



REGULAR MONTHLY BOARD MEETING

December 11, 2018

7:00 PM

**Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, Wisconsin**

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Regular School Board Meeting
December 11, 2018
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve 4
Recommendations Concerning Appointments, Leaves of Absence,
Retirements, Resignations and Separations
 - B. Consent/Approve 5
Minutes of 11/27/18 Regular Meeting
 - C. Consent/Approve 15
Summary of Receipts, Wire Transfers and Check Registers
 - D. Consent/Approve 23
Policy 3420 - Purchasing (Second Reading)
- XII. Old Business
 - A. Discussion/Action 30
School Year 2019-20 Instructional Calendar Adjustment
- XIII. New Business
 - A. Discussion/Action
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(Link to Full Report)

B. Discussion/Action	37
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G. Discussion/Action	78
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XIV. Other Business as Permitted by Law	79
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XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District
Kenosha, WI
December 11, 2018

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Jones	Vanessa	Roosevelt Elementary School	Special Education	ESP	11/15/2018	1	\$17.21
Appointment	Gillfillan	Beth	Prairie Lane Elementary	Special Education	ESP	11/21/2018	1	\$17.21
Resignation	Sax	Connie	Mahone Middle School	Special Education	ESP	11/26/2018	1	\$17.21
Appointment	Sax	Connie	Mahone Middle School	Administrative Support (10 MO)	ASP	11/26/2018	1	\$18.31

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REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 27, 2018

A regular meeting of the Kenosha Unified School Board was held on Tuesday, November 27, 2018, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Wade, President, presided.

The meeting was called to order at 7:01 P.M. with the following Board members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present.

Mr. Wade, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mrs. Tanya Ruder, Chief Communications Officer, presented the Tremper Girls All-American Soccer Team Award.

There were no Administrative or Supervisory Appointments.

Mr. Kunich introduced the student ambassador, Casey Kaelber from Indian Trail High School and Academy, and he made his comments.

There was not a legislative report.

Views and/or comments were made by the public.

There were responses/comments by Board members.

The Board President made his remarks.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

Board members considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations.

Consent-Approve item XI-B – Minutes of the 10/23/18 and 11/13/18 Special Meetings and Executive Sessions, 10/23/18 Regular Meeting, and 11/13/18 Special Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Sue Savaglio-Jarvis, excerpts follow:

"It is recommended that the October 2018 cash receipt deposits totaling \$383,901.47, and cash receipt wire transfers-in totaling \$1,725,596.05, be approved.

Check numbers 570562 through 571627 totaling \$15,009,144.76, and general operating wire transfers-out totaling \$228,494.60, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the October 2018 net payroll and benefit EFT batches totaling \$12,860,299.39, and net payroll check batches totaling \$13,318.43, be approved."

Mr. Kunich moved to approve the consent agenda. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Patrick Finnemore, Director of Facilities, presented the Bradford Planetarium submitted by Mr. Finnemore and Dr. Savaglio-Jarvis, excerpts follow:

"This item is whether to demolish the old planetarium or spend the funds necessary to refurbish the space. Our current plans are to demolish the planetarium as part of the project based on the cost to renovate and the lack of use of the space; however, we have held off on developing detailed plans until we could provide Board members this update. The design details for demolition and refurbishment are very different, so this is something that we need to provide direction to the architects and engineers as soon as possible, preferably before the end of June.

Over the years the planetarium has been used in different ways, from part of the high school curriculum at Bradford to a field trip destination as part of elementary school science. From 1999-2011, the planetarium was visited by 4th grade classrooms and there was a part-time instructional position assigned to the planetarium to support this use. In the spring of 2011, a \$167,000 upgrade was performed by the science department to purchase a new projection system, computer hardware and software, and training. That following year the planetarium was not used at all by the district. During the 2012-13 school year an effort was made to increase the use of the space; however only 2 open houses and 9 presentations were made in the space. Here is a summary on the number of uses annually since the part-time position was eliminated in 2011:

- 2011-12 0
- 2012-13 11
- 2013-14 0
- 2014-15 0
- 2015-16 16
- 2016-17 8
- 2017-18 School estimates that it is under 10

As the design team started developing the scope for the energy project, our assumption was that we would refurbish the space, not unlike we are doing on the rest of the school. As part of the 50% design review, we included a budget evaluation component to see how the design efforts were tracking versus the original cost estimate for the project. One line item that jumped at us was the planetarium refurbishment estimate of \$92,500. In addition, the roof of the planetarium was not included in the scope because it

is leak-tight. The roof; however, is a brown aluminized metal and if left untouched would be the only brown metal left on the exterior of the west, north and south sides of the school. Painting the aluminized roof would create either a regular maintenance issue or a potential peeling eyesore, so the most likely solution would be to clad the roof in a metal that would match the metal planned for the upper gymnasium. This would add \$37,500 to the cost for refurbishment bringing the total to approximately \$130,000.

