicators Not In Compliance</i>	1	0	0
<i>% In Compliance</i>	90%	100%	100%

<p><b>6.1 The Superintendent will:</b>          Coordinate and cooperate with the Board’s appointed financial auditor for an annual audit of all District funds and accounts.</p>	<p><i><b>In Compliance</b></i></p>
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**Interpretation:** The Board of Education expects the Superintendent to provide the auditors with all requested information, access to District’s financial systems and support as the auditors perform the annual financial audit.

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

<p><b>Indicator:</b> Annual Financial Report, Appendix C, Appendix C indicates District cooperation.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The auditor’s statement in the Management Letter indicates cooperation. <i>(See page 3 of the auditor’s Management Communications - Appendix A)</i></p>	

<p><b>6.2 The Superintendent will:</b> Keep complete and accurate financial records by funds and accounts in accordance with generally recognized principles of governmental accounting.</p>	<p><i><b>In Compliance</b></i></p>
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**Interpretation:** The Board of Education expects the Superintendent to keep all financial records compliant with Generally Accepted Accounting Principles (GAAP).

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

<p><b>Indicator:</b> The Auditor’s opinion indicates compliance with accounting principles.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The auditor’s statement in the Annual Financial Report, Appendix C indicates compliance with accounting principles. <i>(See page 1 of the Annual Financial Report - Appendix C)</i></p>	

<b>6.3 The Superintendent will:</b> Publish a financial condition statement annually.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to publish the official audited financial report prepared each fiscal year and make it available on the District website.

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

<b>Indicator 1:</b> Annual Financial Report, Appendix C, is presented to the Board for acceptance and submitted to DPI each year on or before the due date.	<b>In Compliance</b>
<b>Evidence 1:</b> The Annual Financial Report - Appendix C, was accepted by the Board on December 18, 2017.	
<b>Evidence 2:</b> The Audited Financial Statement is scheduled to be submitted by the auditor to DPI by December 1, 2017. <i>(See School Financial Services - Appendix B)</i>	
<b>Indicator 2:</b> The Annual Financial Report - Appendix C, is published on the District’s website immediately after acceptance of the Board.	<b>In Compliance</b>
<b>Evidence:</b> The Annual Financial Report - Appendix C, will be made available on the District website once the Audited Financial Statement is submitted to DPI.	

<p><b>6.4 The Superintendent will:</b>          Include in the monitoring report the action plan and timeline of the auditor recommendations, if any, in the annual report.</p>	<p><i>In Compliance</i></p>
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**Interpretation:** The Board of Education expects the Superintendent to act on auditor recommendations to bring the findings or recommendations into compliance.

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

<p><b>Indicator:</b> There are 3 auditor recommendations for FY 2016-17</p>	<p><b>In Compliance</b></p>
<p><b>Evidence 1:</b> The Management Letter of the audit includes 3 recommendations related to financial administration of the District.</p> <ol style="list-style-type: none"> <li>1. It is recommended that the district establish a set of uniform internal control policies and procedures to be implemented at all District schools, detailing controls over student activities receipts, disbursements and bank reconciliations. In addition, it is also recommended that all student activity accounts be evaluated for its purpose and determined whether or not they fit the Wisconsin DPI Agency Fund guidelines.</li> <li>2. It is recommended that the District re-evaluate its current process for recording private purpose trust fund (fund 72) transactions to better reflect the actual activity throughout the year.</li> <li>3. It is recommended that the District Finance, Special Education and Human Resources departments work together to enhance controls over licensing of staff. In addition, it is recommended the District consider implementing quarterly or semi-annual reviews of all personnel coded to project 011 in the accounting system. It was also recommended that the Special Education department review DPI's guidance on allowable costs and regularly review transactions posted to the project 011 expense accounts to ensure only allowable costs are included.</li> </ol>	

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

<p><b>6.5 The Superintendent may not:</b>  Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds, and tax anticipation notes.</p>	<p><i>In Compliance</i></p>
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**Interpretation:** The Board of Education expects the Superintendent to disallow deficit spending in the General Fund (Fund 10, the District’s operating fund).

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

<p><b>Indicator 1:</b> Funds that were expended over what had been received in which fund balances were used were approved and authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The General Fund (Fund 10) operating revenue balance on June 30, 2017 was \$268,536,548. The General Fund (Fund 10) operating expense and fund transfers was \$266,162,916 which is a difference of \$2,373,632 or .88%. (See page 15 of the Annual Financial Report - Appendix C.)</p>	
<p><b>Indicator 2:</b> Fund 10 fund balance at 6/30/2016 is less than the previous 6/30 fund balance with Board authorized fund balance use.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Fund 10 balance on June 30, 2017, is \$2,373,632 more than on June 30, 2016. (See page 15 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/17 Fund 10 balance equals \$43,898,756</li> <li>• 6/30/16 Fund 10 balance equals \$41,525,124</li> </ul>	
<p><b>Indicator 3:</b> Capital Projects Funds on 6/30/17 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Capital Projects fund balance on June 30, 2017 is \$3,129,786 greater than on June 30, 2016. (See page 15 of the Annual Financial Report - Appendix C.)</p> <ul style="list-style-type: none"> <li>• 6/30/17 Capital fund balance equals \$11,069,891</li> <li>• 6/30/16 Capital fund balance equals \$7,940,105</li> </ul>	
<p><b>Indicator 4:</b> Other Government Funds on 6/30/17 are less than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Other Government fund balance on June 30, 2017 is \$1,300,633 more than on June 30, 2016. (See page 15 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/17 Other Government fund balance equals \$5,228,911</li> <li>• 6/30/16 Other Government fund balance equals \$3,928,278</li> </ul> <p>Note: The increase in Other Governmental Fund balance is due to an increased fund balance in the Community service and Debt Service funds.</p>	
<p><b>Indicator 5:</b> Fiduciary Funds on 6/30/17 are more than the previous 6/30 fund balance with any use of fund balance authorized by the Board.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Fiduciary Fund balance on June 30, 2017 is \$273,669 greater than on June 30, 2016. (See pages 17-18 of the Annual Financial Report - Appendix C)</p> <ul style="list-style-type: none"> <li>• 6/30/17 Fiduciary fund balance equals \$8,933,455</li> <li>• 6/30/16 Fiduciary fund balance equals \$8,659,786</li> </ul>	

<b>6.6 The Superintendent may not:</b> Permanently transfer money from one fund to another.	<i>In Compliance</i>
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**Interpretation:** The Board of Education expects the Superintendent to seek Board approval prior to implementing a permanent transfer between funds, except to the Special Education Funds (Fund 27) as required by state statute or as part of grant indirect cost proceeds.

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

<b>Indicator:</b> Any fund transfer indicated in the Annual Financial Report - Appendix C, was approved by the Board of Education, except as required for special education fund or as part of grant indirect cost proceeds.	<b>In Compliance</b>
<b>Evidence 1:</b> The Fund 10 to Fund 27 required transfer was \$52,244,412. <i>(See page 59 of Annual Financial Report - Appendix C)</i>	
<b>Evidence 2:</b> Interfund transfers, other than for the Special Education Fund, amounted to \$480,525 <i>(See page 31 of the Annual Financial Report - Appendix C)</i> . Those transfers were approved by the Board of Education as part of adoption of the Original Budget and budget adjustments approved May 15, 2017.	

<b>6.7 The Superintendent may not:</b> Allow any required financial reports to be overdue or inaccurately filed.	<i><b>In Compliance</b></i>
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**Interpretation:** The Board of Education expects the Superintendent to file all financial reports with DPI in a correct manner and within required due dates including authorized extensions.

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

<b>Indicator:</b> 100% of DPI Status and Due Dates report show compliance and accuracy.	<b>In Compliance</b>
<b>Evidence:</b> All finance reports indicated in the DPI Status and Due Dates table were submitted by the designated due date. (See <i>School Financial Services - Appendix B</i> )	

*Note: This was an area that was reported as being not in compliance on the last monitoring report.*



<p><b>6.8 The Superintendent may not:</b> Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures or statute.</p>	<p><i><b>In Compliance</b></i></p>
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**Interpretation:** The Board of Education expects the Superintendent to ensure that controls are in place to assure compliance to accounting rules and that when audited, the controls have no material weaknesses.

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

<p><b>Indicator:</b> Management report identifies no material weaknesses or deficiencies related to internal control.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> No material weaknesses were identified. <i>(See pages 63-64 of the Annual Financial Report - Appendix C; and page 2 of the Management Communication - Appendix A)</i></p>	
<p><b>Evidence:</b> No deficiency was identified related to the financial operations of the District. <i>(See page 2 of the Management Communication - Appendix A)</i></p>	

<p><b>6.9 The Superintendent may not:</b> Commit to expenditures from an account without an adequate appropriation and budget transfers to accommodate the expenditure.</p>	<p><i><b>In Compliance</b></i></p>
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**Interpretation:** The Board of Education expects the Superintendent to stay within the approved budget and bring significant budget adjustments to the Board for approval and publication per DPI requirements.

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

<p><b>Indicator 1:</b> Significant budget adjustments were submitted to the Board of Education for approval.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> Budget adjustments of approximately \$1.96 million in revenues/savings, \$913,000 in expenditures and \$2.2 million in other financing sources were brought to the Board for approval. (See <i>Budget Adjustments 2016-17 May 15, 2017</i>)</p>	
<p><b>Indicator 2:</b> The Annual Financial Report, Appendix C finds no material violations due to budgetary procedures used by the District.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> The Annual Financial Report - Appendix C found no material violations related to budget procedures. (See <i>page 54 of the Annual Financial Report - Appendix C</i>)</p>	

<p><b>6.10 The Superintendent may not:</b> Invest funds in investments that are not secured or that are not authorized by law.</p>	<p><i>In Compliance</i></p>
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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.

<p><b>Indicator 1:</b> The District uses legal services to minimize investment losses to the District.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 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 2016-17 Annual Financial Report, Appendix C - Pages 26-28)</p>	
<p><b>Indicator 2:</b> No losses are incurred by the District on deposits and investments.</p>	<p><b>In Compliance</b></p>
<p><b>Evidence:</b> 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 2017. (See the 2016-17 Annual Financial Report - Appendix C, Pages 26-28)</p>	

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

### 1. Audit Recommendations:

- a) **School Bank Accounts:** The audit management communication includes a recommendation to develop internal control policies and procedures related funds and bank accounts at schools. The Finance Department will continue to work in this area and a study group has been convened to meet this objective. The recommendations of this study group may result in a restructuring of work in this area.
- b) **Private Purpose Trust Fund:** The auditor management letter also recommends that the District update their processes for recording transactions in the Private Purpose Trust Fund (Fund 72) to better reflect the actual activity throughout the year. The Finance Department is implementing procedures to meet this objective. Over the past year 172 accounts were changed to be properly accounted for in the special revenue fund (Fund 21). In addition, accounting procedures for recording revenue expense transactions are now being utilized.
- c) **Special Education Staff Licensing:** The management letter also recommended the Human Resources Department, Finance Department and Special Education Department work together to enhance controls over licensing of all staff and that quarterly reviews be conducted to assure staff licensing aligns with the accounting system. Staff from these departments will coordinate to address these recommendations.

**RACINE UNIFIED SCHOOL DISTRICT  
RACINE, WISCONSIN**

**MANAGEMENT COMMUNICATIONS**

**JUNE 30, 2017**

**RACINE UNIFIED SCHOOL DISTRICT**  
June 30, 2017

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To the Board of Education  
Racine Unified School District  
Racine, Wisconsin

We have audited the financial statements of the governmental activities, the each major fund, and the aggregate remaining fund information of the Racine Unified School District (the "District") for the year ended June 30, 2017. The District's financial statements, including our report thereon dated [REDACTED] 2017, are presented in a separate audit report document. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, Uniform Guidance and *State Single Audit Guidelines*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Our Responsibilities Under U.S. Generally Accepted Auditing Standards, *Government Auditing Standards*, Uniform Guidance and *State Single Audit Guidelines*

As stated in our engagement letter dated May 1, 2017, our responsibility, as described by professional standards, is to express opinions about whether the financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on major federal and state programs in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance and the *State Single Audit Guidelines*.

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with Uniform Guidance and the *State Single Audit Guidelines*, we examined, on a test basis, evidence about the District's compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Compliance Supplement" and the *State Single Audit Guidelines* applicable to each of its major federal and state programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the District's compliance with those requirements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our correspondence about planning matters.

Significant Audit Findings

*Consideration of Internal Control*

Financial Statements

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2017, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing our auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Our report on internal control over financial reporting and on compliance and other matters is presented on pages [REDACTED] of the annual report.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore material weaknesses or significant deficiencies may exist that were not identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses.

Federal and State Awards

In planning and performing our audit of compliance for each major federal and state program, we considered the District's internal control over compliance (internal control) as a basis for designing audit procedures for the purpose of expressing our opinion on compliance requirements that could have a direct and material effect on each of the District's major federal and state programs for the year ended June 30, 2017, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Our report on internal control over compliance is presented on pages [REDACTED] of the annual report.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore material weaknesses or significant deficiencies may exist that were not identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that noncompliance of the District's major federal or state award programs will not be prevented, or detected and corrected, on a timely basis. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses.

*Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note A to the financial statements. As described in Note C.5. to the financial statements, the District changed accounting policies relating to pension benefits by adopting Governmental Accounting Standards Board Statement No. 73, *Accounting and Financial Reporting for Pension and Related Assets That Are Now Within the Scope of GASB Statement 68*, No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans* and No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, in 2017. Accordingly, the cumulative effect of the accounting change as of the beginning of the year is reported in the statement of activities. We noted no significant transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. To the best of our knowledge, all significant transactions have been recognized in the financial statements in the proper period.



Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates included in the financial statements were:

Management's estimate of the supplemental pension plan and related deferred outflows/inflows of resources is based on an actuarial report. We evaluated the key factors and assumptions used to develop the supplemental pension benefits in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the depreciable life of the capital assets is based upon analysis of the expected useful life of the capital assets. We evaluated the key factors and assumptions and the consistency in these factors and assumptions used to develop the depreciable life in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the incurred, but not reported (IBNR) insurance reserves are based on actuarial projections of the expected cost of the ultimate settlement and administration of claims. We evaluated the key factors and assumptions used to develop the reserves in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability (asset) and related deferred outflows/inflows of resources is based on information received from the Wisconsin Retirement System. We evaluated the key factors and assumptions used to develop the net pension liability (asset) and related deferred outflows/inflows of resources in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's estimate of the fair value of the investments is based on ending market values as of June 30, 2017 as reported by the investment managers. We evaluated the key factors and assumptions used in valuing the investments in determining that they are reasonable in relation to the consolidated financial statements taken as a whole.

Management's estimates of the other post-employment benefits and related deferred outflows/inflows of resources are based on an actuarial report. We evaluated the key factors and assumptions used to develop the pension and other post-employment benefits in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

#### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### *Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. Copies of the audit adjustments are available from management. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

#### *Disagreements with Management*

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during the course of our audit.

*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated [REDACTED], 2017. The management representation letter follows this communication.

*Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the District’s financial statements or a determination of the type of auditors’ opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District’s auditors. However, these discussions occurred in the normal course of our professional relationship and, to the best of our knowledge, our responses were not a condition to our retention.

In addition, during our audit, we noted certain other matters that are presented for your consideration. We will review the status of these comments during our next audit engagement. Our comments and recommendations are intended to improve the internal control or result in other operating efficiencies. We will be pleased to discuss these matters in further detail at your convenience, perform any additional study of these matters, or assist you in implementing the recommendations. Our comments are summarized in the comments and observations section of this report.

*Other Matters*

We applied certain limited procedures to the management’s discussion and analysis, the budgetary comparison information, and the schedules relating to pensions and other post-employment benefits, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information, which accompanies the financial statements but is not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

*Restriction on Use*

This information is intended solely for the use of Board of Education, management, and others within the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

Certified Public Accountants  
Green Bay, Wisconsin  
[REDACTED], 2017

## OTHER COMMENTS AND OBSERVATIONS

1. **Student Activity**

Consistent processing procedures over student activity records maintained at each school are an important internal control area we review during the audit because of the decentralized nature of these transactions and bank accounts. Accordingly, we randomly selected seven District schools to test their procedures relating to receipts, disbursements, and monthly bank reconciliations. We have summarized our results below:

Overall Comments

- Principal funds are being used throughout the schools for various items such as staff meeting meals, soda machines, etc.
- A deposit slip is not being used by the teachers/advisors when making deposits, thus teachers/advisors are not always receiving receipts and the funds being deposited are not verified against what is being received.
- Debit cards are being used to purchase student activity related items under the control of the advisor and/or secretary without a formal policy in place.
- Segregation of duties with respect to authorization, custody, and recordkeeping functions may not always be optimal.

Horlick High School

- See comments above regarding the use of principal funds and segregation of duties.

Park High School

- Receipts are being numbered by the day versus being prenumbered and continuous.
- There is currently not a consistent schedule for timely depositing and reconciling of receipts.
- Instruction related accounts are currently classified in Fund 60 and should be Fund 10 or 21.

Case High School

- See comments above regarding the use of principal funds and segregation of duties.

Gilmore Middle School

- See comment above regarding segregation of duties.
- Instruction related accounts are currently classified in Fund 60 and should be Fund 10 or 21.

Jerstad Middle School

- See comments above regarding principal funds, deposit slips, and segregation of duties.
- No standardized process currently exists for collecting funds and receipting.
- Manual check was used for disbursement.

Jerstad Elementary School

- See comments above regarding principal funds and segregation of duties.
- Principal/general accounts are being used for items such as teacher breakfasts.
- Supporting documentation was unavailable for select disbursements.
- No standardized process currently exists for collecting funds and receipting.

