



## Proposed Instructional Priorities 2016-2017

### **We will....**

- ⇒ *Become the school system of choice in the region.*
- ⇒ *Graduate students who are career and college ready.*
- ⇒ *Promote student-centered, transformative practices.*
- ⇒ *Practice good stewardship of resources.*
- ⇒ *Add value to the community.*

### **Administrator Mentoring Program**

#### Continue:

- Training for new mentor/coaches- ID of administrators who have a penchant for mentoring new principals
- Time made available via a rearrangement of responsibilities so that mentor/coaches could feel comfortable spending this valuable time with new administrators
- Identify what it is that we really want our new administrators to be able to know and produce in terms of leadership. What do the best of the best look like and how do we know?
- Use information on mentoring and leadership to help guide our hiring practices
- Use of information to look at a “coaching” model for all administrators
- Provide a one day training for mentors on issues of critical district topics
- Provide an electronic method for exchanging information as mentors

### **Assessment**

#### New:

- Discontinue PALS (Phonological Awareness Literacy Screening), PK-2
- Incorporate DRA-2 (Developmental Reading Assessment). DRA has already been used in the district.
- Investigate and potentially implement a data warehousing program.

#### Continue:

- Enhance instructional usage of the STAR assessment.
- Use data to inform instruction and building goals.

### **Business Education**

#### New:

- Investigate DPI crosswalk credits for Personal Finance in mathematics
- Create a virtual option for students in Personal Finance course
- Pursue options for International Education Academy
- Pursue options for Information Technology Academy
- Work with counselors to revise middle level offerings to include career cluster instruction addressing 16 career clusters
- Create Careers class to assist in goals of ACP (Academic & Career Planning) with MS CTE department

Continue:

- Elementary keyboarding instructional sequence beginning in grade 3 to address the Common Core standards
- Offer Computer & Internet Applications as a virtual course for students
- Revise middle level offerings to include financial literacy and introduction to business concepts

### **Co-Curricular: Elementary**

Continue:

- Promote co-curricular opportunities in each of the schools
- Maintain the variety and opportunities for students in our Co-Ex Clubs at the elementary level
- Continue to examine how changes in the offerings provided by different community agencies such as the Boys and Girls Club, YMCA, Park & Rec, etc., may affect the offerings we provide to our students

### **Co-Curricular: Middle**

New (1 to 3 years):

- On-Line Athletic Registration

Continue (4 plus years):

- Facilities improvement
- Alcohol Awareness Program with Gundersen
- Co-Curricular Code

### **Co-Curricular: High**

New (1 to 3 years):

- On-Line Athletic Registration

Continue (4 plus years):

- Concussion Program with Gundersen
- Coulee Council on Addictions Option
- MVC Leadership Workshop
- Facilities Improvement
- Bigger-Faster-Stronger Program
- Alcohol Awareness Program with Gundersen
- Co-Curricular Code
- LINK Crew and FMP (Freshmen Mentoring Program)

### **Cultural Liaison Program**

Continue:

- Implement and refine program delivery model for servicing students through our Cultural Liaison Program with focus on middle school students/families
- Work with middle schools to identify student needs based on student feedback and building data, design and implement specific programming related to the identified purpose, develop timelines and a communication plan that keeps all related staff informed and “up to speed” on student progress/needs
- Cultural Liaisons will work closely with middle school principals and staff to examine building staff needs (staff development) to help move the staff along the cultural proficiency continuum

- Hold focus groups with different parent populations to get input on student needs and direction of program
- Work with high schools and elementary schools to determine supports that can be provided by the cultural liaison program to meet building needs
- Work with local agencies to reach out to the Hispanic community to increase communication with families in need
- Work with our Title VII coordinators to better meet the needs of our Native American Students

## **Curriculum**

New:

- Redesign High School Course Guides for best utility and size reduction; create electronic access to courses for all users
- Revisit Curriculum Review Cycle and determine prioritization process
- Revisit curricular area budgets to determine funding
- Identify central repository for all district curriculum
- Continue discussion around revised middle school schedule
- Review supervisor assignments and consider restructure of roles for best effectiveness

Continue:

- Review policies and practices guiding alternate courses
- Continue shift of curriculum to electronic platforms
- Review English Language Arts (ELA) high school elective courses
- Review elementary standards-based report card with parent committee
- Work to incorporate additional aspects of current Math/ELA screener (STAR)
- Continue Science curriculum review
- Review on-line courses and student participation (eScholars, etc.)
- Continue exploration of personalized learning models (student-centered transformative practices)