Spending a \$130,000 to refurbish a space that is minimally used is not something to be taken lightly; therefore, we asked the engineers to look at what the cost would be to demolish the space in lieu of renovation. The cost for demolition and restoration of the grounds would be \$60,000. In addition, we would save anywhere between \$500 and \$1,100 in annual operating costs related to the planetarium. Based on the cost savings (summarized in the table below) to demolish the space versus renovation, and the lack of use of the space the past seven years, our plans are to demolish the planetarium unless otherwise directed by the School Board.

At its November 13, 2018, meeting, the Planning, Facilities & Equipment Committee voted to forward this report to the school board for consideration of demolition or renovation of the Bradford planetarium at its November 27 meeting.”

Mr. Kunich moved to spend the \$130,000 and restore the Bradford Planetarium. Mrs. Modder seconded the motion. Motion passed. Mr. Battle dissenting.

Dr. Savaglio-Jarvis presented the Proposal to Restructure High School Social Studies Course Scope and Sequence submitted by Mr. Che Kearby, Coordinator of Social Studies; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“Beginning in 2016, the social studies department began evaluating the scope and sequence of the high school courses to determine if the current placement of courses is most effective in preparing students for college and career success as well as readiness for the rigor of honors and advanced placement courses. Central to this discussion is the current placement of United States History at the ninth grade level. Prior to 2009, the district offered United States History at different grade levels at different high schools. The department’s review of the existing course structure has led to a recommendation to shift the placement of United States History from ninth to eleventh grade. This report will highlight the advantages to all students of this recommended change in placement.

The social studies department is proposing to move the placement of the United States history course from the ninth grade to eleventh grade. The content covered in middle school and high school will shift to address the new state standards while better preparing the students for college and career. The eighth grade curriculum will include events from the American Revolution through World War I and the high school curriculum focus will be World War I to the present. The current ninth grade required United States history course will be replaced with two social studies course options for freshman with curriculum aimed at preparing students for more rigorous learning and success on the state assessment and ACT:

- Ethnic Studies (elective course option)
- AP Human Geography

As depicted in the Course Sequencing chart below the proposed transition will be complete in the 2023-24 school year with all students completing the United States History graduation requirement in their junior year of high school. In an effort to minimize the impact on teacher FTE, it is recommended that high schools offer an AP Human Geography beginning in the fall of 2019-2020 to establish a pathway for all students to maximize participation in AP courses. In 2019-20 and 2020-21, US History will continue to be offered to freshman electing not to participate in the AP pathway. Students who enrolled in AP Human Geography will enroll in either AP US History or US History Honors in their junior year. This proposed transitional structure will maintain the current number of social studies courses taught each year and likely negate the potential for reduced FTE in social studies.

At its November 17, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education of Consideration. It is recommended that the Board of Education approve the request to restructure the high school social studies course scope and sequence as presented in Figure 2 of this report beginning in the 2019-20 school year.”

Ms. Stevens moved to approve the request to restructure the high school social studies course scope and sequence as presented in Figure 2 of this report beginning in the 2019-20 school year. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Proposal to Change to Fifth Grade Instrumental Start for Band and Orchestra submitted by Mr. Scott Plank, Coordinator of Fine Arts; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified School District offers beginning performance music lessons to elementary students in grades 4 and 5. Currently orchestra lessons are offered to students entering grades 4 and 5, with band lessons offered in fifth grade only. This proposal is to request that instruction in orchestra and band start in fifth grade beginning with the 2019-2020 school year.

As student demographics have changed and district poverty levels have increased, the instrumental music directors have identified the need to modify the existing elementary lesson structure in order to increase support to the at-risk student population. The instrumental music selection data demonstrates that up to 50% of elementary students who select an orchestra instrument in fourth grade, transition to a band instrument in fifth grade.

Students without a home support system are more likely to struggle with orchestra instruments in fourth grade and not see immediate success; then, the same students switch to band in fifth grade. For similar reasons then these same students are not successful in band and are more likely to drop instrumental music altogether. The transition to a single start time will reduce the number of students in each lesson and afford the directors the ability to provide more individualized support, thus increasing the

likelihood that they will experience early success and remain in the instrumental music program.