We recommend the District establish a set of uniform internal control policies and procedures to be implemented at all the District's schools, specifically detailing controls over student activities receipts, disbursements, and bank reconciliations. In establishing these policies and procedures, it is important to emphasize adequate monitoring, approvals, and segregation of duties. Further, we recommend that all student activity accounts be evaluated for its purpose and determined whether or not they fit the Wisconsin Department of Public Instruction's Agency Fund Guidelines definition to ensure they should continue to be recorded within pupil activity funds. In conjunction with evaluating the accounts, determine if they would be better fit for a special revenue trust fund or an agency fund for scholarships. During testing, it was found that there are scholarship accounts being treated as student activity.

**OTHER COMMENTS AND OBSERVATIONS (Continued)****2. Private Purpose Trust Fund**

The District currently records private purpose trust fund (fund 72) transactions using only balance sheet accounts. As a result, reclassifications are required to properly report revenues and expenses in the District's financial statements.

While the financial activity in the fund is insignificant to the overall operations of the District, additional effort is required to segregate financial transactions and properly report balances. Accordingly, we recommend the District re-evaluate its current process for recording these transactions to better reflect the actual activity throughout the year.

**3. Special Education Aid Grant Management**

State special education aid was selected as a state major program in accordance with the requirements of the *State Single Audit Guidelines* for the 2016-17 fiscal year. Out testing of compliance focuses on a number of compliance requirements, including the requirement that District staff working in the special education program be properly licensed for the students they instruct. Wisconsin Department of Public Instruction (DPI) provides us with a list of District staff reported by the District as working in the special education program and their related license as contained in DPI's licensing database.

In 2016-17, this comparison identified ten employees and not being properly licensed at the point in time of the comparison. These employees require resolution during our audit. We determined that four individuals received their license after the report was generated, leading to the District being able to code their costs to aidable lines. In addition, four additional individuals were terminated during the year and their corresponding costs were not charged to an aidable line. The final two individuals had applied for emergency licenses and they were in process at the time of the report. In prior years, this list of individuals to be subsequently reviewed during the audit process has exceeded twenty.

We recommend the District's Finance office, Special Education department, and Human Resources department work together to continue to enhance controls over licensing of all staff and the preparation of the annual fall staffing report. We recommend considering implementing quarterly or semi-annual reviews of all personnel coded to project 011 in the accounting system. During these reviews, each staff's license would be reviewed in comparison to DPI's Valid Reporting and License Codes matrix and their job assignment and adjustments in the general ledger would be made as needed at that time. We also recommend the Special Education department review DPI's guidance on allowable costs and regularly review the transactions posted to project 011 expense accounts to ensure only allowable costs are included.

## **APPENDIX**



## Racine (4620)

### Status & Due Dates

This page summarizes the reports collected by the School Financial Services team. The team collects data to fulfill its responsibility to pay state aids or it collects data required by statute. Forms specific to district **auditors** are listed last under [Auditor Due Dates](#).

Explanations of the columns below can be found at [Column Explanations](#).

See this page in Excel

#### Go To

- [District Home](#)
- [Financial Data](#)
- [Non-Financial Data](#)

- [Change District](#)

#### People

- [PI-1500 Contacts](#)
- [Contact History](#)
- [Auditor](#)
- [SFS Consultants](#)
- [Program Contacts](#)

#### Related Links

- [SPED Licensure](#)
- [All-District Reports](#)
- [Activity Reports](#)
- [SFS Data Warehouse](#)



### Reports and Due Dates

Status	Due Date	FY	Data Collected	Form	Initial Submission	Last Changed	Open Date
✓	Sep 30 '16	2017	<a href="#">Transfer of Service</a>	5000	Sep 16 '16		Apr 26 '16
✓	Jul 21 '17	2017	<a href="#">School Calendar</a>	1505- Calendar	Jul 20 '17	Jul 20 '17	May 15 '17
✓	Aug 18 '17	2017	<a href="#">School Census / CSF</a>	1505- Census	Aug 18 '17	Aug 18 '17	Jul 03 '17
✓	Sep 01 '17	2017	<a href="#">PI-1505-AC Aid Certification</a>	1505-AC	Sep 01 '17	Sep 01 '17	Jul 14 '17
✓	Sep 22 '17	2017	<a href="#">Annual Report (PI-1505)</a>	1505	Sep 21 '17	Sep 21 '17	Jul 14 '17
✓	Sep 22 '17	2017	<a href="#">Special Ed - Annual PI-1505-SE</a>	1505- SE-Ann	Sep 20 '17		Jul 14 '17
✓	Sep 29 '17	2018	<a href="#">Pupil Count - September</a>	1563- Sept	Sep 29 '17	Sep 29 '17	Sep 15 '17
✓	Sep 29 '17	2018	<a href="#">Pupil Count - Summer</a>	1804	Sep 29 '17	Sep 29 '17	Jul 10 '17
optional	Sep 29 '17	2018	<a href="#">Pupil Transportation Summer</a>	1547-SS	Not submitted		Jul 11 '17
✓	Sep 29 '17	2018	<a href="#">Youth Challenge Academy - September</a>	1563- YCA	Oct 03 '17	Oct 03 '17	Sep 15 '17
optional	Oct 06 '17	2017	<a href="#">Supplemental Aid</a>	1588	Not submitted		Jul 01 '17
✓	Oct 13 '17	2017	<a href="#">Intra-District Transfer Program</a>	1542	Oct 31 '17		Sep 01 '17
✓	Oct 27 '17	2017	<a href="#">State Tuition Claim</a>	1524	Oct 27 '17		Jul 21 '17
✓	Nov 07 '17	2018	<a href="#">Tax Levy</a>	401	Oct 31 '17	Oct 31 '17	Oct 18 '17
optional	Dec 01 '17	2017	<a href="#">High-Cost Special Ed Claim</a>	1570	Pending		Aug 21 '17
✓	Dec 01 '17	2018	<a href="#">Budget Report (PI-1504)</a>	1504	Nov 13 '17	Nov 13 '17	Oct 18 '17
Pending	Dec 01 '17	2018	<a href="#">Special Ed - Budget PI-1504-SE</a>	1504- SE-Bud	Pending		Oct 18 '17
Prerequisite	None	2017	<a href="#">PI 1500 Contacts Report</a>	1500			Always Open
opens 1/12/18	Jan 26 '18	2018	<a href="#">Pupil Count - January</a>	1563- Jan			Jan 12 '18
opens 2/15/18	Mar 16 '18	2018	<a href="#">Youth Challenge Academy - January</a>	1563- YCA			Feb 15 '18
opens 4/13/18	May 15 '18	2018	<a href="#">SAGE Classroom Expansion Claim</a>	7206			Apr 13 '18
opens 5/6/18	Jul 06 '18	2018	<a href="#">Pupil Transportation</a>	1547			May 06 '18

**Auditor Due Dates**

<b>Status</b>	<b>Due Date</b>	<b>FY</b>	<b>Data Collected</b>	<b>Form</b>	<b>Initial Submission</b>	<b>Last Changed</b>	<b>Open Date</b>
✓	Sep 15 '17	2017	<a href="#">Audited Fund Balances (wizard)</a>	1506-FB	Sep 15 '17	Sep 15 '17	Jul 14 '17
✓	Sep 15 '17	2017	<a href="#">PI-1506-AC Auditor Aid Cert</a>	1506-AC	Sep 15 '17	Sep 20 '17	Jul 14 '17
✓	Sep 22 '17	2017	<a href="#">Special Ed - No Valid License Worksheet (District)</a>	xxxx	Sep 21 '17		Jul 14 '17
✓	Dec 01 '17	2017	<a href="#">Audited Financial Statements</a>	xxxx	Dec 01 '17		Jul 14 '17

[Go to Top](#)

Questions about this page should be directed to [dpifin@dpi.state.wi.us](mailto:dpifin@dpi.state.wi.us).

**RACINE UNIFIED SCHOOL DISTRICT  
RACINE, WISCONSIN**

**ANNUAL FINANCIAL REPORT**

**JUNE 30, 2017**



**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

June 30, 2017

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**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

June 30, 2017

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## INDEPENDENT AUDITORS' REPORT

To the Board of Education  
Racine Unified School District  
Racine, Wisconsin

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Racine Unified School District, (the "District") as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2017, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

### ***Change in Accounting Principle***

As discussed in Note C.5., the District adopted new accounting guidance, GASB Statements No. 73, *Accounting and Financial Reporting for Pension and Related Assets That Are Now Within the Scope of GASB Statement 68*, No. 74, *Financial Reporting for Postemployment Benefit Plans* and No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Our opinions are not modified with respect to these matters.

### ***Other Matters***

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages [REDACTED] through [REDACTED] and the budgetary comparison information and the schedules relating to pensions and other postemployment benefits on pages [REDACTED] through [REDACTED] be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The financial information listed in the table of contents as supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards and schedule of state financial assistance are presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the *State Single Audit Guidelines* issued by the Wisconsin Department of Administration and are also not a required part of the basic financial statements.

The supplementary information and schedules of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information, the schedule of expenditures of federal awards and the schedule of state financial assistance are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

### ***Report on Summarized Financial Information***

We have previously audited the District's 2016 financial statements, and our report dated December 19, 2016, expressed unmodified opinions on those respective financial statements of the governmental activities, each major fund and the aggregate remaining fund information. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016, is consistent, in all material respects, with the audited financial statements from which it has been derived.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated [REDACTED] 2017, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Certified Public Accountants  
Green Bay, Wisconsin  
[REDACTED] 2017

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**



## Racine Unified School District

3109 Mount Pleasant Street, Racine, WI 53404  
Financial and Budget Services

### Management's Discussion and Analysis For the Year Ended June 30, 2017

#### FINANCIAL HIGHLIGHTS

- The District's overall financial position, as reflected in total net position, decreased \$1,602,737 during the 2016-2017 fiscal year. A cumulative effect of change in accounting principle due to the implementation of GASB Statement Nos. 73, 74, and 75 decreased net position an additional \$67,278,023. (See pages 12 - 13).
- The District's governmental fund balance reported an increase of \$6,804,051 compared to an increase of \$736,219 in the prior year. The increases primarily were in the General Fund of \$2,373,632 and Capital Project Fund of \$3,129,786. The increase in the General Fund was primarily due to [REDACTED]. The increase in the Capital Projects Fund was due primarily due to [REDACTED].
- The District's reported capital assets increased by \$16,303,094 over the prior year. The increases were primarily due to the purchase of various land and the construction of two new school buildings and a large addition and improvements to another school building. (See page 9)

#### OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements are comprised of (1) district-wide financial statements, (2) fund financial statements, and (3) notes to the financial statements. In addition, other information supplementary to the basic financial statements is provided.

##### Government-Wide Financial Statements

- The district-wide financial statements are the Statement of Net Position and the Statement of Activities. These statements present an aggregate view of the District's finances in a manner similar to private-sector business. Both statements distinguish governmental activities from business-type activities.
- The Statement of Net Position presents information on all of the District's assets, deferred outflows/inflows of resources and liabilities, with the difference reported as net position.
- The Statement of Activities presents information showing how the District's net position changed during the year.

## **Fund Financial Statements**

- The District also produces fund financial statements, the Balance Sheet and the Statement of Revenue, Expenditures, and Changes in Fund Balance.
- A fund is a group of related accounts that is used to maintain control over resources that have been segregated for specific activities. The District, like other state and local governments, uses fund accounting to demonstrate compliance with finance related legal requirements. Fund statements generally report operations in more detail than the district-wide statements.
- The District has two types of funds: governmental, and fiduciary. Governmental funds are: general, special revenue, special education, special project, debt service, and capital projects. The District has three fiduciary funds. A private purpose trust fund accounts for financial resources to benefit specified beneficiaries, an employee benefit trust fund accounts for District and retiree contributions for post-retirement health and dental coverage and an agency fund to account for funds of student organizations.
- Financial information is presented separately on the Balance Sheet and the Statement of Revenue, Expenditures, and Changes in Fund Balance for the general fund and capital projects fund as they are considered to be major funds. Data for all other funds is combined into a single aggregated column. Data for each of these individual non-major funds is provided separately as supplementary information.
- The District serves as a trustee, or fiduciary, for student organizations and for certain trust beneficiaries. The assets of these funds do not directly benefit nor are under the direct control of the District. The District's responsibility is limited to ensuring the assets reported in these funds are used only for their intended purposes. Fiduciary activities are excluded from the district-wide financial statements because the District cannot use these assets to finance its operations.
- The District adopts an annual appropriated budget for its general fund. A budgetary comparison statement for the general fund has been provided to demonstrate compliance with this budget.

## **Notes to the Financial Statements**

The notes to the financial statements provide additional information that is essential to the full understanding of the data provided in the district-wide and fund financial statements. The notes follow the financial statements for the fiduciary funds.



## FINANCIAL ANALYSIS

### The District as a Whole

#### Net Position

Table 1, below, provides a summary of the District's statement of net position for the year ended June 30, 2017 with a comparison to the prior year.

<b>Table 1</b>			
<b>Condensed Statement of Net Assets</b>			
<b>(in thousands of dollars)</b>			
	School District		%
	2017	2016	Change 2016-17
<b>Assets</b>			
Current assets	\$ 85,014	\$ 81,129	4.8%
Capital assets	166,156	149,853	10.9%
<b>Total Assets</b>	<b>251,170</b>	<b>230,982</b>	<b>8.7%</b>
<b>Deferred Outflows</b>			
Related to pension	64,411	83,496	-22.9%
Related to other post-employment benefits	207	-	N/A
Loss on advance refunding	49	77	-36.4%
<b>Total Deferred Outflows</b>	<b>64,667</b>	<b>83,573</b>	<b>-22.6%</b>
<b>Liabilities</b>			
Long-term obligations	207,124	134,120	54.4%
Other liabilities	25,554	28,346	-9.8%
<b>Total Liabilities</b>	<b>232,678</b>	<b>162,466</b>	<b>43.2%</b>
<b>Deferred Inflows</b>			
Related to pension	33,337	33,386	-0.1%
<b>Net Position</b>			
Net investment in capital assets	63,608	53,417	19.1%
Restricted	15,562	11,258	38.2%
Unrestricted	(29,348)	54,028	-154.3%
<b>Total Net Position</b>	<b>\$ 49,822</b>	<b>\$ 118,703</b>	<b>-58.0%</b>

(The calculation of net position uses a historical cost for land and school buildings that may not accurately reflect the current market value.)

## Change in Net Position

Table 2, below, shows the changes in net position for the fiscal year ended June 30, 2017 with a comparison to the prior year.

	School District		%
	2017	2016	Change 2016-17
<b>Revenues</b>			
Program Revenues			
Charges for services	\$ 2,564	\$ 2,349	9.2%
Operating grants and contributions	53,966	52,989	1.8%
General Revenues			
Property taxes	85,405	85,619	-0.2%
State Formula aid	148,476	141,035	5.3%
Interest	142	59	140.7%
Other	756	1,272	-40.6%
<b>Total Revenues</b>	<b>291,309</b>	<b>283,323</b>	<b>2.8%</b>
<b>Expenses</b>			
Instruction	150,963	151,003	0.0%
Pupil and instructional services	47,334	42,490	11.4%
Administration and business	60,852	61,336	-0.8%
Central services and Insurance	10,136	9,863	2.8%
Interest on debt	2,583	2,623	-1.5%
Non-program	20,194	15,146	33.3%
Community services	850	715	18.9%
<b>Total Expenses</b>	<b>292,912</b>	<b>283,176</b>	<b>3.3%</b>
Cumulative Change in Accounting Principle	(67,278)	-	
<b>Change in Net Position</b>	<b>\$ (68,881)</b>	<b>\$ 147</b>	

General revenues (all revenue except operating grants and contributions and charges for services) provide about 81% of the funding for governmental activities. Racine Unified School District relies on state formula aid and property taxes for 51% and 29%, respectively, of its governmental activities.

## Governmental Activities

### Net Cost of Governmental Activities

Table 3 reports the cost of seven major District activities. The table also shows each activity's net cost (total cost less fees generated by the activities and intergovernmental aid provided for specific programs). In all categories, program revenue did not keep pace with the increased cost of providing the service, thereby increasing reliance on general revenues.

	Total Cost of Services		Net Cost of Services		% Change
	2017	2016	2017	2016	2016-17
Instruction	\$ 150,963	\$ 151,003	\$ 117,322	\$ 118,913	1.4%
Pupil and instructional services	47,334	42,490	35,040	29,900	-14.7%
Administration and business	60,852	61,336	50,781	50,971	0.4%
Central services and insurance	10,136	9,863	9,739	9,737	0.0%
Interest on debt	2,583	2,623	2,583	2,623	1.5%
Non-program	20,194	15,146	20,171	15,029	-25.5%
Community services	850	715	746	665	-10.9%
Totals	\$ 292,912	\$ 283,176	\$ 236,382	\$ 227,838	-3.6%

**Governmental Funds**

The District completed the year with a total governmental fund balance of \$60.2 million, an increase of \$6.8 million from the prior year.

- Total general fund revenue for the year was \$1.7 million below budget.
- Total general fund program expenditures, including non-program transactions, was less than the budget by \$3.9 million.
- The original general fund budget forecasted a decrease in general fund balance of \$1.4 million while the final budget forecast a decrease of \$315 thousand while the actual results showed a \$2.4 million increase.
- The debt service funds fund balance had a net increase of \$488 thousand. The debt service fund balance will fluctuate from year to year because the fund balance must be at least equal to the amount of debt payments that are scheduled prior to January 20<sup>th</sup> of the subsequent year. The typical debt service schedule for the District requires interest payments prior to January 20<sup>th</sup> with an additional interest payment and principal payment occurring in March of each year.
- For fiscal year 2016-2017, the capital projects funds fund balance increased by \$3.1 million as debt was issued to fund various projects.