## **eScholars**

New:

- Create more “owned” courses with our educators teaching our own online courses
- Create catalog of our virtual course offerings available for LaCrosse District students grades 9-12
- Provide training for La Crosse staff to convert curriculum to potential online courses

Continue:

- Provide online options for students in the School District of La Crosse
- Provide support (coaches) for La Crosse students taking virtual courses

## **English Language Arts**

New:

- Expand Read to Success volunteer collaboration between the school district and United Way to include four elementary schools next fall
- Review/Revise Elementary Instructional Coach model, as necessary
- Review ATLAS curriculum mapper tool and determine utility of this tool moving forward
- Review H.S. curriculum; Conduct ELA elective review/standards mapping
- Review resources and determine new/replacement acquisitions
- Provide AVID training in Writing Strategies for secondary ELL teachers

Continue:

- Review ELA curriculum through team review for all levels, K-12, in spring and summer of 2016

- Review classroom practices at H.S. to determine how to best serve the digital generation of students
- Continue District assessment/data utilization training
- Meet with representative elementary parents and revise the elementary ELA report card
- Refine plans for training time between Instructional Coaches and new ELA teachers
- Continue work in refining and (as appropriate) expanding ELA Livebinders
- Create deeper focus on training new teachers in ELA tools through district SD
- Increase understanding of cultural awareness in literature and resources

### **English Language Learners**

New:

- Review additional resources for acquisition
- Evaluate effectiveness of updated PK/K service model
- Establish language proficiency screening/assessment process based on updated DPI guidance
- Review data from first iteration of ACCESS 2.0 for program review
- Revisit Title III funding and possible focal areas

Continue:

- Implement updates to PK-2 ELL program design
- Enhance Livebinders folder for ELL
- Publish updated, electronic version of district best practice handbook for ELL
- Continue to research and disseminate best practice strategies for ELLs
- Enhance program model of service for middle school ELL
- Provide ongoing professional development to ELL and district staff
- Provide education around ELL cultural backgrounds

### **Family & Consumer Education**

New:

- Revise 8<sup>th</sup> grade elective offerings
- Create Careers class to assist in goals of ACP (Academic & Career Planning) with MS CTE department

Continue:

- Revise 7<sup>th</sup> grade Family & Technology class

### **Fine Arts**

#### **Elementary Art**

New:

- Pilot revised common assessment
- Explore innovative ways to use 1:1 technology in 5th grade art classrooms

Continue:

- Use early release days for staff development and content area PLC's
- Display art in the community at Youth Art Month shows, Gundersen/Mayo displays, etc.
- Continue unique partnerships with the community through projects such as the Mississippi Steamroll, Giving Project, Compassion Project, etc.

#### **Secondary Art**

New:

- Investigate barriers for student participation in art at middle school and high school

- Examine Techno Art...review updated curriculum and rename course more appropriately "digital art"

Continue:

- Implementation of updated curriculum
- Use early release days for staff development and content area PLC's
- Consider thoughtful integration of technology with advent of 1:1 including digital imaging, graphic design, animation, etc.
- Use common assessments to inform instruction, guide PLC work, and demonstrate student growth

## **Drama**

New:

- Develop a proposal for a project involving our Native American community that parallels the Hmong Education project over the next 5 years.

Continue:

- Support musicals as they continue to grow in participation and quality
  - Lincoln's spring musical
  - Logan Middle's winter musical
  - Logan High's summer musical (May/June)
  - Summer School musical (June/July)
- Support Hmong Cultural Project with drama as the vehicle for instructional delivery
- Support high school drama clubs so that interested students at both schools can have a drama experience

## **Elementary Music**

New:

- Develop ways in which 1:1 technology can be used in the 5th grade classes
- Discuss new ways to engage students in music (i.e. ukulele project)

Continue:

- Create/modify common assessments used to demonstrate student growth
- Continue work on PLC's on early release days

## **Band/Orchestra**

New:

- Identify needs for major instrument replacement (timpani, etc.)
- Share instructional ideas in open rehearsals on early release days
- Examine ways "Play it Forward" donation campaign can bolster inventory

Continue:

- Use developmental levels (common assessments) and expand use for PLC's
- Welcome all students into program
- Investigate retention problems between MS and HS
- Collaboration with UW-L to make visits by composers and conductors accessible for all institutions
- Develop ways 1:1 can be used to enhance learning in band

## **Secondary Vocal**

New:

- Discuss appendix b duties-have they changed?
- Monitor and evaluate new staffing configuration (shared staff between MS and HS)

Continue:

- Collaboration with UW-L to make visits by composers and conductors accessible for all institutions
- Share instructional ideas in open rehearsals on early release days
- Efforts on developing music literacy within vocal music programs
- Content-specific staff development on early release days

### **High Performance Learners**

New:

- Refine HPL math curriculum to include performance tasks and project-based learning activities.
- Refine HPL language arts curriculum to include studying themes and book studies.
- Investigate ways to include select maker spaces into HPL programming so HPL students can teach peers when they are in the library.
- Integrate more technology opportunities within the HPL program.
- Support new Library/HPL teachers as they begin their new job assignment.

Continue:

- Offer programming and advocacy for gifted students as well as advanced learners at the elementary and middle level.
- Showcase HPL programming through Open Houses, technology, etc.
- Address student and parent needs for learners who are far beyond the usual pace of their age mates through individualized programming options.
- Support Library/HPL teachers delivering face-to-face HPL instruction to identified top 10% of students in each building and provide materials and resources for instruction
- Enrich and accelerate a curriculum based on Common Core State Standards.
- Integrate more STEAM (Science, Technology, Engineering, Arts and Math) course offerings in the HPL Summer Symposium.
- Utilize technology to increase learning opportunities for students, with a goal that students receive “HPL programming” daily.
- Provide district-wide events that support and enrich all students and align with curricular expectations.
- Support building-level enrichment activities through staff support, collaboration and building-level funds.
- Integrate more STEAM (Science, Technology, Engineering, Arts and Math) course offerings in the HPL Summer Symposium.

### **Library Media Program**

Continue:

- Provide leadership and support of reading literacy through the library curriculum and in partnership with the instructional coaches programs (e.g. authors, reading challenges, book fairs, family nights, etc.)
- Support digital learning and digital literacy in classrooms through:
  - Development and implementation of robotics/coding/electronics based makerspaces
  - Using the Common Sense Media Digital Literacy Curriculum along with the standards outlined in ISTE (International Society of Technology in Education), AASL (American Association of School Librarians), and the district standards

- Using Inquiry Learning strategies and methods for information literacy
- Partnering with classroom teachers to integrate digital literacies into existing units of instruction supported by a complete flex schedule
- Support staff learning needs around digital information literacy for themselves and their students
  - Incorporate the use of databases and search skills into units of instruction through teaching teachers how to use available databases
  - Provide additional training and instruction to staff on new technologies that support:
    - Inquiry learning
    - Productivity
    - Creative practices
    - Problem solving
    - Critical thinking
- Provide leadership in the building as a partner with the Technology Services department
- Support building specific learning initiatives
- Continue the development of a vibrant, motivating, balanced and interesting collection of reading materials in many formats that support the students as they increase their reading and thinking achievements
- Teach the grades 3-8 High Performance Learning program for the equivalency of one day per week

## **Mathematics**

### **New:**

- Implement two new semester HS Math courses; Advanced Math Topics and Introduction to Statistics
- Develop common quarterly assessments aligned to the Common Core State Standards at grades K-5
- Develop more opportunities for enrichment and remedial summer school courses.
- Integrate assessment questions relating to the Forward Exam on summative assessments in all grades
- Utilize data in the data warehouse to assist with instructional differentiation

### **Continue:**

- Review of Common Core State Standards and infuse into the district curriculum
- Integrate the mathematical practices into classroom instruction
- Utilize multiple assessments to help align students with developmentally appropriate courses
- Provide interventions for students needing additional support or enrichment activities
- Utilize data to measure student growth and achievement
- Implement extended math courses for Algebra I, Geometry, and Algebra II at our high schools
- Integrate assessment questions for preparation aligned to the ACT Exam
- Continue implementing the 2013 edition of Math Expressions, which aligns with the Common Core standards, at grades K-5
- Continue to implement Glencoe at the Middle School Level
- Deliver summer school instruction for remedial Algebra and Geometry through a proficiency-based model using the ALEKS computer-based program