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

At the end of the 2017 fiscal year, the District had net capital assets of \$166.2 million in a broad range of capital assets, including buildings, sites, furniture, and equipment (see Table 4). Additional information about capital assets can be found in the notes to the financial statements.

	Totals School District		%
	2017	2016	Change 2016-17
Land	\$ 4,073	\$ 3,229	26.1%
Work in progress	7,628	43,919	-82.6%
Site improvements	6,182	5,302	16.6%
Buildings	134,972	84,921	58.9%
Machinery and equipment	13,301	12,482	6.6%
<b>Total</b>	<b>\$ 166,156</b>	<b>\$ 149,853</b>	<b>10.9%</b>

## Long-Term Debt and Other Obligations

At year end, the district had \$103 million in general obligation debt outstanding, an increase of \$7.1 million from last year. Additional information about the District's long-term liabilities is presented in the notes to the financial statements.

	Totals		%
	School District		Change
	2017	2016	2016-17
General obligation debt	\$ 91,154	\$ 90,798	0.4%
State Trust Fund Loans	11,975	5,225	129.2%
Premium on debt	2,270	2,323	-2.3%
Capital leases	1,969	-	N/A
Other post-employment benefits	86,985	18,743	364.1%
Pension benefits	12,392	877	0.0%
Compensated absences	379	374	1.3%
<b>Total</b>	<b>\$ 207,124</b>	<b>\$ 118,340</b>	<b>75.0%</b>

The district participates in the Wisconsin Retirement System (the "WRS"), a cost-sharing multiple employer pension plan, in addition to maintaining a separate supplemental pension plan. As a result, the district reports their proportionate share of the WRS net pension asset or liability. The WRS operates on a different fiscal year from the district; therefore, the pension information included in the district's annual financial report is derived from the WRS's year ended December 31, 2015. The district reported a pension liability of \$8 million as of June 30, 2017; The District implemented GASB Statement Nos. 73, 74, and 75 in 2016-17 resulting in the increase in other post-employment benefits and pension benefits listed above.

### CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances and to demonstrate the district's accountability for the money it receives. If you have questions about this report or need additional financial information, contact Marc Duff, Chief Financial Officer, Racine Unified School District, 3109 Mount Pleasant St., Racine, WI 53404.

## **BASIC FINANCIAL STATEMENTS**

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Statement of Net Position  
June 30, 2017  
(With summarized financial information as of June 30, 2016)

	Governmental Activities	
	2017	2016
<b>ASSETS</b>		
Cash and investments	\$ 55,249,917	\$ 48,128,280
Receivables		
Taxes	18,213,658	19,274,879
Accounts	286,233	398,247
Due from other governments	9,549,483	11,146,284
Inventories and prepaid items	1,715,361	2,181,789
Capital assets		
Land	4,072,735	3,228,786
Construction in progress	7,628,036	43,919,208
Site improvements	9,638,678	8,417,523
Buildings	198,789,281	144,505,287
Machinery and equipment	28,724,510	26,651,615
Less: Accumulated depreciation	(82,697,465)	(76,869,738)
<b>TOTAL ASSETS</b>	<u>251,170,427</u>	<u>230,982,160</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred outflows related to pension	64,410,521	83,495,758
Deferred outflows related to other post-employment benefits	206,645	-
Loss on advance refunding	49,118	77,187
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<u>64,666,284</u>	<u>83,572,945</u>
<b>LIABILITIES</b>		
Accounts payable	8,633,894	11,620,317
Accrued payroll liabilities	16,080,542	15,986,249
Accrued interest payable	736,835	610,087
Unearned revenues	55,498	110,736
Other liabilities	47,160	18,670
Long-term obligations		
Due within one year	9,868,916	8,123,739
Due in more than one year	97,878,538	90,596,431
Other post-employment benefits liability	86,984,840	18,742,797
Pension liability	12,391,426	16,656,387
<b>TOTAL LIABILITIES</b>	<u>232,677,649</u>	<u>162,465,413</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Deferred inflows related to pension	33,336,600	33,386,470
<b>NET POSITION</b>		
Net investment in capital assets	63,608,105	53,417,473
Restricted for		
Private gifts and donations	480,641	366,143
Grant expenditures	77,471	67,609
Debt service	1,043,697	682,200
Community service programs	843,856	212,339
Food service	2,046,411	1,989,900
Construction of capital assets	11,069,891	7,940,105
Unrestricted	(29,347,610)	54,027,453
<b>TOTAL NET POSITION</b>	<u>\$ 49,822,462</u>	<u>\$ 118,703,222</u>

The notes to the basic financial statements are an integral part of this statement.

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Statement of Activities  
 For the Year Ended June 30, 2017  
 (With summarized financial information for the year ended June 30, 2016)

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position	
		Charges for Services	Operating Grants and Contributions	Governmental Activities	
				2017	2016
Governmental Activities					
Instruction	\$ 150,963,269	\$ 735,359	\$ 32,905,665	\$ (117,322,245)	\$ (118,913,220)
Support services	118,320,768	1,723,106	21,037,198	(95,560,464)	(90,608,256)
Other					
Interest and fiscal charges	2,582,579	-	-	(2,582,579)	(2,622,834)
Community services	850,740	105,151	-	(745,589)	(664,963)
Non-program transactions	20,194,263	-	23,406	(20,170,857)	(15,029,101)
Total Other	<u>23,627,582</u>	<u>105,151</u>	<u>23,406</u>	<u>(23,499,025)</u>	<u>(18,316,898)</u>
Total Governmental Activities	<u>292,911,619</u>	<u>2,563,616</u>	<u>53,966,269</u>	<u>(236,381,734)</u>	<u>(227,838,374)</u>
General revenues					
Property taxes, levied for general purposes				74,526,577	78,689,657
Property taxes, levied for debt service				10,004,771	6,929,312
Other taxes				873,293	-
State and federal aids not restricted to specific functions				148,476,365	141,035,265
Interest and investment earnings				142,295	59,417
Miscellaneous				755,696	1,272,182
Total General Revenues				<u>234,778,997</u>	<u>227,985,833</u>
Change in net position				<u>(1,602,737)</u>	<u>147,459</u>
Net position - July 1, as originally reported				118,703,222	-
Cumulative change in accounting principle				<u>(67,278,023)</u>	-
Net assets - July 1, adjusted				<u>51,425,199</u>	<u>118,555,763</u>
Net position - June 30				<u>\$ 49,822,462</u>	<u>\$ 118,703,222</u>

The notes to the basic financial statements are an integral part of this statement.



**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

Balance Sheet

Governmental Funds

June 30, 2017

(With summarized financial information as of June 30, 2016)

	General	Capital Projects	Other Governmental Funds	Total Governmental Funds	
				2017	2016
<b>ASSETS</b>					
Cash and investments	\$ 40,649,655	\$ 11,339,266	\$ 3,260,996	\$ 55,249,917	\$ 48,128,280
Receivables					
Taxes	18,213,658	-	-	18,213,658	19,274,879
Accounts	244,562	-	41,671	286,233	398,247
Due from other funds	3,470,593	1,758,000	1,580,576	6,809,169	8,038,428
Due from other governments	9,008,859	-	540,624	9,549,483	11,146,284
Inventories	543,155	-	-	543,155	784,252
Prepaid items	1,172,206	-	-	1,172,206	1,397,537
<b>TOTAL ASSETS</b>	<b>\$ 73,302,688</b>	<b>\$ 13,097,266</b>	<b>\$ 5,423,867</b>	<b>\$ 91,823,821</b>	<b>\$ 89,167,907</b>
<b>LIABILITIES AND FUND BALANCES</b>					
<b>Liabilities</b>					
Accounts payable	\$ 8,633,894	\$ -	\$ -	\$ 8,633,894	\$ 11,620,317
Accrued payroll liabilities	16,080,542	-	-	16,080,542	15,986,249
Due to other funds	4,640,836	2,027,375	140,958	6,809,169	8,038,428
Unearned revenues	1,500	-	53,998	55,498	110,736
Other deposits payable	47,160	-	-	47,160	18,670
<b>Total Liabilities</b>	<b>29,403,932</b>	<b>2,027,375</b>	<b>194,956</b>	<b>31,626,263</b>	<b>35,774,400</b>
<b>Fund Balances</b>					
<b>Nonspendable</b>					
Inventories	543,155	-	-	543,155	784,252
Prepaid items	1,172,206	-	-	1,172,206	1,397,537
<b>Restricted</b>					
Private gifts and donations	-	-	480,641	480,641	366,143
Grant expenditures	-	-	77,471	77,471	67,609
Food service	-	-	2,046,411	2,046,411	1,989,900
Construction of capital assets	-	11,069,891	-	11,069,891	7,940,105
Debt service funds	-	-	1,780,532	1,780,532	1,292,287
Community service programs	-	-	843,856	843,856	212,339
<b>Assigned</b>					
Referendum	10,000,000	-	-	10,000,000	10,000,000
Health care cost stabilization	8,000,000	-	-	8,000,000	8,000,000
Construction of capital assets	150,000	-	-	150,000	-
Subsequent years' expenditures	1,087,264	-	-	1,087,264	1,750,000
General fund	22,946,131	-	-	22,946,131	19,593,335
<b>Total Fund Balances</b>	<b>43,898,756</b>	<b>11,069,891</b>	<b>5,228,911</b>	<b>60,197,558</b>	<b>53,393,507</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ 73,302,688</b>	<b>\$ 13,097,266</b>	<b>\$ 5,423,867</b>	<b>\$ 91,823,821</b>	<b>\$ 89,167,907</b>

(Continued)

**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

Balance Sheet (Continued)

Governmental Funds

June 30, 2017

(With summarized financial information as of June 30, 2016)

	Total Governmental Funds	
	2017	2016
<u>Reconciliation to the Statement of Net Position</u>		
Total Fund Balances from previous page	\$ 60,197,558	\$ 53,393,507
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	166,155,775	149,852,681
Deferred outflow of resources is reported in the statement of net position for loss on advance refinancing.	49,118	77,187
The District's proportionate share of the Wisconsin Retirement System pension plan is not an available financial resource; therefore, it is not reported in the fund financial statements:		
Deferred outflows of resources	64,410,521	83,495,758
Net pension liability	(7,979,824)	(15,779,061)
Deferred inflows of resources	(33,336,600)	(33,386,470)
The District's supplemental pension plan is not an available resource; therefore, is not reported in the fund financial statements:		
Pension liability	(4,411,602)	(877,326)
The District's other post-employment benefit liability is not an available resource; therefore, is not reported in the fund financial statements:		
Deferred outflows of resources	206,645	-
Other post employment benefit liability	(86,984,840)	(18,742,797)
Some liabilities, including bonds and notes payable, are not due and payable in the current period and therefore are not reported in the funds.		
Bonds and notes payable	(103,128,634)	(96,023,480)
Premium on long-term debt	(2,270,248)	(2,322,693)
Capital leases payable	(1,969,348)	-
Compensated absences	(379,224)	(373,997)
Accrued interest payable	(736,835)	(610,087)
Net Position of Governmental Activities as Reported on the Statement of Net Position (see page 11)	<u>\$ 49,822,462</u>	<u>\$ 118,703,222</u>

The notes to the basic financial statements are an integral part of this statement.

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Statement of Revenues, Expenditures and Changes in Fund Balances  
 Governmental Funds  
 For the Year Ended June 30, 2017  
 (With summarized financial information for the year ended June 30, 2016)

	General	Capital Projects	Other Governmental Funds	Total Governmental Funds	
				2017	2016
<b>Revenues</b>					
Property taxes	\$ 73,799,870	\$ -	\$ 11,604,771	\$ 85,404,641	\$ 85,618,969
Other local sources	910,670	24,327	1,824,863	2,759,860	2,603,480
Interdistrict sources	196,895	-	-	196,895	202,218
Intermediate sources	313,294	-	-	313,294	5,440
State sources	170,978,928	-	171,513	171,150,441	162,529,800
Federal sources	21,823,557	-	8,925,488	30,749,045	31,015,087
Other sources	513,334	-	215,375	728,709	1,266,428
<b>Total Revenues</b>	<b>268,536,548</b>	<b>24,327</b>	<b>22,742,010</b>	<b>291,302,885</b>	<b>283,241,422</b>
<b>Expenditures</b>					
<b>Instruction</b>					
Regular instruction	90,666,315	-	66,746	90,733,061	92,711,247
Vocational instruction	5,223,331	-	1,250	5,224,581	5,111,062
Special education instruction	37,532,869	-	-	37,532,869	38,533,219
Other instruction	6,684,455	-	499,217	7,183,672	7,212,834
<b>Total Instruction</b>	<b>140,106,970</b>	<b>-</b>	<b>567,213</b>	<b>140,674,183</b>	<b>143,568,362</b>
<b>Support Services</b>					
Pupil services	17,370,892	-	331	17,371,223	16,987,669
Instructional staff services	17,783,072	-	381,262	18,164,334	18,546,749
General administration services	3,001,129	-	53,516	3,054,645	3,254,336
School administration services	13,180,839	-	201,346	13,382,185	12,984,033
Business services	5,105,744	-	-	5,105,744	2,489,306
Operation and maintenance of plant	31,540,971	11,644,541	659,677	43,845,189	77,550,594
Pupil transportation services	8,760,899	-	87,369	8,848,268	8,564,858
Food services	-	-	9,021,395	9,021,395	9,162,837
Central services	9,277,792	-	23,470	9,301,262	8,547,036
Insurance	964,273	-	-	964,273	1,020,879
Other support services	337,292	-	-	337,292	345,664
<b>Total Support Services</b>	<b>107,322,903</b>	<b>11,644,541</b>	<b>10,428,366</b>	<b>129,395,810</b>	<b>159,453,961</b>
<b>Debt Service</b>					
Principal	420,541	-	12,869,846	13,290,387	5,172,075
Interest and fiscal charges	65,126	-	2,685,618	2,750,744	2,508,184
<b>Total Debt Service</b>	<b>485,667</b>	<b>-</b>	<b>15,555,464</b>	<b>16,041,131</b>	<b>7,680,259</b>
<b>Community Services</b>					
-	-	-	839,346	839,346	701,183
<b>Non-program</b>					
General tuition payments	19,253,654	-	-	19,253,654	14,057,836
Special education tuition payments	674,574	-	-	674,574	919,444
Revenue transits to others	-	-	-	-	18,127
Adjustments and refunds	266,035	-	-	266,035	151,133
<b>Total Non-program</b>	<b>20,194,263</b>	<b>-</b>	<b>-</b>	<b>20,194,263</b>	<b>15,146,540</b>
<b>Total Expenditures</b>	<b>268,109,803</b>	<b>11,644,541</b>	<b>27,390,389</b>	<b>307,144,733</b>	<b>326,550,305</b>
<b>Excess of Revenues Over (Under) Expenditures</b>	<b>426,745</b>	<b>(11,620,214)</b>	<b>(4,648,379)</b>	<b>(15,841,848)</b>	<b>(43,308,883)</b>
<b>Other Financing Sources (Uses)</b>					
Long-term debt issued	-	14,750,000	5,225,000	19,975,000	43,015,000
Capital leases	2,389,889	-	-	2,389,889	-
Premium on long term debt issued	-	-	270,537	270,537	1,029,080
Sale of capital assets	10,473	-	-	10,473	1,022
Transfers in	13,525	-	467,000	480,525	43,953
Transfers out	(467,000)	-	(13,525)	(480,525)	(43,953)
<b>Total Other Financing Sources (Uses)</b>	<b>1,946,887</b>	<b>14,750,000</b>	<b>5,949,012</b>	<b>22,645,899</b>	<b>44,045,102</b>
<b>Net Change in Fund Balances</b>	<b>2,373,632</b>	<b>3,129,786</b>	<b>1,300,633</b>	<b>6,804,051</b>	<b>736,219</b>
<b>Fund Balances - July 1</b>	<b>41,525,124</b>	<b>7,940,105</b>	<b>3,928,278</b>	<b>53,393,507</b>	<b>52,657,288</b>
<b>Fund Balances - June 30</b>	<b>\$ 43,898,756</b>	<b>\$ 11,069,891</b>	<b>\$ 5,228,911</b>	<b>\$ 60,197,558</b>	<b>\$ 53,393,507</b>

(Continued)

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Statement of Revenues, Expenditures and Changes in Fund Balances (Continued)  
 Governmental Funds  
 For the Year Ended June 30, 2017  
 (With summarized financial information as of June 30, 2016)

	Total Governmental Funds	
	2017	2016
Reconciliation to the Statement of Activities		
Net Change in Fund Balances from previous page	\$ 6,804,051	\$ 736,219
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.		
Capital outlay reported in governmental fund statements	\$ 23,121,028	
Depreciation expense reported in the statement of activities	<u>(6,361,981)</u>	
Amount in which depreciation is less than capital outlays	16,759,047	48,391,880
In governmental funds the entire proceeds, if any, from the disposal of capital assets is reported as an other financing source. In the statement of activities only the loss on the disposal is reported.	(455,953)	-
Certain employee benefits are reported in the governmental funds when amounts are paid. The statement of activities reports the value of benefits earned during the year. The accrual of these benefits (increased) decreased by:	(5,227)	593,274
Changes in the pension liability (asset) and related deferred inflows and outflows of resources as a result of employer contributions, changes in assumptions and proportionate share and the difference between the expected and actual experience of the pension plans.		
Wisconsin Retirement System	(11,236,130)	(9,320,168)
Supplemental pension plan	(133,571)	(209,910)
Change in the OPEB and related deferred outflows of resources as a result of employer contributions and related other post-employment costs of the plan	(4,158,080)	(1,057,181)
The District issued debt during the year. The amount of the debt is reported in the governmental funds as a source of financing. In the statement of net position, however, debt constitutes a long-term liability. The amount of debt issued is:		
General obligation debt issued by District	(19,975,000)	(43,015,000)
Capital leases issued by the District	(2,389,889)	-
Repayment of principal on long-term debt is reported in the governmental funds as an expenditure, but is reported as a reduction in long-term debt in the statement of net position as does not affect the statement of activities. The amount of long-term principal payments:		
General obligation debt retired by District	12,869,846	5,172,075
Capital leases retired by the District	420,541	-
Interest payments on outstanding debt are reported in the governmental funds as an expenditure when paid. In the statement of activities interest is reported as it accrues.	(126,748)	(237,322)
Governmental funds report debt premiums and discounts as other financing sources (uses) or expenditures. However, in the statement of the net position, they are deferred and reported as other assets or deductions from long-term debt and allocated over the life of the debt on the statement of activities and included in interest expense		
Premium on long-term debt	52,445	(812,964)
Loss on advance refunding	<u>(28,069)</u>	<u>(93,444)</u>
Change in Net Position of Governmental Activities as Reported on the Statement of Activities (see pages 12 - 13)	<u>\$ (1,602,737)</u>	<u>\$ 147,459</u>

The notes to the basic financial statements are an integral part of this statement.

**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

Statement of Net Position

Fiduciary Funds

June 30, 2017

(With summarized financial information as of June 30, 2016)

	Private Purpose Trust Fund	Employee Benefit Trust Fund	Agency Fund	Total Fiduciary Funds	
			Pupil Activity	2017	2016
<b>ASSETS</b>					
Cash and investments	\$ 38,673	\$ 7,950,102	\$ 1,000,487	\$ 8,989,262	\$ 8,569,510
Accounts receivable	16,415	1,549,434	-	1,565,849	1,096,430
<b>TOTAL ASSETS</b>	<b>\$ 55,088</b>	<b>\$ 9,499,536</b>	<b>\$ 1,000,487</b>	<b>\$ 10,555,111</b>	<b>\$ 9,665,940</b>
<b>LIABILITIES</b>					
Accounts payable	\$ 16,415	\$ 604,754	\$ -	\$ 621,169	\$ 66,818
Due to student organizations	-	-	1,000,487	1,000,487	939,336
<b>TOTAL LIABILITIES</b>	<b>16,415</b>	<b>604,754</b>	<b>1,000,487</b>	<b>1,621,656</b>	<b>1,006,154</b>
<b>NET POSITION</b>					
Restricted for					
Scholarships	38,673	-	-	38,673	44,805
Employee benefits	-	8,894,782	-	8,894,782	8,614,981
<b>TOTAL NET POSITION</b>	<b>38,673</b>	<b>8,894,782</b>	<b>-</b>	<b>8,933,455</b>	<b>8,659,786</b>
<b>TOTAL LIABILITIES AND NET POSITION</b>	<b>\$ 55,088</b>	<b>\$ 9,499,536</b>	<b>\$ 1,000,487</b>	<b>\$ 10,555,111</b>	<b>\$ 9,665,940</b>

The notes to the basic financial statements are an integral part of this statement.

**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

## Statement of Changes in Net Position

Fiduciary Funds

For the Year Ended June 30, 2017

(With summarized financial information for the year ended June 30, 2016)

	Private Purpose Trust Fund	Employee Benefit Trust Fund	Total Fiduciary Funds	
			2017	2016
<b>ADDITIONS</b>				
Other local sources	\$ 73,771	\$ -	\$ 73,771	\$ 151,158
Contributions				
Employer	-	4,882,415	4,882,415	7,009,892
Plan members	-	430,892	430,892	357,372
Investment earnings	-	51,804	51,804	40,748
Total Additions	<u>73,771</u>	<u>5,365,111</u>	<u>5,438,882</u>	<u>7,559,170</u>
<b>DEDUCTIONS</b>				
Trust fund disbursements	<u>79,903</u>	<u>5,085,310</u>	<u>5,165,213</u>	<u>7,169,299</u>
Change in Net Position	(6,132)	279,801	273,669	389,871
Net Position - July 1	<u>44,805</u>	<u>8,614,981</u>	<u>8,659,786</u>	<u>8,269,915</u>
Net Position - June 30	<u>\$ 38,673</u>	<u>\$ 8,894,782</u>	<u>\$ 8,933,455</u>	<u>\$ 8,659,786</u>

The notes to the basic financial statements are an integral part of this statement.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The basic financial statements of the Racine Unified School District (the "District"), Racine, Wisconsin, have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The significant accounting principles and policies utilized by the District are described below:

1. Reporting Entity

The District is organized as a unified school district. The District, governed by a nine member elected school board, operates grades K through 12 and is comprised of all or parts of ten taxing districts.

In accordance with GAAP, the basic financial statements are required to include the District (the primary government) and any separate component units that have a significant operational or financial relationship with the District. The District has not identified any component units that are required to be included in the basic financial statements in accordance with standards established by GASB Statement No. 61.

2. District-Wide and Fund Financial Statements

The district-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function. *Program revenues* include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as *general revenues*.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from district-wide financial statements. Governmental funds include general, special revenue, debt service and capital projects funds. The District has no enterprise or internal service funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

The District reports the following major governmental funds:

GENERAL FUND

This is the District's main operating fund. It accounts for all financial activity that is not accounted for in another fund.

CAPITAL PROJECTS FUND

The District reports one capital projects fund which accounts for major construction projects taken on by the District.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Additionally, the District reports the following fund types:

The District accounts for resources legally held in trust for scholarship awards as a *private-purpose trust fund*. Only earnings on the invested resources may be used to support the scholarships.

The *employee benefit trust fund* is used to account for resources legally held in trust for other post-employment benefits.

The District accounts for assets held as an agent for various student and parent organizations in an *agency fund*.

3. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The district-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to employee benefit programs and claims and judgments, are recorded only when payment is due.

Property taxes are recognized as revenue in the fiscal year for which taxes have been levied. Tuition, grants, fees and interest associated with the current fiscal period are all considered to be susceptible to accrual and have been recognized as revenue of the current fiscal period. All other revenue items are considered to be measurable and available only when the cash is received by the District.

As a general rule the effect of interfund activity has been eliminated from the district-wide financial statements.

Amounts reported as *program revenues* include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as *general revenues* rather than as program revenues. Likewise, general revenues include all taxes.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.



**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

4. Assets, Liabilities, Deferred Outflows/Inflows of Resources and Net Position or Fund Balance

a. Cash and Investments

Cash and investments are combined in the financial statements. Cash deposits consist of demand and time deposits with financial institutions and are carried at cost. Investments are stated at fair value. Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date.

b. Accounts Receivable

Accounts receivable are recorded at gross amount with uncollectible amounts recognized under the direct write-off method. No allowance for uncollectible accounts has been provided since it is believed that the amount of such allowance would not be material to the basic financial statements.

c. Property Taxes

The aggregate District tax levy is apportioned and certified in November of the current fiscal year for collection to comprising municipalities based on the immediate past October 1 full or "equalized" taxable property values. As permitted by a collecting municipality's ordinance, taxes must be paid in full or in two or more installments with the first installment payable the subsequent December 31 and a final payment no later than the following July 31. On or before January 15, and by the 20th of each subsequent month thereafter, the District is paid by the collecting municipalities its proportionate share of tax collections received through the last day of the preceding month. On or before August 20, the county treasurer makes full settlement to the District for any remaining balance.

Property taxes are recognized as revenue in the fiscal year levied as they are considered due as of January 1, the date from which interest and penalties accrue for non-payment of a scheduled installment, and full receipt of the entire levy is assured within sixty days of fiscal year end, meeting the availability criteria necessary for property tax revenue recognition by accounting principles generally accepted in the United States of America.

d. Interfund Receivables and Payables

During the course of operations, numerous transactions occur between individual funds for goods provided or services rendered. These receivables and payables are classified as "due from other funds" and "due to other funds" in the fund financial statements.

e. Inventories

Inventories are recorded at cost which approximates market, using the average cost method. Inventories consist of expendable supplies held for consumption. The cost is recorded as an expenditure at the time individual inventory items are consumed rather than when purchased.

Inventories of governmental fund types in the fund financial statements are offset by nonspendable fund balance to indicate that they do not represent spendable available financial resources.

f. Prepaid Items

Payments made to vendors that will benefit periods beyond the end of the current fiscal year are recorded as prepaid items, and are accounted for on the consumption method.

Prepaid items of governmental fund types in the fund financial statements are offset by nonspendable fund balance to indicate that they do not represent spendable available financial resources.

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Notes to Basic Financial Statements  
 June 30, 2017

**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

g. Capital Assets

Capital assets, which include property, buildings, machinery and equipment, and site improvements assets are reported in the district-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost as shown below or higher with an estimated useful life in excess of one year.

	Governmental Activities	
<u>Assets</u>	Cost	
Site improvements	\$	5,000
Buildings		5,000
Machinery and equipment		5,000

Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets of the District are depreciated using the straight-line method over the following estimated useful lives:

	Governmental Activities	
<u>Assets</u>	Years	
Site improvements		20
Buildings		50
Machinery and equipment		3 - 20

h. Compensated Absences

The District's policy allows employees to earn varying amounts of sick pay for each year employed, accumulating to varying maximum amounts. The District employees are also granted vacation days in varying amounts based on length of service. Upon retirement or termination of employment, the employees are paid for the unused portion of their vacation days. Accumulated sick leave is not paid out upon termination. All vacation leave is accrued when incurred in the district-wide statements. Expenditures for these benefits are recognized as paid in the fund financial statements.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

i. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense) until then. The District has several items that qualifies for reporting in this category. One item relates to the District's pension plans, including its proportionate share of the Wisconsin Retirement System pension plan and its supplemental pension plan. One portion of that item includes District contributions to the Wisconsin Retirement System pension plan subsequent to the measurement date which are recognized as expenditures in the subsequent year. The remaining portion of this item is deferred and amortized over the expected remaining service lives of the pension plan participants. The second item relates to the District's other post-employment benefits plan. This item is deferred and amortized over the expected remaining service lives of the other post-employment benefits plan participants. The third is a deferred charge on refunding which results from the difference in the carrying value of refunded debt and its reacquisition price.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The District has one item that qualifies for reporting in this category on the statement of net position. The item is related to the District's proportionate share of the Wisconsin Retirement System pension plan and is deferred and amortized over the expected remaining service lives of the pension plan participants.

j. Long-term Obligations

In the district-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bond. Issuance costs are expensed during the current period.

In the fund financial statements, governmental fund types recognize bond issuance costs, bond premium and discounts during the current period. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures while bond premiums and discounts are recorded as other financing sources or uses.

k. Other Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District's Other Postemployment Benefit Plan (the "Plan") and additions to/deductions from the Plan's fiduciary net position have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms.

l. Pensions

For purposes of measuring the net pension liability (asset), deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the supplemental pension plan and the fiduciary net position of the Wisconsin Retirement System (WRS) and additions to/deductions from WRS and the supplemental pension plan's fiduciary net position have been determined on the same basis as they are reported by the supplemental pension plan and WRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
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**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

m. Fund Equity

GOVERNMENTAL FUND FINANCIAL STATEMENTS

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The following classifications describe the relative strength of the spending constraints placed on the purposes for which resources can be used:

- Nonspendable fund balance - Amounts that are not in spendable form (such as inventory, prepaid items, or long-term receivables) or are legally or contractually required to remain intact.
- Restricted fund balance - Amounts that are constrained for specific purposes by external parties (such as grantor or bondholders), through constitutional provisions, or by enabling legislation.
- Committed fund balance - Amounts that are constrained for specific purposes by action of the Board of Education. These constraints can only be removed or changed by the Board of Education using the same action that was used to create them.
- Assigned fund balance - Amounts that are constrained for specific purposes by action of District management. The Board of Education has authorized the Chief Financial Officer to assign fund balance. Residual amounts in any governmental fund, other than the General Fund, are also reported as assigned.
- Unassigned fund balance - Amounts that are available for any purpose. Positive unassigned amounts are only reported in the General Fund.

The District has adopted a fund balance spend down policy regarding the order in which fund balance will be utilized. Where applicable, the policy requires restricted funds to be spent first, followed by committed funds, and then assigned funds. Unassigned funds would be spent last.

DISTRICT-WIDE FINANCIAL STATEMENTS

Equity is classified as net position and displayed in three components:

- Net investment in capital assets - Amount of capital assets, net of accumulated depreciation, and capital related deferred outflows of resources less outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets and any capital related deferred inflows of resources.
- Restricted net position - Amount of net position that is subject to restrictions that are imposed by 1) external groups, such as creditors, grantors, contributors or laws or regulations of other governments or 2) law through constitutional provisions or enabling legislation.
- Unrestricted net position - Net position that is neither classified as restricted nor as net investment in capital assets.

**RACINE UNIFIED SCHOOL DISTRICT**  
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June 30, 2017

**NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

The Board of Education has adopted a policy that fund balance in the amount of 15% - 20% of the ensuing year's budgeted general fund expenditures be maintained for cash flow and working capital purposes. The minimum fund balance amount is calculated as follows:

Budgeted 2017-18 General Fund Expenditures	\$ 268,082,245
Minimum Fund Balance %	(x) 15% - 20%
Minimum Fund Balance Amount	\$40,212,337 to \$53,616,449

The District's general fund balance of \$43,898,756 is within the range of the above minimum fund balance amount.

5. Use of Estimates  
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.
  
6. Summarized Information  
The basic financial statements include certain prior-year summarized information in total but not at the level of detail required for a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the District's financial statements for the year ended June 30, 2016, from which the summarized information was derived.
  
7. Reclassifications  
Certain amounts in the prior year financial statements have been reclassified to conform with the presentation in the current year financial statements with no change in previously reported net position, changes in net position, fund balance or changes in fund balance.

**NOTE B - DETAILED NOTES ON ALL FUNDS**

1. Cash and Investments  
The debt service and capital project funds account for their transactions through separate and distinct bank and investment accounts as required by State Statutes. In addition, the agency fund uses separate and distinct accounts. All other funds share in common bank and investment accounts.

Invested cash consists of deposits and investments that are restricted by Wisconsin Statutes to the following:

Time deposits; repurchase agreements; securities issued by federal, state and local governmental entities; statutorily authorized commercial paper and corporate securities; and the Wisconsin local government investment pool. Investments in the private-purpose trust fund and employee benefit trust fund may be invested in other types of investments as authorized under Wisconsin Statute 881.01, "Uniform Prudent Investor Act".

**RACINE UNIFIED SCHOOL DISTRICT**  
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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

The carrying amount of the District's cash and investments totaled \$64,239,179 on June 30, 2017 as summarized below:

Petty cash funds	\$ 500
Deposits with financial institutions	12,825,075
Investments	
Wisconsin Investment Series Cooperative (WISC)	
Cash management series	109,190
Investment series	49,282,685
Negotiable certificates of deposit	1,986,116
Wisconsin local government investment pool	35,613
	\$ 64,239,179

Reconciliation to the basic financial statements:

District-wide Statement of Net Position	
Cash and investments	\$ 55,249,917
Fiduciary funds Statement of Net Position	
Private purpose trust fund	38,673
Employee benefit trust fund	7,950,102
Agency fund	1,000,487
	\$ 64,239,179

Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant observable inputs; Level 3 inputs are significant unobservable inputs.

The District has the following fair value measurements as of June 30, 2017:

	Fair Value Measurements Using:		
	Level 1	Level 2	Level 3
Investments			
Negotiable certificates of deposit	\$ 1,986,116	\$ -	\$ -

Deposits and investments of the District are subject to various risks. Presented below is a discussion of the specific risks and the District's policy related to the risk.

**RACINE UNIFIED SCHOOL DISTRICT**  
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June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Custodial Credit Risk

Custodial credit risk for *deposits* is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The custodial credit risk for *investments* is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. Wisconsin statutes require repurchase agreements to be fully collateralized by bonds or securities issued or guaranteed by the federal government or its instrumentalities. The District does not have an additional custodial credit risk policy.

Deposits with financial institutions within the State of Wisconsin are insured by the Federal Deposit Insurance Corporation (FDIC) in the amount of \$250,000 for the combined amount of all time and savings accounts and \$250,000 for the combined amount of all interest-bearing and noninterest-bearing demand deposit accounts per official custodian per insured depository institution. Deposits with financial institutions located outside the State of Wisconsin are insured by the FDIC in the amount of \$250,000 for the combined amount of all deposit accounts per custodian per depository institution. Also, the State of Wisconsin has a State Guarantee Fund which provides a maximum of \$400,000 per public depository above the amount provided by an agency of the U.S. Government. However, due to the relatively small size of the State Guarantee Fund in relation to the Fund's total coverage, total recovery of insured losses may not be available.

On June 30, 2017, \$7,867,671 of the District's deposits with financial institutions were in excess of federal and state depository insurance limits. \$7,867,671 was collateralized with securities held by the pledging financial institution or its trust department or agent but not in the District's name.

Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Wisconsin statutes limit investments in securities to the top two ratings assigned by nationally recognized statistical rating organizations. The District does not have an additional credit risk policy. Presented on the following page is the actual rating as of year-end for each investment type.