## **New Teacher Support**

### **New:**

- Provide a one day substitute experience for new teachers to observe the best of the best in our district
- Revise schedule and provide two-day training prior to the school year around critical district topics including:

- Revise and implement three full-day, school year seminars on the following topics critical to the district:
  - Educator Effectiveness
  - Cultural Awareness
  - Professional Learning Communities
  - Social Justice
  - Behavior Interventions
  - Universal Design for Learning
- Introduce new teachers to District mentor program
- Introduce new teachers to District assistance with the PDP (Professional Development Plan) process
- Cultivate expanded relationship between new teaching staff and Instructional Coaches

Continue:

- Provide 4-5 after school seminars on critical issues in a face-to-face, one-hour format, including:
  - Parent Teacher conferences
  - Teacher Evaluation
  - District Technology
  - Instruction
- Provide and promote an electronic resource environment to provide access to training information to all new teachers
- Use information on mentoring and leadership to help guide our hiring p

**Physical Education and Health**

New:

- Elementary, middle, and high school physical education staff members are beginning their third year of rewriting curriculum to reflect SHAPE (Society of Health and Physical Educators) Standards. SHAPE defines what a student should know and be able to do as a result of a quality physical education program. SHAPE standards are also in line with the Wisconsin State Physical Education Standards. The elementary and middle level curriculum teams are nearing completion of their work and will be meeting to decide upon a staff development plan to orient and familiarize our staff members with the curricular changes that will be implemented.
- Middle and high school Health staff members are beginning their third year rewriting curriculum to reflect HECAT (Health Education Curriculum Analysis Tool) Standards which define what a student should know and be able to learn as a result of a quality health education program. HECAT standards are also in line with the Wisconsin State Health Education Standards. The middle level curriculum team is nearing completion of their work and will be meeting to decide upon a staff development plan to orient and familiarize our staff members with the curricular changes that will be implemented.
- Collaborate with La Crosse County Heroin and Other Illicit Drugs Task Force in regard to resources to support our K-12 Health curriculum (this is a carryover priority from 2015-2016 which was not implemented)
- Begin discussing “How Physical Activity impacts achievement scores” and how data could be collected in our District and be used to enhance instruction for our students.

Continue:

- Creating common district assessments based on Wisconsin State Physical Education and National SHAPE Standards, as well as Wisconsin State Health Standards and National HECAT Standards.
- Consistently and uniformly gather, analyze, and utilize data to inform our educational practices
- Fitness Gram will no longer be supported by the District as of July 2016. Staff members will discuss what type of fitness data should be collected so we will effectively be able to monitor the



growth of our students. Staff members will consult our Department of Instructional Technology to discuss the capability of Skyward in maintaining this data.

- Analyze effectiveness of current assessment practices (qualitative and quantitative)
- Infusion of purposeful technology into classrooms
- Align commonly themed units within the District's physical education and health curriculum with Wisconsin State Physical Education and National SHAPE Standards, as well as Wisconsin State Health and National HECAT Standards
- Focus on student and staff safety; this is a paramount consideration in all that we support, model, and implement
- Keep students physically active while developing or refining skills to encourage a healthy and active lifestyle
- Promote the umbrella goal in our health curriculum, which is to produce healthy and self-confident youth and young adults
- Focus on life-long learning activities and community partnerships
- Provide eclectic opportunities for students to discover the joy and fun inherent in purposeful movement
- Support students' cognitive development and overall ability through movement
- Provide stewardship and emphasis on curriculum that promotes life-long learning, wellness, and skill development (e.g. archery, cross country skiing, bowling, snow shoeing, in-line skating, biking, climbing walls, etc.)
- Support and/or facilitation of during and/or after school activities that promote healthy, active lifestyles

### **Preschool**

Continue:

- Modify program standards based on Wisconsin Model Early Learning Standards, as well as, school district literacy and math standards
- Provide teacher professional development on social/emotional developmental teaching strategies
- Modify report card to state early literacy reporting requirements
- Modify PreK district assessments to align with changes in program standards
- Continue to refine and implement transition program for PreK to Kindergarten
- Continue to provide for equipment and supply needs for Model 1 and Model 3 classrooms
- Modify the newly implemented Parent Outreach program

### **Pupil Services**

Continue:

- Promote Health, Wellness and Safety amongst all school district students, families and staff members
- Explore and enhance alternative education programs for students experiencing anxiety in the general school setting
- Support students and faculty at the Juvenile Detention Facility
- Reduce barriers to learning for all students by researching, exploring, and implementing *Rebuilding for Learning* principles
- Maintain efficient scheduling of staff in order to best serve the students needing homebound services
- Support students struggling with behavioral health issues
- Implement use of 1:1 Site Based Mental Health Services where appropriate
- Support homeless students, providing transportation and academic support

- Evaluate Pupil Service Resources for relevancy – dispose of outdated material and replace if needed
- Curriculum Development in all Pupil Services areas
- Comprehensive Counseling - Conferencing at grades 8, 9 and 11
- Career education development, particularly at the elementary Level
- Increase the use of technology to meet the diverse needs of the learners
- Continue to serve on Building & District *Response to Intervention & Positive Behavioral Intervention and Supports* teams

## **Research and Development**

New:

- Create a warehouse of in-house research, district approved research, and tangible external research on the District Curriculum & Instruction website.

Continue:

- Dialogue with area university personnel and R&D (Research & Development) members to define research priorities for both parties.

## **School to Work**

New:

- Develop procedures for new academy proposals and implementation to include multiple disciplines and career clusters
- Continued development options for Engineering
- Investigate Tourism Programs of Study and Tourism Youth Apprenticeship program
- Revise and expand documented pathways and programs of study
- Revision of all coop programs to incorporate certificate programs
- Investigate additional transcribed credit (and dual credit) opportunities for students enrolled in Academy programs with UWL & Western
- Investigate Global Partners opportunities in Nicaragua
- Begin work on ACP (Academic & Career Planning)

Continue:

- Rich partnership with Global Partners initiatives/programs
- Multiple business/community partnerships with Academy programs (continue expansion)
- Offer multiple opportunities for Nursing Assistant training programs
- Project Lead the Way certified courses
- Investigate additional certification opportunities for Academy students (EMR, multiple CNA opportunities, CPR for healthcare provider, OSHA10)
- Transcribed credit opportunities (consider expansion)
- Career education events for students at all levels

## **Science**

New:

- Alignment of Next Generation Science Standards in developing the middle school curriculum.
- Alignment of Next Generation Science Standards with the addition of FOSS kits for the K-5 elementary level in the Earth Discipline area.

- Planning for science pathways and options for students with the upcoming three-credit science requirement.

**Continue:**

- Financial support to maintain resources needed for the Advanced Placement science courses (AP Biology, AP Chemistry, AP Environmental, AP Physics).
- Dedicate funds to support apps needed for the iPads.
- Review of a new AP Physics course at the HS level.
- Financial support of supplies and equipment to maintain “hands-on” science in all K-12 science classrooms.
- Financial support to maintain the current district planetarium and microscopes.
- Enhance partnerships with the Science Education department at UW-L.
- Support middle school robotics program through admission fees, kit purchases, staffing, and transportation.
- Support K-12 community connections and field experiences through transportation to sites (i.e. School on the River, Community Pod, Medical Partnership, Charter School Community Partnerships & Wiscorps).
- Financial support of professional development to maintain high quality science instructors.

**Social Studies**

**New:**

- Develop common building end of year (SM2) summative assessments for all required High School Social Studies courses
- Add AP Psychology and AP World History course offerings (Provide training for classroom teachers and purchase needed resources.)
- Identify Middle School Resources for 8<sup>th</sup> grade US History units
- Finalizing elementary and middle school social studies curriculum and develop Google folders to share resources, field trips and instructional strategies
- Develop lesson plans for Julia Belle Swain (historical steam boat) field trip opportunity

**Continue:**

- Develop curriculum that helps students make informed, reasoned decisions for the public good as citizens of a culturally diverse democratic social in a globally connect world
- Provide opportunities for student learning through authentic, hands-on and "mind-on" experiences
- Enhance and extend learning through the use of technology
- Provide training and planning time to enable teachers to learn and share best practices

**Special Education**

**New:**

- Evaluate transition services for students age 14-21 and implement a plan of improvement to be led by Transition Leadership Team and Transition Program Support Teacher
- Provide professional development to special education staff in new IEP forms and transition to new forms for 2016-17 school year.