Investment Type	Amount	Exempt From Disclosure	Rating as of Year End		
			AAA	Aa	Not Rated
Wisconsin local government investment pool	\$ 35,613	\$ -	\$ -	\$ -	\$ 35,613
WISC Investments					
Cash management series	109,190	-	109,190	-	-
Investment series	49,282,685	-	49,282,685	-	-
Negotiable certificates of deposit	1,986,116	-	-	-	1,986,116
<b>Totals</b>	<b>\$51,413,604</b>	<b>\$ -</b>	<b>\$49,391,875</b>	<b>\$ -</b>	<b>\$ 2,021,729</b>

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuations is provided by the following table that shows the distribution of the District's investments by maturity:

Investment Type	Amount	Remaining Maturity (in Months)			
		12 Months or Less	13 to 24 Months	25 to 60 Months	More Than 60 Months
Wisconsin local government investment pool	\$ 35,613	\$ 35,613	\$ -	\$ -	\$ -
WISC Investments					
Cash management series	109,190	109,190	-	-	-
Investment series	49,282,685	49,282,685	-	-	-
Negotiable certificates of deposit	1,986,116	992,486	993,630	-	-
<b>Totals</b>	<b>\$51,413,604</b>	<b>\$50,419,974</b>	<b>\$ 993,630</b>	<b>\$ -</b>	<b>\$ -</b>

Investment in Wisconsin Local Government Investment Pool

The District has investments in the Wisconsin local government investment pool of \$35,613 at year-end. The Wisconsin local government investment pool (LGIP) is part of the State Investment Fund (SIF), and is managed by the State of Wisconsin Investment Board. The SIF is not registered with the Securities and Exchange Commission, but operates under the statutory authority of Wisconsin Chapter 25. The SIF reports the fair value of its underlying assets annually. Participants in the LGIP have the right to withdraw their funds in total on one day's notice. At June 30, 2017, the fair value of the District's share of the LGIP's assets was substantially equal to the carrying value.

Investment in Wisconsin Investment Series Cooperative

The District has investments in the Wisconsin Investment Series Cooperative (WISC) of \$49,391,875 at year end, which is invested in the Cash Management Series and Investment Series. The Cash Management Series has no minimum investment period, allows check writing privileges, and the average dollar weighted maturity is ninety (90) days or less. The Investment Series requires a 14 day minimum investment period and one business day withdrawal notice, and the average dollar weighted maturity is 120 days or less.

WISC is organized by and operated exclusively for Wisconsin public schools, technical colleges, and municipal entities. WISC is not registered with the Securities and Exchange Commission, but operates under Wisconsin intergovernmental Cooperation Statute, Wisconsin Statutes, Section 66.0301. WISC is governed by the Wisconsin Investment Series Cooperative Commission in accordance with the terms of the Intergovernmental Cooperation Agreement. WISC invests District funds in accordance with Wisconsin law. WISC investments are valued at amortized cost, which approximates market value.



**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

2. Capital Assets

Capital asset activity for the year ended June 30, 2017 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
<b>Governmental activities:</b>				
Capital assets, not being depreciated:				
Land	\$ 3,228,786	\$ 843,949	\$ -	\$ 4,072,735
Work in progress	43,919,208	7,628,036	43,919,208	7,628,036
Total capital assets, not being depreciated	<u>47,147,994</u>	<u>8,471,985</u>	<u>43,919,208</u>	<u>11,700,771</u>
Capital assets, being depreciated:				
Site improvements	8,417,523	1,221,155	-	9,638,678
Buildings	144,505,287	54,283,994	-	198,789,281
Machinery and equipment	26,651,615	3,063,102	990,207	28,724,510
Total capital assets being depreciated	<u>179,574,425</u>	<u>58,568,251</u>	<u>990,207</u>	<u>237,152,469</u>
Less accumulated depreciation for:				
Site improvements	3,115,901	341,008	-	3,456,909
Buildings	59,584,638	4,231,876	-	63,816,514
Machinery and equipment	14,169,199	1,789,097	534,254	15,424,042
Total accumulated depreciation	<u>76,869,738</u>	<u>6,361,981</u>	<u>534,254</u>	<u>82,697,465</u>
Total capital assets, being depreciated, net	<u>102,704,687</u>	<u>52,206,270</u>	<u>455,953</u>	<u>154,455,004</u>
Governmental activities capital assets, net	<u>\$ 149,852,681</u>	<u>\$ 60,678,255</u>	<u>\$ 44,375,161</u>	166,155,775
Less:				
Related general obligation debt outstanding				98,357,192
Capital leases				1,969,348
Capital related deferred outflows of resources				(49,118)
Capital related debt premium				<u>2,270,248</u>
Net investment in capital assets				<u>\$ 63,608,105</u>

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Depreciation expense was charged to the following functions of the District as follows:

Governmental activities	
Instruction	
Regular instruction	\$ 20,818
Vocational instruction	49,769
Special education instruction	5,450
Total instruction	<u>76,037</u>
Support Services	
Pupil services	704
Instructional staff services	2,563
General administration services	7,682
School administration services	5,556
Operation and maintenance of plant	5,135,613
Pupil transportation	24,836
Food service	132,312
Business services	639,346
Central services	337,332
Total support services	<u>6,285,944</u>
Total depreciation expense - governmental activities	<u>\$ 6,361,981</u>

3. Interfund Receivable, Payables, and Transfers

Interfund receivables and payables between individual funds of the District as of June 30, 2017 are detailed below:

	Interfund Receivables	Interfund Payables
Pooled cash balances		
General Fund	\$ 3,470,593	\$ 4,640,836
Special Revenue Funds		
Trust	480,641	-
Special projects	-	137,038
Community service	843,856	-
Food service	227,134	-
Debt Service Funds		
Non-referendum debt service	28,945	-
Referendum debt service	-	3,920
Capital Projects Fund	1,758,000	2,027,375
Totals	<u>\$ 6,809,169</u>	<u>\$ 6,809,169</u>

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Interfund transfers for the year ended June 30, 2017 were as follows:

	Transfer to:		Total
	General	Non-Referendum Debt Service	
Transfers from:			
General Fund	\$ -	\$ 467,000	\$ 467,000
Special Revenue Fund			
Special projects	13,525	-	13,525
Total	\$ 13,525	\$ 467,000	\$ 480,525

The special projects transfer to the general fund is used to move revenues from the fund that is required to collect them to the fund that is required or allowed to expend them. The non-referendum debt service transfer is for levy management.

4. Short-term Obligations

The District issued tax and revenue anticipation promissory note revolving credit loan in advance of property tax collections. The notes are needed because District expenses for the year begin in July whereas tax collections are not received until January. The loan was approved October 31, 2016 with any unpaid principal balance outstanding due November 1, 2017. Interest on the outstanding balance accrues at the LIBOR index plus 1.5%. Short-term debt activity for the year ended June 30, 2017 was as follows:

	Outstanding 7/1/16	Issued	Retired	Outstanding 6/30/17
Issued 10/31/16, due 11/1/2017	\$ -	\$ 5,000,000	\$ 5,000,000	\$ -

Total interest paid for the year on short-term debt totaled \$1,745.

5. Long-term Obligations

The following is a summary of changes in long-term obligations of the District for the year ended June 30, 2017:

	Outstanding 7/1/16	Issued	Retired	Outstanding 6/30/17	Due Within One Year
<b>Governmental activities:</b>					
<b>General Obligation Debt</b>					
Bonds	\$ 71,094,000	\$ 8,000,000	\$ 4,726,000	\$ 74,368,000	\$ 5,231,000
Notes	19,704,480	-	2,918,846	16,785,634	2,970,634
State trust fund notes	5,225,000	11,975,000	5,225,000	11,975,000	819,334
Total	96,023,480	19,975,000	12,869,846	103,128,634	9,020,968
Premium	2,322,693	270,537	322,982	2,270,248	267,652
Capital leases	-	2,389,889	420,541	1,969,348	580,296
Compensated absences	373,997	5,227	-	379,224	-
Governmental activities Long-term obligations	\$ 98,720,170	\$ 22,640,653	\$ 13,613,369	\$ 107,747,454	\$ 9,868,916

Total interest paid during the year on long-term debt totaled \$2,559,230.

**RACINE UNIFIED SCHOOL DISTRICT**  
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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

General Obligation Debt

Detail of the outstanding general obligation debt follows:

	Issue Amount	Issue Date	Average Interest Rates (%)	Dates of Maturity	Outstanding 06/30/17
<b>General Obligation Bonds</b>					
Promissory Bonds	\$ 5,945,000	09/03/08	4.00 - 4.25%	04/01/19	\$ 3,555,000
Refunding Bonds	5,880,000	07/11/11	4.00 - 5.00%	04/01/31	5,880,000
Refunding Bonds	10,000,000	01/03/13	2.50 - 2.75%	04/01/28	10,000,000
Refunding Bonds	2,020,000	06/10/13	3.38%	04/01/27	1,840,000
Refunding Bonds	8,980,000	04/06/15	2.00 - 3.00%	04/01/24	8,980,000
School Building & Improvement	9,700,000	07/07/15	2.75%	04/01/29	9,700,000
School Building & Improvement	28,090,000	01/05/16	0.05 - 3.00%	04/01/27	25,180,000
Qualified School Construction					
Promissory Bonds	1,794,000	11/09/09	0.00%	09/15/19	1,233,000
School Building & Improvement	8,000,000	05/15/17	2.00 - 3.00%	04/01/34	8,000,000
Subtotal					<u>74,368,000</u>
<b>General Obligation Notes</b>					
Qualified Zone Academy					
Promissory Notes	1,728,000	04/15/08	1.00%	04/14/18	180,634
Promissory Notes	1,610,000	04/05/10	3.00 - 3.625%	04/01/20	465,000
Promissory Notes	995,000	07/11/11	3.00 - 3.50%	04/01/20	430,000
Promissory Notes	21,735,000	06/10/13	2.00 - 3.00%	04/01/23	15,710,000
Subtotal					<u>16,785,634</u>
State Trust Fund Loan	6,750,000	06/20/17	3.50%	03/15/27	6,750,000
State Trust Fund Loan	5,225,000	03/04/17	4.00%	03/15/36	5,225,000
Subtotal					<u>11,975,000</u>
<b>Total General Obligation Debt</b>					<u><u>\$ 103,128,634</u></u>

**RACINE UNIFIED SCHOOL DISTRICT**  
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June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Annual principal and interest maturities of the outstanding general obligation debt of \$103,128,634 on June 30, 2017 are detailed below:

Year Ended June 30,	Governmental Activities		
	Principal	Interest	Total
2018	\$ 9,020,968	\$ 2,856,299	\$ 11,877,267
2019	8,941,741	2,670,469	11,612,210
2020	9,721,199	2,432,536	12,153,735
2021	9,109,776	2,198,284	11,308,060
2022	9,335,405	1,971,505	11,306,910
2023-2027	39,086,133	6,366,205	45,452,338
2028-2032	15,118,920	1,472,633	16,591,553
2033-2036	2,794,492	208,370	3,002,862
	<u>\$ 103,128,634</u>	<u>\$ 20,176,301</u>	<u>\$ 123,304,935</u>

Legal Margin for New Debt

The District's legal margin for creation of additional general obligation debt on June 30, 2017 was \$760,819,043 as follows:

Equalized valuation of the District	\$8,629,039,800
Statutory limitation percentage	<u>(x) 10%</u>
General obligation debt limitation, per Section 67.03 of the Wisconsin Statutes	862,903,980
Total outstanding general obligation debt	\$ 103,128,634
Less: Amounts available for financing general obligation debt	
Debt service fund <sup>(1)</sup>	<u>1,043,697</u>
Net outstanding general obligation debt applicable to debt limitation	<u>102,084,937</u>
Legal Margin for New Debt	<u>\$ 760,819,043</u>

(1) Less accrued interest.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Capital Leases

The following is a schedule by years of future minimum lease payments due under capital leases together with the present value of the net minimum lease payments as of June 30, 2017:

Year Ending June 30,	Governmental Activities
2018	\$ 645,230
2019	645,230
2020	806,537
Total Minimum Lease Payments	2,096,997
Less: Amount representing interest	127,649
Present Value of Future Minimum Lease Payments	<u>\$ 1,969,348</u>

6. Pension Liability

The District reports pension related balances at June 30, 2017, as summarized below:

	Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources
Wisconsin Retirement System (WRS)	\$ (7,979,824)	\$ 64,410,521	\$ (33,336,600)
Supplemental pension plan	(4,411,602)	-	-
Total Pension Liability	<u>\$ (12,391,426)</u>	<u>\$ 64,410,521</u>	<u>\$ (33,336,600)</u>

a. WRS Pension Plan

1. Plan Description

The WRS is a cost-sharing, multiple-employer, defined benefit pension plan. WRS benefits and other plan provisions are established by Chapter 40 of the Wisconsin Statutes. Benefit terms may only be modified by the legislature. The retirement system is administered by the Wisconsin Department of Employee Trust Funds (ETF). The system provides coverage to all eligible State of Wisconsin, local government and other public employees. All employees, initially employed by a participating WRS employer on or after July 1, 2011, and expected to work at least 1200 hours a year (880 hours for teachers and school district educational support employees) and expected to be employed for at least one year from employee's date of hire are eligible to participate in the WRS.

ETF issues a standalone Comprehensive Annual Financial Report (CAFR), which can be found at <http://etf.wi.gov/publications/cafr.htm>.

For employees beginning participation on or after January 1, 1990, and no longer actively employed on or after April 24, 1998, creditable service in each of five years is required for eligibility for a retirement annuity. Participants employed prior to 1990 and on or after April 24, 1998, and prior to July 1, 2011, are immediately vested. Participants who initially became WRS eligible on or after July 1, 2011, must have five years of creditable service to be vested.

**RACINE UNIFIED SCHOOL DISTRICT**  
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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Employees who retire at or after age 65 (54 for protective occupation employees, 62 for elected officials and State executive participants) are entitled to receive an unreduced retirement benefit. The factors influencing the benefit are: (1) final average earnings, (2) years of creditable service, and (3) a formula factor.

Final average earnings is the average of the participant's three highest years' earnings. Creditable service is the creditable current and prior service expressed in years or decimal equivalents of partial years for which a participant receives earnings and makes contributions as required. The formula factor is a standard percentage based on employment category.

Employees may retire at age 55 (50 for protective occupation employees) and receive reduced benefits. Employees terminating covered employment before becoming eligible for a retirement benefit may withdraw their contributions and forfeit all rights to any subsequent benefits.

The WRS also provides death and disability benefits for employees.

a. Post-Retirement Adjustments

The Employee Trust Funds Board may periodically adjust annuity payments from the retirement system based on annual investment performance in accordance with s. 40.27, Wis. Stat. An increase (or decrease) in annuity payments may result when investment gains (losses), together with other actuarial experience factors, create a surplus (shortfall) in the reserves, as determined by the system's consulting actuary. Annuity increases are not based on cost of living or other similar factors. For Core annuities, decreases may be applied only to previously granted increases. By law, Core annuities cannot be reduced to an amount below the original, guaranteed amount (the "floor") set at retirement. The Core and Variable annuity adjustments granted during recent years are as follows:

Year	Core Fund Adjustment	Variable Fund Adjustment
2007	3.0%	10%
2008	6.6%	0%
2009	(2.1)%	(42)%
2010	(1.3)%	22%
2011	(1.2)%	11%
2012	(7.0)%	(7)%
2013	(9.6)%	9%
2014	4.7%	25%
2015	2.9%	2%
2016	0.5%	(5)%

**RACINE UNIFIED SCHOOL DISTRICT**  
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Notes to Basic Financial Statements  
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**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

b. Contributions

Required contributions are determined by an annual actuarial valuation in accordance with Chapter 40 of the Wisconsin Statutes. The employee required contribution is one-half of the actuarially determined contribution rate for general category employees, including teachers, and Executives and Elected Officials. Starting on January 1, 2016, the Executives and Elected Officials category was merged into the General Employee Category. Required contributions for protective employees are the same rate as general employees. Employers are required to contribute the remainder of the actuarially determined contribution rate. The employer may not pay the employee required contribution unless provided for by an existing collective bargaining agreement.

During the reporting period, the WRS recognized \$9,048,479 in contributions from the District.

Contribution rates as of June 30, 2017 are:

Employee Category	Employee	Employer
General (including teachers)	6.6%	6.6%
Protective with Social Security	6.6%	9.4%
Protective without Social Security	6.6%	13.2%



**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

- c. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions.

At June 30, 2017, the District reported a liability (asset) of \$7,979,824 for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of December 31, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2015 rolled forward to December 31, 2016. No material changes in assumptions or benefit terms occurred between the actuarial valuation date and the measurement date. The District's proportion of the net pension liability (asset) was based on the District's share of contributions to the pension plan relative to the contributions of all participating employers. At December 31, 2016, the District's proportion was 0.96814477%, which was a decrease of 0.00288598% from its proportion measured as of December 31, 2015.

For the year ended June 30, 2017, the District recognized pension expense of \$20,407,463.

At June 30, 2017, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 3,042,708	\$ 25,095,858
Net differences between projected and actual earnings on pension plan investments	47,588,940	7,867,901
Changes in assumptions	8,343,215	-
Changes in proportion and differences between employer contributions and proportionate share of contributions	-	372,841
Employer contributions subsequent to the measurement date	5,435,658	-
<b>Total</b>	<b>\$ 64,410,521</b>	<b>\$ 33,336,600</b>

\$5,435,658 reported as deferred outflows related to pension resulting from the District's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability (asset) in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pension will be recognized in pension expense as follows:

Year ended December 31	Deferred Outflows of Resources	Deferred Inflows of Resources
2017	\$ 20,561,045	\$ 10,104,954
2018	20,561,045	10,104,954
2019	17,198,421	10,072,379
2020	640,482	3,053,341
2021	13,870	972
<b>Total</b>	<b>\$ 58,974,863</b>	<b>\$ 33,336,600</b>

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

d. Actuarial Assumptions

The total pension liability in the December 31, 2016, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial Valuation Date:	December 31, 2015
Measurement Date of Net Pension Liability (Asset):	December 31, 2016
Actuarial Cost Method:	Entry Age
Asset Valuation Method:	Fair Value
Long-Term Expected Rate of Return:	7.2%
Discount Rate:	7.2%
Salary Increases:	
Inflation	3.2%
Seniority/Merit	0.2% - 5.6%
Mortality:	Wisconsin 2012 Mortality Table
Post-retirement Adjustments*	2.1%

\* *No post-retirement adjustment is guaranteed. Actual adjustments are based on recognized investment return, actuarial experience and other factors. 2.1% is the assumed annual adjustment based on the investment return assumption and the post-retirement discount rate.*

Actuarial assumptions are based upon an experience study conducted in 2015 using experience from 2012–2014. The total pension liability for December 31, 2016 is based upon a roll-forward of the liability calculated from the December 31, 2015 actuarial valuation.