**Continue:**

- Engage stakeholders in the development of a long-range vision for the special education department
- Establish and document a continuum of special education services including alternative educational programs, both within the district and the community

- Evaluate disproportionality data and engage in strategic planning to reduce disproportionality within the district and the community
- Provide ongoing communication with staff, parents and community on best practices in special education in order to ensure positive partnerships
- Guide all special education staff in providing supportive programming within a system of positive behavior support
- Use a program improvement process for all special education teachers and specialists to review research-based methods of programming
- Monitor behavior intervention planning within emotional behavior disability programs through regular review of student behavior intervention plan
- Monitor our early childhood service delivery model to meet the needs of the students

## **Staff Development**

### **New:**

- Design new district instructional plan to inform SD plans for next 5 years. Critical components include:
  - Social Justice; Foundational Beliefs; Building Staff Development Focal Areas (RTI, PLC, Universal Instruction, Behavior Management)
- Create staff development modules for each focal area designed for building access and self-paced implementation
- Arrange and implement district-wide Social Justice training in 2016-2017
- Revamp new teacher staff development to align more closely with critical district initiatives
- Review Early Release Day practices and reevaluate the effectiveness of these days versus full SD days.

### **Continue:**

- Provide training to teachers in assessment screeners
- Provide ongoing training in the Google environment
- Provide Training in Educator Effectiveness as, necessary, to backfill and orient new staff
- Present district staff development through a summer conference focused on curriculum development
- Explore the potential for Instructional Coaches at the secondary level
- Provide consistent building instructional staff development at elementary through the continued role of Instructional Coaches at each building
- As necessary, Identify, prioritize, and deliver a menu of staff development activities for three (3) of the District's available early release days
- Provide building staff development support for three (3) building-directed early release days
- Plan and provide training for three district staff development days

## **Summer School**

### **Continue:**

- Continue to emphasize the importance of providing students with opportunities to strengthen and enhance their educational experience
- Offer coursework for students of all abilities and needs at all grade levels
- Develop more offerings in Reading and Mathematics so students can improve upon, and expand, their learning in these two important content areas
- Examine ways to be more efficient and effective for the purpose of maximizing our resources so we can continue to offer students an array of courses
- Examine a new approach to registration that will better inform parents of course changes and availability
- Refine online registration environment while recognizing not all families have technological access will help our office track class enrollments

## **Technology and Engineering**

New:

- Continue to investigate Engineering Academy Development
- Revise 8<sup>th</sup> grade electives (investigate Gateway Academy)
- Work with MS CTE staff to create MS Careers class as part of ACP
- Provide training for new Technology Education and Engineering (TE & E) staff in district
- Revision of Graphics Arts program at Logan High School
- Investigate certification opportunities in computer science areas within TE & E
- Update/replace equipment in three middle school TEE labs

Continue:

- High mileage vehicle program
- FIRST Robotics program
- Equivalency credits for PLTW (Project Lead the Way) courses in science and math
- Evolution and growth of Construction Academy
- Certified PLTW courses
- Partnership with City of La Crosse for Construction Academy
- Transcribed courses with Western
- Stop Saws (and large equipment replacement)
- PLTW software

## **World Language/International Education**

New:

- Develop Spanish High School Literature Courses for Spanish Partial Immersion students
- Complete Curriculum/Learning Target revisions for each language and level
- Complete Common Pacing Guide for each language and level
- Complete End-of-year (SM2) common assessments through level 3 for all languages
- Purchase textbooks for German courses
- Promote World Language courses and Global Education Achievement Certificate at Middle School and High School registration

Continue:

- Implement a World Language curriculum that enables students to achieve competence in the language and understanding of the culture of countries where that language is spoken
- Maintain shared Google folder for World Language teachers to share curriculum, resources and strategies
- Provide opportunities for student learning through authentic, hands-on experience
- Enhance and extend learning through the use of technology
- Provide training and planning time to teachers in best practices in world language and global education

## **International Education:**

New:

- Expand Spanish Partial Immersion for Logan Middle School Global Village through 8<sup>th</sup> grade
- Increase the number of students completing the Global Education Achievement Certificate (GEAC)
- Develop language targets for each grade level of Immersion at North Woods International
- Facilitate La Crosse Teacher Exchange with Dubna, Russia - Spring of 2017

- Revise International Travel Policy and develop supporting documents to enhance safety in travel abroad

Continue:

- Partnerships with UWL Office of International Education and Gundersen Health System Global Partners
- Membership on Wisconsin's International Education Council