*Long-term expected Return on Plan Assets.* The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

	Current Asset Allocation %	Destination Target Asset Allocation %	Long-Term Expected Nominal Rate of Return %	Long-Term Expected Real Rate of Return %
<u>Core Fund Asset Class</u>				
Global Equities	50%	45%	8.3%	5.4%
Fixed Income	24.5%	37%	4.2%	1.4%
Inflation Sensitive Assets	15.5%	20%	4.3%	1.5%
Real Estate	8%	7%	6.5%	3.6%
Private Equity/Debt	8%	7%	9.4%	6.5%
Multi-Asset	4%	4%	6.6%	3.7%
Total Core Fund	110%	120%	7.4%	4.5%
<u>Variable Fund Asset Class</u>				
U.S. Equities	70%	70%	7.6%	4.7%
International Equities	30%	30%	8.5%	5.6%
Total Variable Fund	100%	100%	7.9%	5%

New England Pension Consultants Long Term US CPI (Inflation) Forecast: 2.75%

Asset Allocations are managed within established ranges, target percentages may differ from actual monthly allocations.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

*Single Discount rate.* A single discount rate of 7.20% was used to measure the total pension liability. This single discount rate was based on the expected rate of return on pension plan investments of 7.20% and a long term bond rate of 3.78%. Because of the unique structure of WRS, the 7.20% expected rate of return implies that a dividend of approximately 2.1% will always be paid. For purposes of the single discount rate, it was assumed that the dividend would always be paid. The projection of cash flows used to determine this single discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. Based on these assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments (including expected dividends) of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

*Sensitivity of the District's proportionate share of the net pension liability (asset) to changes in the discount rate.* The following presents the District's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.20 percent, as well as what the District's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.20 percent) or 1-percentage-point higher (8.20 percent) than the current rate:

	1% Decrease to Discount Rate (6.20%)	Current Discount Rate (7.20%)	1% Increase to Discount Rate (8.20%)
District's proportionate share of the net pension liability (asset)	\$ 104,979,706	\$ 7,979,824	\$ (66,714,479)

*Pension plan fiduciary net position.* Detailed information about the pension plan's fiduciary net position is available in separately issued financial statements available at <http://etf.wi.gov/publications/cafr.htm>.

e. Payables to the Pension Plan

At June 30, 2017 the District reported a payable of \$1,903,407 for the outstanding amount of contributions to the pension plan for the year ended June 30, 2017.

b. Pension Plan - Supplemental Pension Plan

a. Plan Description

The plan, a single-employer pension plan, is a defined benefit pension plan established to provide benefits after early retirement. The plan is administered by the District. The plan does not issue separate financial statements.

b. Benefits Provided

A summary of eligibility requirements and plan benefits follows:

Administrators who retire from the district after attaining age 55 and completing 10 years of services with the District or age 62 and five years of services, are eligible to receive a monthly benefit equal to the WRS pension, unreduced for early retirement, minus the WRS pension as reduced for early retirement. The benefit is paid in the form of ten year certain annuity for the life of the employee.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

Clerical employees hired prior to July 1, 2014 who retired after attaining age 58 and completing 25 years of service are eligible to receive a benefit equal to 50% of the unemployment compensation rate in effect at retirement for 26 weeks.

c. Employees Covered by Benefit Terms

At June 30, 2017, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	64
Active employees	251
	315
	315

d. Funding Policy

The entire cost of these benefits is paid by the District. Benefits are currently funded on a pay-as-you-go basis and no assets exist to prefund retiree benefits.

e. Pension Liabilities, Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Component	Amount
Total Pension Liability at July 1, 2016	\$ 4,278,031
Changes for the year:	
Service cost	218,464
Interest	131,604
Benefit payments	(216,497)
Net changes	133,571
Total Pension Liability at June 30, 2017	\$ 4,411,602

For the year ended June 30, 2017, the District recognized pension expense of \$133,571. The District has no deferred outflows or inflows of resources related to its supplemental pension plan.

f. Actuarial Assumptions

The District's total pension liability was measured as of July 1, 2016 and rolled forward to June 30, 2017.

*Actuarial Assumptions.* The total pension liability in the July 1, 2016 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Valuation Date	July 1, 2016
Actuarial cost method	Individual Entry Age normal
Amortization method	Level percentage of salary, open basis
Actuarial assumptions:	
Discount rate	3.0%
Inflation	N/A

*Single Discount rate.* A single discount rate of 3.0% was used to measure the total pension liability. This single discount rate was based on the 20 year tax exempt AA muni bond rates.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE B - DETAILED NOTES ON ALL FUNDS (Continued)**

*Sensitivity of the District's total pension liability to changes in the discount rate.* The following presents the District's total pension liability at July 1, 2016 calculated using the discount rate of 3.0%, as well as what the District's total pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.0%) or 1-percentage-point higher (4.0%) than the current rate.

	1% Decrease to Discount Rate (2.0%)	Current Discount Rate (3.0%)	1% Increase to Discount Rate (4.0%)
Total Pension Liability	\$ 4,932,724	\$ 4,411,602	\$ 3,974,188

The sensitivity of the District's total pension liability was determined based on the actuarial date while the total pension liability of \$4,411,602 was based on the District's fiscal year ended June 30, 2017, as rolled forward by the District's actuary. Sensitivity information as of June 30, 2016 was not available.

g. Payable to the Supplemental Pension Plan

At June 30, 2017, the District reported a payable of \$0 for the outstanding amount of contributions to the Plan required for the year ended June 30, 2017.

**NOTE C - OTHER INFORMATION**

1. Risk Management

The District is exposed to various risks of loss related to torts; thefts, damage or destruction of assets; errors or omissions; employee health and accident claims; or acts of God. The District has chosen to retain a portion of the risks through a self-insurance program and has also purchased insurance to transfer other risks to outside parties. A description of the District's risk management program is presented below:

On July 1, 1992, the District established a self-funded health and dental benefit plan for its employees. The Plan administrator is responsible for the approval, processing and payment of claims, after which they bill the District for reimbursement. The District is also responsible for a monthly administrative fee. The Plan reports on a calendar year. Accounting and budgeting requirements for the Plan are established by the Wisconsin Department of Public Instruction. The Plan is accounted for in the general fund of the District.

As part of the health care coverage of the Plan, the District purchases stop-loss coverage which pays claims in excess of \$200,000 and up to \$1,000,000 per individual. The District has no stop-loss coverage for dental care coverage of the Plan.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE C - OTHER INFORMATION (Continued)**

At June 30, 2017, the District has reported a liability of \$3,518,602 which represents reported and unreported claims which were incurred on or before June 30, 2017, but were not paid by the District as of that date. The amounts not reported to the District were estimated using data provided by the plan administrators. Changes in the program's claim liability for the year ended June 30, 2017 with comparative totals for the prior year follows:

	Liability July 1	Current Year Claims and Changes in Estimates	Claim Payments	Liability June 30
2016	\$ 3,270,570	\$ 37,048,556	\$ 36,644,417	\$ 3,674,709
2017	3,674,709	33,781,447	33,937,554	3,518,602

2. Other Postemployment Benefits Other Than Pension Benefits (OPEB)

a. Plan Description

The Plan is a single-employer defined benefit postemployment health plan that covers retired employees of the District. Eligible retired employees have access to group medical coverage through the District's group plan. District paid medical benefits are paid for as indicated below. All employees of the District are eligible for the Plan if they meet the following age and service requirements below.

b. Benefits Provided

The District provides medical (including prescription drugs) and dental coverage for retired employees through the district's self-insured plans.

c. At June 30, 2017, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	355
Active employees	<u>2,177</u>
	<u><u>2,532</u></u>

d. Contributions

Certain retired plan members and beneficiaries currently receiving benefits are required to contribute specified amounts monthly towards the cost of insurance premiums based on the employee group and their retirement date. District paid medical and dental benefits are paid until the retiree or surviving spouse becomes eligible for Medicare.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE C - OTHER INFORMATION (Continued)**

e. Net OPEB Liability

The District's net OPEB liability was measured as of June 30, 2017, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of July 1, 2016.

*Actuarial Assumptions.* The total OPEB liability in the July 1, 2016 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation:	N/A
Salary Increases:	2.0% per year
Investment Rate of Return:	3.0%
Healthcare cost trend rates:	Medical and Drug Trend - 2.0% for 2017 increasing to 6.0% for 2018-2019, and decreasing to 5.5% thereafter. Dental Trend - level at 4.0%

Mortality rates are a blend of those from the "Wisconsin Retirement System 2012-2014 Experience Study" and the MP-2015 generational improvement scale.

The actuarial assumptions used in the July 1, 2016 valuation were based on the "Wisconsin Retirement System 2012-2014 Experience Study".

The long-term expected rate of return on OPEB plan investments was valued at 3.0%. A blend of expected earnings on District funds and the current yield for 20 year tax-exempt AA Municipal bond rate or higher as of the measurement date was used for all years of benefit payments.

*Discount rate.* The discount rate used to measure the total OPEB liability was 3.0%. The projection of cash flows used to determine the discount rate assumed that District contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected OPEB payments for current active and inactive employees. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE C - OTHER INFORMATION (Continued)**

f. Changes in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability
	(a)	(b)	(a) - (b)
Balance at July 1, 2016	\$ 91,235,096	\$ 8,614,981	\$ 82,620,115
Changes for the year:			
Service cost	6,789,109	-	6,789,109
Interest	2,940,726	-	2,940,726
Contributions - employer	-	5,313,306	(5,313,306)
Net investment income	-	51,804	(51,804)
Benefit payments	(5,085,310)	(5,085,310)	-
Net changes	4,644,525	279,800	4,364,725
Balance at June 30, 2017	\$ 95,879,621	\$ 8,894,781	\$ 86,984,840

*Sensitivity of the net OPEB liability to changes in the discount rate.* The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower (2.0%) or 1-percentage-point higher (4.0%) than the current rate:

	1% Decrease to Discount Rate (2.0%)	Current Discount Rate (3.0%)	1% Increase to Discount Rate (4.0%)
Net OPEB Liability	\$ 95,938,618	\$ 86,984,840	\$ 78,910,005

*Sensitivity of the net OPEB liability to changes in the healthcare cost trend rates.* The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower (5.0% decreasing to 1.0%) or 1-percentage-point higher (7.0% decreasing to 3.0%) than the current healthcare cost trend rates:

	1% Decrease (5.0% decreasing to 1.0%)	Healthcare Cost Trend Rates (6.0% decreasing to 2.0%)	1% Increase (7.0% decreasing to 3.0%)
Net OPEB liability	\$ 73,790,795	\$ 86,984,840	\$ 103,519,968

*OPEB plan fiduciary net position.* Information about the OPEB plan's fiduciary net position is presented in the Employee Benefit Trust Fund in these financial statements.



**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Notes to Basic Financial Statements  
 June 30, 2017

**NOTE C - OTHER INFORMATION (Continued)**

- g. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2017, the District recognized OPEB expense of \$4,158,080. At June 30, 2017, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 206,645	\$ -
Changes in assumptions	-	-
Net difference between projected and actual earnings on OPEB plan investments	-	-
District contributions subsequent to the measurement date	-	-
<b>Total</b>	<b>\$ 206,645</b>	<b>\$ -</b>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pension will be recognized in pension expense as follows:

Year ended June 30	Deferred Outflows of Resources	Deferred Inflows of Resources
2018	\$ 41,329	\$ -
2019	41,329	-
2020	41,329	-
2021	41,329	-
2022	41,329	-
<b>Total</b>	<b>\$ 206,645</b>	<b>\$ -</b>

- h. Payable to the OPEB Plan

At June 30, 2017, the District reported a payable of \$0 for the outstanding amount of contributions to the Plan required for the year ended June 30, 2017.

**3. Contingencies**

- a. The District participates in a number of federal and state assisted grant programs. These programs are subject to program compliance audits by the grantors or their representatives. Accordingly, the District's compliance with applicable grant requirements will be established at some future date. The amount, if any, of expenditures which may be disallowed by the granting agencies cannot be determined at this time although the District expects such amounts, if any, to be immaterial.
- b. From time to time, the District is party to other various pending claims and legal proceedings. Although the outcome of such matters cannot be forecast with certainty, it is the opinion of management and legal counsel that the likelihood is remote that any such claims or proceedings will have a material adverse effect on the District's financial position or results of operations.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Basic Financial Statements  
June 30, 2017

**NOTE C - OTHER INFORMATION (Continued)**

4. Limitation on School District Revenues

Wisconsin Statutes limit the amount of revenues a school district may derive from general school aids and property taxes unless a higher amount is approved by a referendum.

This limitation does not apply to revenue needed for payment of any general obligation debt service (including refinanced debt) authorized by either of the following:

- a. A resolution of the school board or by referendum prior to August 12, 1993.
- b. A referendum on or after August 12, 1993.

5. Cumulative Effect of Change in Accounting Principles

The District has adopted GASB Statements No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68 and Amendments to Certain Provisions of GASB Statements 67 and 68*, No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans* and No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* for the year ended June 30, 2017. These statements revised and established new financial reporting requirements for governments that provide their employees with postemployment benefits. Financial statements for the year ended June 30, 2016 have not been restated.

The cumulative effect of change in accounting principle was to decrease net position by \$67,278,023 as follows:

Other postemployment liability		
Balance previously reported	\$ 18,742,797	
Actuarially determined balance	(82,620,115)	
Change in other postemployment liability		\$ (63,877,318)
Total supplemental pension liability		
Balance previously reported	877,326	
Actuarially determined balance	(4,278,031)	
Change in other postemployment liability		(3,400,705)
Total cumulative effect of change in accounting principle		\$ (67,278,023)

**REQUIRED SUPPLEMENTARY INFORMATION**

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Revenues, Expenditures and Changes in Fund Balance  
Budget and Actual  
General Fund - Budgetary Basis  
For the Year Ended June 30, 2017

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Revenues</b>				
Property taxes	\$ 73,799,870	\$ 73,799,870	\$ 73,799,870	\$ -
Other local sources	934,886	961,689	910,670	(51,019)
Interdistrict sources	118,000	118,000	177,829	59,829
Intermediate sources	300,000	300,000	311,903	11,903
State sources	159,666,323	159,449,790	158,592,655	(857,135)
Federal sources	16,115,929	16,041,958	14,960,560	(1,081,398)
Other sources	305,195	305,195	513,334	208,139
<b>Total Revenues</b>	<b>251,240,203</b>	<b>250,976,502</b>	<b>249,266,821</b>	<b>(1,709,681)</b>
<b>Expenditures</b>				
<b>Instruction</b>				
Regular instruction	93,887,741	93,097,671	90,666,150	2,431,521
Vocational instruction	5,460,539	5,405,777	5,223,331	182,446
Other instruction	6,832,561	6,852,906	6,609,638	243,268
<b>Total Instruction</b>	<b>106,180,841</b>	<b>105,356,354</b>	<b>102,499,119</b>	<b>2,857,235</b>
<b>Support Services</b>				
Pupil services	11,802,007	11,899,181	11,594,989	304,192
Instructional staff services	15,416,303	14,550,632	13,707,172	843,460
General administration services	3,122,467	3,068,456	3,000,779	67,677
School administration services	13,569,510	13,630,874	13,180,839	450,035
Business services	4,941,903	4,927,049	4,858,440	68,609
Operation and maintenance of plant	30,706,537	30,568,733	31,521,957	(953,224)
Pupil transportation services	5,212,777	5,232,839	5,185,565	47,274
Central services	8,810,169	9,216,929	9,250,964	(34,035)
Insurance	751,003	710,593	722,919	(12,326)
Other support services	444,084	386,795	337,292	49,503
<b>Total Support Services</b>	<b>94,776,760</b>	<b>94,192,081</b>	<b>93,360,916</b>	<b>831,165</b>
<b>Debt service</b>	<b>486,267</b>	<b>485,767</b>	<b>485,667</b>	<b>100</b>
<b>Non-program</b>				
General tuition payments	19,609,066	19,578,513	19,253,654	324,859
Indirect costs	128,400	113,400	266,035	(152,635)
<b>Total Non-program</b>	<b>19,737,466</b>	<b>19,691,913</b>	<b>19,519,689</b>	<b>172,224</b>
<b>Total Expenditures</b>	<b>221,181,334</b>	<b>219,726,115</b>	<b>215,865,391</b>	<b>3,860,724</b>
<b>Excess of Revenues Over Expenditures</b>	<b>30,058,869</b>	<b>31,250,387</b>	<b>33,401,430</b>	<b>2,151,043</b>
<b>Other Financing Sources (Uses)</b>				
Capital leases	2,383,067	2,383,067	2,389,889	6,822
Sale of capital assets	5,000	5,000	10,473	5,473
Transfers in	215,963	212,896	29,688	(183,208)
Transfers out	(34,026,694)	(34,165,936)	(33,457,848)	708,088
<b>Total Other Financing Sources (Uses)</b>	<b>(31,422,664)</b>	<b>(31,564,973)</b>	<b>(31,027,798)</b>	<b>537,175</b>
<b>Net Change in Fund Balance</b>	<b>(1,363,795)</b>	<b>(314,586)</b>	<b>2,373,632</b>	<b>2,688,218</b>
<b>Fund Balance - July 1</b>	<b>41,525,124</b>	<b>41,525,124</b>	<b>41,525,124</b>	<b>-</b>
<b>Fund Balance - June 30</b>	<b>\$ 40,161,329</b>	<b>\$ 41,210,538</b>	<b>\$ 43,898,756</b>	<b>\$ 2,688,218</b>

See Notes to Required Supplementary Information.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Revenues, Expenditures and Changes in Fund Balance  
Budget and Actual  
Special Education Special Revenue Fund - Budgetary Basis  
For the Year Ended June 30, 2017

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>Revenues</b>				
Interdistrict sources	\$ 42,430	\$ 42,430	\$ 19,066	\$ (23,364)
Intermediate sources	-	-	1,391	1,391
State sources	12,248,880	12,248,880	12,386,273	137,393
Federal sources	7,061,375	7,154,670	6,862,997	(291,673)
<b>Total Revenues</b>	<b>19,352,685</b>	<b>19,445,980</b>	<b>19,269,727</b>	<b>(176,253)</b>
<b>Expenditures</b>				
Instruction				
Regular instruction	-	-	165	(165)
Special education instruction	38,090,234	38,175,806	37,532,869	642,937
Other instruction	75,275	75,275	74,817	458
<b>Total Instruction</b>	<b>38,218,509</b>	<b>38,251,081</b>	<b>37,607,851</b>	<b>643,230</b>
Support Services				
Pupil services	5,788,875	5,809,914	5,775,903	34,011
Instructional staff services	4,050,144	4,018,327	4,075,900	(57,573)
General administration services	17,000	17,000	350	16,650
Business services	150,000	247,583	247,304	279
Operation and maintenance of plant	10,900	10,900	19,014	(8,114)
Pupil transportation services	4,003,205	3,658,205	3,575,334	82,871
Central services	18,130	18,130	26,828	(8,698)
Insurance	204,260	204,267	241,354	(37,087)
<b>Total Support Services</b>	<b>14,242,514</b>	<b>13,984,326</b>	<b>13,961,987</b>	<b>22,339</b>
Non-program				
Special education tuition payments	662,380	726,615	674,574	52,041
<b>Total Expenditures</b>	<b>53,123,403</b>	<b>52,962,022</b>	<b>52,244,412</b>	<b>717,610</b>
<b>Excess of Revenues Under Expenditures</b>	<b>(33,770,718)</b>	<b>(33,516,042)</b>	<b>(32,974,685)</b>	<b>541,357</b>
<b>Other Financing Sources (Uses)</b>				
Transfers in	33,959,552	33,698,936	32,990,848	(708,088)
Transfers out	(188,834)	(182,894)	(16,163)	166,731
<b>Total Other Financing Sources (Uses)</b>	<b>33,770,718</b>	<b>33,516,042</b>	<b>32,974,685</b>	<b>(541,357)</b>
<b>Net Change in Fund Balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fund Balance - July 1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fund Balance - June 30</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

See Notes to Required Supplementary Information.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Changes in Net OPEB Liability and Related Ratios  
Last 10 Fiscal Years\*

	2017
Total OPEB Liability	
Service cost	\$ 6,789,109
Interest	2,940,726
Benefit payments	(5,085,310)
Net change in total OPEB liability	4,644,525
Total OPEB liability - beginning	91,235,096
Total OPEB liability - ending (a)	\$ 95,879,621
Plan Fiduciary Net Position	
Contributions - Employer	\$ 5,313,306
Net investment income	51,804
Benefit payments	(5,085,310)
Net change in plan fiduciary net position	279,800
Plan fiduciary net position - beginning	8,614,981
Plan fiduciary net position - ending (b)	\$ 8,894,781
District's net OPEB liability - ending (a) - (b)	\$ 86,984,840
Plan fiduciary net position as a percentage of the total OPEB liability	9.28%
Covered-employee payroll	\$ 142,709,888
District's net OPEB liability as a percentage of covered-employee payroll	60.95%

\* The amounts presented for each fiscal year were determined as of the prior fiscal year end. Amounts for prior years were not available.

The notes to the required supplementary information are an integral part of this schedule.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Employer Contributions  
Other Postemployment Benefits  
Last 10 Fiscal Years

	2017
Actuarially determined contribution (ADC)	\$ 12,352,496
Contributions in relation to the ADC	5,313,306
Contribution deficiency (excess)	\$ 7,039,190
 Covered-employee payroll	\$ 142,709,888
 Contributions as a percentage of covered-employee payroll	3.72%

Key Methods and Assumption Used to Calculate ADC

Actuarial cost method	Entry Age Normal
Asset valuation method	Market Value
Amortization method	21 year Level Dollar
Discount rate	3.00%
Inflation	N/A

\* The amounts presented for each fiscal year were determined as of the prior fiscal year end.  
Amounts for prior years were not available.

The notes to the required supplementary information are an integral part of this schedule.

**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin  
 Racine Unified School District  
 Wisconsin Retirement System  
 Last 10 Fiscal Years

Fiscal Year Ending	Proportion of the Net Pension Liability (Asset)	Proportionate Share of the Net Pension Liability (Asset)	Covered-Employee Payroll	Proportionate Share of the Net Pension Liability (Asset) as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)
6/30/15	0.95793451%	\$ (23,529,492)	\$ 133,929,709	17.57%	102.74%
6/30/16	0.97103075%	15,779,061	141,579,733	11.14%	98.20%
6/30/17	0.96814477%	7,979,824	137,001,261	5.82%	99.12%

Schedule of Contributions  
 Wisconsin Retirement System  
 Last 10 Fiscal Years

Fiscal Year Ending	Contractually Required Contributions	Contributions in Relation to the Contractually Required Contributions	Contribution Deficiency (Excess)	Covered-Employee Payroll	Contributions as a Percentage of Covered-Employee Payroll
6/30/15	\$ 9,375,049	\$ 9,375,049	\$ -	\$ 133,929,709	7.00%
6/30/16	9,651,718	9,651,718	-	141,579,733	6.82%
6/30/17	9,048,479	9,048,479	-	137,001,261	6.60%

See Notes to Required Supplementary Information.



**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Changes in Pension Liability and Related Ratios  
Supplemental Pension Benefit  
Last 10 Fiscal Years\*

	2017
Total Pension Liability	
Service cost	\$ 218,464
Interest	131,604
Benefit payments	(216,497)
Net change in total pension liability	133,571
Total pension liability - beginning	4,278,031
Total pension liability - ending	\$ 4,411,602
Covered-employee payroll	\$ 15,600,736
District's net pension liability as a percentage of covered-employee payroll	28.28%

\* The amounts presented for each fiscal year were determined as of the prior fiscal year end. Information for prior years is not available.

See Notes to Required Supplementary Information.

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Required Supplementary Information  
For the Year Ended June 30, 2017

**NOTE A - GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENT NOS. 73, 74, AND 75**

The District implemented GASB Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That are Not Within the Scope of GASB Statement 68*, Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans* and Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* for the fiscal year ended June 30, 2017. Information for prior years is not available.

**NOTE B - WISCONSIN RETIREMENT SYSTEM PENSION PLAN**

There were no changes of benefit terms or assumptions for any participating employer in the WRS.

**NOTE C - BUDGETARY INFORMATION**

Budgetary information is derived from the annual operating budget and is presented in accordance with generally accepted accounting principles, except the District adopts a separate budget for the special education special revenue fund. An explanation of the differences between Revenues, Expenditures, and Other Financing Sources (Uses) for budgetary funds on budgetary fund basis and a GAAP general fund basis is summarized below:

	General Fund	Special Education Fund
<b>Revenues</b>		
Actual amounts (budgetary basis)	\$ 249,266,821	\$ 19,269,727
Reclassification of special education	19,269,727	(19,269,727)
<b>Total Revenues</b>	<b>268,536,548</b>	<b>-</b>
<b>Expenditures</b>		
Actual amounts (budgetary basis)	215,865,391	52,244,412
Reclassification of special education	52,244,412	(52,244,412)
<b>Total Expenditures</b>	<b>268,109,803</b>	<b>-</b>
<b>Excess of Revenues Over (Under) Expenditures</b>		
Actual amounts (budgetary basis)	33,401,430	(32,974,685)
Reclassification of special education	(32,974,685)	32,974,685
<b>Excess of Revenues Over (Under) Expenditures</b>	<b>426,745</b>	<b>-</b>
<b>Other Financing Sources (Uses)</b>		
Actual amounts (budgetary basis)	(31,027,798)	32,974,685
Reclassification of special education	32,974,685	(32,974,685)
<b>Total Other Financing Sources (Uses)</b>	<b>1,946,887</b>	<b>-</b>
<b>Net Change in Fund Balance</b>		
Actual amounts (budgetary basis)	2,373,632	-
<b>Fund Balance - July 1</b>		
Actual amounts (budgetary basis)	41,525,124	-
<b>Fund Balance - June 30</b>		
Actual amounts (budgetary basis)	<b>\$ 43,898,756</b>	<b>\$ -</b>

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Notes to Required Supplementary Information  
For the Year Ended June 30, 2017

**NOTE C - BUDGETARY INFORMATION (Continued)**

Budgets and Budgetary Accounting

Operating budgets are adopted each fiscal year for all governmental funds in accordance with Section 65.90 of the Wisconsin Statutes. Budgetary expenditure control is exercised at the function level. Reported budget amounts are as originally adopted or as amended by Board of Education resolution.

The District follows these procedures in establishing the budgetary data reflected in the basic financial statements.

- Based upon requests from District staff, District administration recommends budget proposals to the Board of Education.
- The Board of Education prepares a proposed budget including proposed expenditures and the means of financing them for the July 1 through June 30 fiscal year.
- A public notice is published containing a summary of the budget and identifying the time and place where a public hearing will be held on the proposed budget.
- Pursuant to the public budget hearing, the Board of Education may make alterations to the proposed budget.
- Once the Board of Education (following the public hearing) adopts the budget, no changes may be made in the amount of tax to be levied or in the amount of the various appropriations and the purposes of such appropriations unless authorized by a 2/3 vote of the entire Board of Education.
- Appropriations lapse at year end unless authorized as a carryover by the Board of Education. The portion of fund balance representing carryover appropriations is reported as a committed or assigned fund balance in the fund financial statements.
- Encumbrance accounting is used by the District as an extension of formal budgetary control during the year.
- The DPI requires the District to separate special education revenues and expenditures from other general fund amounts.

The District did not have any material violation of legal or contractual provisions for the fiscal year ended June 30, 2017. In addition, no District funds had deficit fund equity as of June 30, 2017.

## **SUPPLEMENTARY INFORMATION**

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Combining Balance Sheet  
Nonmajor Governmental Funds  
June 30, 2017

	Special Revenue Funds			
	Trust	Special Projects	Community Service	Food Service
<b>ASSETS</b>				
Cash and investments	\$ -	\$ -	\$ -	\$ 1,505,489
Accounts receivable	-	-	-	41,671
Due from other funds	480,641	-	843,856	227,134
Due from other governments	-	214,509	-	326,115
<b>TOTAL ASSETS</b>	<u>\$ 480,641</u>	<u>\$ 214,509</u>	<u>\$ 843,856</u>	<u>\$ 2,100,409</u>
<b>LIABILITIES AND FUND BALANCES</b>				
Liabilities				
Due to other funds	-	137,038	-	-
Unearned revenues	-	-	-	53,998
<b>Total Liabilities</b>	<u>-</u>	<u>137,038</u>	<u>-</u>	<u>53,998</u>
Fund Balances				
Fund Balances				
Restricted				
Private gifts and donations	480,641	-	-	-
Food service programs	-	-	-	2,046,411
Grant expenditures	-	77,471	-	-
Debt service	-	-	-	-
Community service programs	-	-	843,856	-
<b>Total Fund Balances</b>	<u>480,641</u>	<u>77,471</u>	<u>843,856</u>	<u>2,046,411</u>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<u>\$ 480,641</u>	<u>\$ 214,509</u>	<u>\$ 843,856</u>	<u>\$ 2,100,409</u>

Debt Service Funds		Total Nonmajor Governmental Funds
Non-Referendum Debt Service	Referendum Debt Service	
\$ 1,678,795	\$ 76,712	\$ 3,260,996
-	-	41,671
28,945	-	1,580,576
-	-	540,624
<hr/>		
\$ 1,707,740	\$ 76,712	\$ 5,423,867

-	3,920	140,958
-	-	53,998
<hr/>		
-	3,920	194,956

-	-	480,641
-	-	2,046,411
-	-	77,471
1,707,740	72,792	1,780,532
-	-	843,856
<hr/>		
1,707,740	72,792	5,228,911
<hr/>		
\$ 1,707,740	\$ 76,712	\$ 5,423,867

**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

Combining Statement of Revenues, Expenditures and Changes in Fund Balances

Nonmajor Governmental Funds

For the Year Ended June 30, 2017

	Special Revenue Funds			
	Trust	Special Projects	Community Service	Food Service
<b>Revenues</b>				
Property taxes	\$ -	\$ -	\$ 1,600,000	\$ -
Other local sources	511,306	-	109,627	1,187,064
State sources	-	-	-	171,513
Federal sources	-	703,909	-	8,221,579
Other sources	-	-	-	155,840
<b>Total Revenues</b>	<b>511,306</b>	<b>703,909</b>	<b>1,709,627</b>	<b>9,735,996</b>
<b>Expenditures</b>				
Instruction				
Regular instruction	66,746	-	-	-
Vocational instruction	1,250	-	-	-
Other instruction	12,885	486,332	-	-
<b>Total Instruction</b>	<b>80,881</b>	<b>486,332</b>	<b>-</b>	<b>-</b>
Support Services				
Pupil services	331	-	-	-
Instructional staff services	233,229	148,033	-	-
General administration services	37,477	-	16,039	-
School administration services	7,373	-	193,973	-
Operation and maintenance of plant	808	-	779	658,090
Pupil transportation services	36,709	34,110	16,550	-
Food services	-	-	-	9,021,395
Central services	-	12,047	11,423	-
<b>Total Support Services</b>	<b>315,927</b>	<b>194,190</b>	<b>238,764</b>	<b>9,679,485</b>
Debt Service				
Principal	-	-	-	-
Interest and fiscal charges	-	-	-	-
<b>Total Debt Service</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Community Services	-	-	839,346	-
<b>Total Expenditures</b>	<b>396,808</b>	<b>680,522</b>	<b>1,078,110</b>	<b>9,679,485</b>
<b>Excess of Revenues Over (Under) Expenditures</b>	<b>114,498</b>	<b>23,387</b>	<b>631,517</b>	<b>56,511</b>
<b>Other Financing Sources (Uses)</b>				
Long-term debt issued	-	-	-	-
Premium on long term debt issued	-	-	-	-
Transfers in	-	-	-	-
Transfers out	-	(13,525)	-	-
<b>Total Other Financing Sources (Uses)</b>	<b>-</b>	<b>(13,525)</b>	<b>-</b>	<b>-</b>
<b>Net Change in Fund Balances</b>	<b>114,498</b>	<b>9,862</b>	<b>631,517</b>	<b>56,511</b>
<b>Fund Balances - July 1</b>	<b>366,143</b>	<b>67,609</b>	<b>212,339</b>	<b>1,989,900</b>
<b>Fund Balances - June 30</b>	<b>\$ 480,641</b>	<b>\$ 77,471</b>	<b>\$ 843,856</b>	<b>\$ 2,046,411</b>

Debt Service Funds		Total Nonmajor
Non-Referendum Debt Service	Referendum Debt Service	Governmental Funds
\$ 8,055,697	\$ 1,949,074	\$ 11,604,771
14,483	2,383	1,824,863
-	-	171,513
-	-	8,925,488
59,535	-	215,375
<u>8,129,715</u>	<u>1,951,457</u>	<u>22,742,010</u>
-	-	66,746
-	-	1,250
-	-	499,217
-	-	<u>567,213</u>
-	-	331
-	-	381,262
-	-	53,516
-	-	201,346
-	-	659,677
-	-	87,369
-	-	9,021,395
-	-	23,470
-	-	<u>10,428,366</u>
11,204,846	1,665,000	12,869,846
2,466,367	219,251	2,685,618
<u>13,671,213</u>	<u>1,884,251</u>	<u>15,555,464</u>
-	-	839,346
<u>13,671,213</u>	<u>1,884,251</u>	<u>27,390,389</u>
<u>(5,541,498)</u>	<u>67,206</u>	<u>(4,648,379)</u>
5,225,000	-	5,225,000
270,537	-	270,537
467,000	-	467,000
-	-	(13,525)
<u>5,962,537</u>	<u>-</u>	<u>5,949,012</u>
421,039	67,206	1,300,633
<u>1,286,701</u>	<u>5,586</u>	<u>3,928,278</u>
<u>\$ 1,707,740</u>	<u>\$ 72,792</u>	<u>\$ 5,228,911</u>



**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Pupil Activity Funds  
 Schedule of Changes in Assets and Liabilities  
 June 30, 2017

Pupil Activity Funds				
	Balance 07/01/16	Additions	Deletions	Balance 06/30/17
<b>ASSETS</b>				
Cash and investments	\$ 939,336	\$ 2,889,811	\$ 2,828,660	\$ 1,000,487
<b>LIABILITIES</b>				
Due to student organizations				
Senior high schools	\$ 521,409	\$ 1,811,549	\$ 1,722,928	\$ 610,030
Middle schools	147,605	471,626	495,908	123,323
Elementary schools	228,062	503,812	501,259	230,615
Early Childhood schools	4,572	13,439	16,017	1,994
P-COC	2,389	5,549	7,530	408
REAL School	35,299	83,836	85,018	34,117
<b>TOTAL LIABILITIES</b>	<b>\$ 939,336</b>	<b>\$ 2,889,811</b>	<b>\$ 2,828,660</b>	<b>\$ 1,000,487</b>

**ADDITIONAL INDEPENDENT AUDITORS' REPORT  
FOR BASIC FINANCIAL STATEMENTS**

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Education  
Racine Unified School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Racine Unified School District (the "District"), as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated [REDACTED], 2017.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Racine Unified School District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Certified Public Accountants  
Green Bay, Wisconsin  
[REDACTED] 2017

## **FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE**

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR  
FEDERAL AND STATE PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE AND THE STATE SINGLE AUDIT GUIDELINES**

To the Board of Education  
Racine Unified School District

**Report on Compliance for Each Major Federal and State Program**

We have audited the Racine Unified School District's compliance with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Compliance Supplement* and the *State Single Audit Guidelines* issued by the Wisconsin Department of Administration that could have a direct and material effect on each of the Racine Unified School District's major federal and state programs for the year ended June 30, 2017. The Racine Unified School District's major federal and state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal and state statutes, regulations, and the terms and conditions of its federal and state awards applicable to its federal and state programs.

**Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of the Racine Unified School District's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the *State Single Audit Guidelines* issued by the Wisconsin Department of Administration. Those standards, the Uniform Guidance and the *State Single Audit Guidelines* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal or state program occurred. An audit includes examining, on a test basis, evidence about the Racine Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal and state program. However, our audit does not provide a legal determination of the Racine Unified School District's compliance.

**Opinion on Each Major Federal and State Program**

In our opinion, the Racine Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the year ended June 30, 2017.

## Report on Internal Control Over Compliance

Management of the Racine Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Racine Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal or state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal or state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and the *State Single Audit Guidelines*, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Racine Unified School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or state program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or state program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and the *State Single Audit Guidelines*. Accordingly, this report is not suitable for any other purpose.

Certified Public Accountants  
Green Bay, Wisconsin  
[REDACTED] 2017

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Expenditures of Federal Awards  
For the Year Ended June 30, 2017

Grantor Agency/Federal Program Title	CFDA Number	Pass-Through Agency	Pass-Through Entity Identifying Number	Revenues			Total Expenditures	Subrecipient Payment
				(Accrued) Deferred Revenue 7/1/2016	Cash Received (Refunded)	Accrued (Deferred) Revenue 6/30/2017		
<b>U.S. DEPARTMENT OF AGRICULTURE</b>								
Child Nutrition Cluster								
School Breakfast Program	10.553	WI DPI	2017-514620-SB-546	\$ (39,474)	\$ 1,759,790	\$ 67,103	\$ 1,787,419	\$ -
National School Lunch Program	10.555	WI DPI	2017-514620-NSL-547	(124,722)	5,347,200	178,164	5,400,642	-
National School Lunch Program	10.555	WI DPI	Unknown	-	643,230	-	643,230	-
National School Lunch Program	10.555	WI DPI	2017-514620-NSL-Snacks-561	-	2,854	152	3,006	-
National School Lunch Program	10.555	WI DPI	2017-514620-NSL-Snacks-566	(5,625)	74,813	6,757	75,945	-
Total National School Lunch Program				<u>(130,347)</u>	<u>6,068,097</u>	<u>185,073</u>	<u>6,122,823</u>	<u>-</u>
Summer Food Service Program for Children	10.559	WI DPI	2017-514620-SFSP-586	-	164,069	70,886	234,955	-
Total Child Nutrition Cluster				<u>(169,821)</u>	<u>7,991,956</u>	<u>323,062</u>	<u>8,145,197</u>	<u>-</u>
Child and Adult Care Food Program	10.558	WI DPI	2017-514620-CAFP-003	-	2,936	44	2,980	-
Fresh Fruit and Vegetable Program	10.582	WI DPI	2017-514620-FF&V-376	(2,134)	63,928	3,010	64,804	-
Fresh Fruit and Vegetable Program	10.582	WI DPI	2016-514620-FF&VP-594	-	8,599	-	8,599	-
Total Fresh Fruit and Vegetable Program				<u>(2,134)</u>	<u>72,527</u>	<u>3,010</u>	<u>73,403</u>	<u>-</u>
Total U.S. Department of Agriculture				<u>(171,955)</u>	<u>8,067,419</u>	<u>326,116</u>	<u>8,221,580</u>	<u>-</u>
<b>U.S. DEPARTMENT OF JUSTICE</b>								
National Institute of Justice Research, Evaluation, and Development Project Grants	16.560	WI DPI	FY 17-514620-730-599-Bully	(4,076)	4,076	13,913	13,913	-
<b>U.S. DEPARTMENT OF EDUCATION</b>								
Title I Grants to Local Educational Agencies	84.010	WI DPI	17-514620-Title 1-141	(751,916)	5,530,999	2,426,796	7,205,879	-
Title I Grants to Local Educational Agencies	84.010	CESA	Unknown	1,392	-	-	1,392	-
Title I Grants to Local Educational Agencies	84.010	WI DPI	17-514620-TI-Delinquent-140	(99,763)	181,222	7,534	88,993	-
Title I Grants to Local Educational Agencies	84.010	WI DPI	2017-514620-Focus-145	(43,420)	105,697	29,284	91,561	-
Title I Grants to Local Educational Agencies	84.010	WI DPI	2016-514620-Cohort 1-154	(3,604)	36,167	3,291	35,854	-
Total Title I Grants to Local Educational Agencies				<u>(897,311)</u>	<u>5,854,085</u>	<u>2,466,905</u>	<u>7,423,679</u>	<u>-</u>
Special Education Cluster (IDEA)								
Special Education Grants to States	84.027	WI DPI	2017-514620-IDEA-341	(1,189,911)	5,184,829	1,386,874	5,381,792	-
Special Education Grants to States	84.027	WI DPI	2017-514620-IDEA-342	-	59,816	-	59,816	-
Special Education Grants to States	84.027	CESA	Unknown	-	3,122	(1,500)	1,622	-
Total Special Education - Grants to States				<u>(1,189,911)</u>	<u>5,247,767</u>	<u>1,385,374</u>	<u>5,443,230</u>	<u>-</u>
Special Education - Preschool Grants	84.173	WI DPI	17-514620-Pre-S-347	(73,932)	299,077	96,658	321,803	-
Total Special Education Cluster (IDEA)				<u>(1,263,843)</u>	<u>5,546,844</u>	<u>1,482,032</u>	<u>5,765,033</u>	<u>-</u>
Career and Technical Education -- Basic Grants to States	84.048	WI DPI	2017-514620-CP-CTE-400	(142,061)	142,061	222,249	222,249	-
Education for Homeless Children and Youth	84.196	WI DPI	2017-514620-Homeless-335	(50,000)	92,028	9,897	51,925	-
Fund for the Improvement of Education	84.215	City of Racine	Unknown	(6,379)	26,085	6,671	26,377	-
Twenty-First Century Community Learning Centers	84.287	WI DPI	17-514620-367-CLC	(304,978)	774,672	207,837	677,531	-
Special Education - Parent Information Centers	84.328	United Way	Higher Expectations	-	35,062	-	35,062	-
Transition to Teaching Grant Program	84.350	WI DPI	A593-00000-514620	(12,500)	12,500	-	-	-
English Language Acquisition State Grants	84.365	WI DPI	17-514620-Title III A-391	(168,315)	376,659	187,377	395,721	-
Supporting Effective Instruction State Grants	84.367	WI DPI	17-514620-Title II-365	(266,687)	1,189,195	291,659	1,214,167	-
School Improvement Grants	84.377	WI DPI	2017-514620-SIG-151	(781,969)	2,220,637	757,310	2,195,978	-
Total U.S. Department of Education				<u>(3,894,043)</u>	<u>16,269,828</u>	<u>5,631,937</u>	<u>18,007,722</u>	<u>-</u>

(Continued)



**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Expenditures of Federal Awards  
For the Year Ended June 30, 2017

Grantor Agency/Federal Program Title	CFDA Number	Pass-Through Agency	Pass-Through Entity Identifying Number	Revenues			Total Expenditures	Subrecipient Payment
				(Accrued) Deferred Revenue 7/1/2016	Cash Received (Refunded)	Accrued (Deferred) Revenue 6/30/2017		
<u>U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES</u>								
Pregnancy Assistance Fund Program	93.500	WI DPI	17-514620-InSPIRE-591	(64,543)	200,163	81,449	217,069	-
Medicaid Cluster								
Medical Assistance Program	93.778	WI DHS	44211100	-	3,590,184	-	3,590,184	-
Total Medicaid Cluster				-	3,590,184	-	3,590,184	-
Cooperative Agreements to Promote Adolescent Health through School-Based HIV/STD Prevention and Substance Abuse and Mental Health Services Projects of Regional and National Significance	93.079 93.243	WI DHS State of Wisconsin	2016-17-514620-WILY-334 None	(6,478) (284,048)	11,537 817,399	1,946 188,480	7,005 721,831	- -
Total U.S. Department of Health and Human Services				(355,069)	4,619,283	271,875	4,536,089	-
<b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>				<b><u>\$ (4,425,143)</u></b>	<b><u>\$ 28,960,606</u></b>	<b><u>\$ 6,243,841</u></b>	<b><u>\$ 30,779,304</u></b>	<b><u>\$ -</u></b>
Reconciliation to Basic Financial Statements								
Federal sources							\$ 30,749,045	
Federal awards reported with local sources							35,062	
Non-grant related federal revenues							(12,255)	
Miscellaneous adjustment							7,452	
Total Federal Awards							<u>\$ 30,779,304</u>	

The notes to the schedule of expenditures of federal awards are an integral part of this schedule.

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Schedule of State Financial Assistance  
 For the Year Ended June 30, 2017

Grantor Agency/State Program Title	State I.D. Number	Pass-through Agency	State Identifying Number	Revenues			Total Expenditures	Subrecipient Payments
				(Accrued) Deferred Revenue 7/1/2016	Cash Received (Refunded)	Accrued (Deferred) Revenue 6/30/2017		
<b>DEPARTMENT OF PUBLIC INSTRUCTION</b>								
Special Education and School Age Parents	255.101	Direct Program	514620-100	\$ -	\$ 11,881,611	\$ -	\$ 11,881,611	\$ -
State School Lunch Aid	255.102	Direct Program	514620-107	-	95,003	-	95,003	-
Common School Fund Library Aid	255.103	Direct Program	514620-104	-	785,091	-	785,091	-
Bilingual Bicultural Aid	255.106	Direct Program	514620-111	-	464,837	-	464,837	-
General Transportation Aid	255.107	Direct Program	514620-102	-	418,678	-	418,678	-
Equalization Aids	255.201	Direct Program	514620-116	(2,309,020)	140,930,065	2,405,986	141,027,031	-
Integration Transfer	255.205	Direct Program	514620-105	-	6,623,014	-	6,623,014	-
High Cost Special Education Aid	255.210	Direct Program	514620-119	-	365,088	-	365,088	-
Peer Review and Mentoring	255.301	Direct Program	514620-141	(17,519)	22,381	17,667	22,529	-
Alcohol and Other Drug Abuse	255.306	Direct Program	514620-143	(23,977)	23,977	25,777	25,777	-
State School Breakfast Aid	255.344	Direct Program	514620-108	-	76,510	-	76,510	-
Tuition Payments by State	255.401	Direct Program	514620-157	-	95,065	-	95,065	-
Tuition Payments by State	255.401	Direct Program	514620-158	-	136,868	-	136,868	-
Total Tuition Payments by State				-	231,933	-	231,933	-
Student Achievement Guarantee in Education (SAGE)	255.504	Direct Program	514620-160	-	1,577,783	-	1,577,783	-
Aid for High Poverty School District	255.926	Direct Program	514620-121	-	1,377,075	-	1,377,075	-
Educator Effective Evaluation System	255.940	Direct Program	514620-154	(126,531)	238,587	16,611	128,667	-
Per Pupil Aid	255.945	Direct Program	514620-113	(3,096,150)	8,180,900	-	5,084,750	-
Career and Technical Education Incentive Grants	255.950	Direct Program	514620-151	-	60,871	-	60,871	-
Aid for Special Ed Transition Grant BBL	255.960	Direct Program	514620-168	-	2,706	-	2,706	-
Assessments of Reading Readiness	255.956	Direct Program	514620-166	-	57,388	-	57,388	-
Total Department of Public Instruction				(5,573,197)	173,413,498	2,466,041	170,306,342	-
<b>TOTAL STATE PROGRAMS</b>				<b>\$ (5,573,197)</b>	<b>\$ 173,413,498</b>	<b>\$ 2,466,041</b>	<b>\$ 170,306,342</b>	<b>\$ -</b>
Reconciliation to Basic Financial Statements								
Governmental Funds							\$ 171,150,441	
State sources								
Revenues not considered state financial assistance							(826,320)	
Tax-exempt computer aids							(17,779)	
Miscellaneous								
Total State Awards							<u>\$ 170,306,342</u>	

The notes to the schedule of state financial assistance are an integral part of this schedule.

**RACINE UNIFIED SCHOOL DISTRICT**

Racine, Wisconsin

Notes to the Schedule of Expenditures of Federal Awards and Schedule of State Financial Assistance  
For the Year Ended June 30, 2017

**NOTE A - BASIS OF PRESENTATION**

The accompanying schedule of expenditures of federal awards and schedule of state financial assistance include the federal and state grant activity of the Racine Unified School District and are presented on the modified accrual basis of accounting. The information in these schedules is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)* and the *State Single Audit Guidelines*. Therefore, some amounts presented in these schedules may differ from amounts presented in, or used in the preparation of, the basic financial statements.

**NOTE B - SPECIAL EDUCATION AND SCHOOL AGE PARENTS PROGRAM**

The 2016-2017 eligible costs under the State Special Education Program as reported by the District are \$46,264,669.

**NOTE C - FOOD DISTRIBUTION**

Nonmonetary assistance is reported in the Schedule of Expenditures of Federal Awards at the fair market value of the commodities received and disbursed.

**NOTE D - OVERSIGHT AGENCIES**

The U.S. Department of Education is the federal oversight agency and the Wisconsin Department of Public Instruction is the state oversight agency for the District.

**NOTE E - INDIRECT COSTS**

The District has not elected to charge a de minimis indirect rate of 10% of modified total direct costs.

**NOTE F - PASS THROUGH ENTITIES**

Federal awards have been passed through the following entries:

WI DHS - Wisconsin Department of Health Services  
WI DPI - Wisconsin Department of Public Instruction  
CESA - Cooperative Educational Services Agency

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Schedule of Findings and Questioned Costs  
 For the Year Ended June 30, 2017

**Section I - Summary of Auditors' Results**

Basic Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	No
Noncompliance material to basic financial statements noted?	No

Federal Awards and State Financial Assistance

Internal control over major programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	No
Type of auditors' report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?	No
Any audit findings disclosed that are required to be reported in accordance with the <i>State Single Audit Guidelines</i> ?	No

Identification of major federal and state programs:

CFDA Number	Name of Federal Programs
	<i>Special Education Cluster (IDEA)</i>
84.027	Special Education - Grants to States
84.173	Special Education - Preschool Grants
84.367	Improving Teacher Quality State Grants

State ID Number	Name of State Programs
255.101	Special Education and School Age Parents
255.103	Common School Fund Library Aid
255.107	General Transportation Aid for Public and Non-Profit School Pupils
255.201	General Equalization Aids
255.205	Integration Transfer
255.504	Student Achievement Guarantee in Education
255.945	Per Pupil Adjustment Aid

Audit threshold used to determine between Type A and Type B federal programs:	\$923,379
Audit threshold used to determine between Type A and Type B state programs:	\$250,000
Auditee qualified as low-risk auditee	Yes

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Findings and Questioned Costs (Continued)  
For the Year Ended June 30, 2017

**Section II - Financial Statement Findings**

There are no findings to be reported.

**Section III – Federal Award and State Financial Assistance Findings**

There are no findings to be reported.

**RACINE UNIFIED SCHOOL DISTRICT**  
 Racine, Wisconsin  
 Schedule of Findings and Questioned Costs (Continued)  
 For the Year Ended June 30, 2017

**Section IV - Other Issues**

Does the auditors' report or the notes to the financial statement include disclosure with regard to substantial doubt as to the auditee's ability to continue as a going concern? \_\_\_\_\_ Yes        X   No

Does the audit report show audit issues (i.e., material non-compliance, non-material non-compliance, questioned costs, material weakness, significant deficiency, management letter comment, excess revenue or excess reserve) related to grants/contracts with funding agencies that require audits to be in accordance with the *State Single Audit Guidelines*:

Department of Public Instruction	_____ Yes	<u>  X  </u> No
Department of Health Services	_____ Yes	<u>  X  </u> No

Was a Management Letter or other document conveying audit comments issued as a result of this audit?   X   Yes      \_\_\_\_\_ No

Name and signature of shareholder \_\_\_\_\_ David L. Maccoux, CPA

Date of report                     , 2017

**RACINE UNIFIED SCHOOL DISTRICT**  
Racine, Wisconsin  
Schedule of Prior Year Audit Findings and Corrective Action Plan  
For the Year Ended June 30, 2017

**Status of Prior Year Audit Finding**

All findings noted in the 2016 Schedule of Findings and questioned Costs have been reported to the proper federal and state agencies. The current status of the prior year audit findings, as provided by management, follows:

Finding No.	Prior Year Audit Finding
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**2016-001      Special Education Aid Allowable Costs**

The finding has been resolved.

**Corrective Action Plan**

None required.