The coordinator of fine arts has monthly department meetings with all directors. At these meetings throughout the 2017-18 school year there was discussion focused on why the proposed change in start time would benefit Kenosha's elementary students. The pros and cons chart below is a compilation of the information gleaned from these discussions.

Some community pushback in making this change is anticipated; however, having the full support of band and orchestra directors will reduce this significantly because they will join forces in positively communicating the new process to the families at the schools they serve (Appendix A). Currently orchestra students have the option to begin lessons in the summer before fourth grade and band lessons begin in the fall of fifth grade. If this change is approved, orchestra lessons would begin in the summer before fifth grade and band lessons would begin in the fall. Orchestra students may also choose to begin lessons in the fall (and that is current practice). Initial feedback from the chief of school leadership, regional coordinators of school leadership and learning and principal representatives are supportive of the change.

At its November 17, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended that the Board of Education approve changing the performance music lessons for orchestra from fourth to fifth grade beginning in the 2019-20 school year."

Mr. Plank was present and answered questions from Board members.

Ms. Stevens moved to approve changing the performance music lessons for orchestra from fourth to fifth grade beginning in the 2019-20 school year. Mr. Battle seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the New Course and Course Drop Proposals: Science submitted by Ms. Christine Pratt, Coordinator of Science; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

"The Medical Science Academy instructors at Indian Trail High School propose adding Microbiology to their course offerings and dropping Forensic Science. Microbiology is a course that aligns more closely with the content of the other Medical Science Academy Courses while filling a current gap in the curriculum. It will provide an introduction to content that will better prepare students for further study and careers in medical science related fields.

Since the adoption and implementation of new science standards, the content and investigative skills covered in the current Forensic Science course overlap with content in other Medical Science Academy courses making the course obsolete. The course change proposal is coming forward at this time as part of phase three of the curriculum review cycle for high school science elective courses.

At its November 13, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended

that the Board of Education approve dropping Forensic Science and adding Microbiology to the course catalogue.”

Mr. Kunich moved to approve dropping Forensic Science and adding Microbiology to the course catalogue. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Proposed Program Changes to the Certified Nursing Assistant Program submitted by Mrs. Cheryl Kothe, Coordinator of Career and Technical Education; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“The Certified Nursing Assistant (CNA) program is designed for students with a desire to become Certified Nursing Assistants, to explore the nursing pathway or to become a healthcare professional other than nursing. This program was first offered to Kenosha Unified School District students in 2004 through Youth Options at Gateway Technical College. Initially Gateway reserved seats for high school students at their campus. As demand for the program increased Gateway no longer had the capacity to reserve spots for high school students. High school students had the option to register at Gateway for the CNA course, but Gateway students had priority in registering and most often the high school students were not able to obtain a spot. In order to provide this opportunity for high school students, a contract for service course was developed with Gateway. KUSD pays Gateway to provide a CNA instructor at the high schools and offer the course during the school day. Currently KUSD offers CNA through contract for service with Gateway at Indian Trail High School and Academy and Tremper High School.

In 2016 Gateway instructors began hosting a CNA meeting each semester for parents and students to review the program requirements. The Gateway instructors share the costs associated with the course and emphasize that this course is not intended to be an option for exploring the healthcare field and that students who do not plan to take the exam and work in the healthcare industry should not enroll in this course. Students who successfully complete the course have only one year to complete the exam. If this deadline is not met, the course must be retaken prior to registering for the exam

Currently the CNA course is offered at Indian Trail and Tremper High School and all KUSD high school students are eligible to enroll. Dedicated classroom space with a bathroom 127 and sink access are required for the classroom instruction. All equipment (hospital beds, full body mannequin, etc.) required for the classrooms were donated by the Kenosha County Long Term Care Work Alliance. It may be possible to obtain donated items for the Tremper classroom; however, the timeframe for availability of these items is unknown. In its current condition, the classroom at Tremper should no longer be used as a CNA classroom until the out-of-date equipment is replaced.

The proposed program updates will address the desired program outcomes of increasing course enrollment and increasing the number of students passing the exam as well as offering a solution to existing schedule and out-of-date equipment challenges. The updates include:

- Replace the Tremper CNA course with a summer course at Froedtert South Campus to provide students access to current equipment and an opportunity to experience

the learning in an authentic setting. The course can be scheduled for four hours without impacting the school day schedule.

- Adjust the time CNA is offered at Indian Trail High School Academy from the last two periods of the school day to 3:30-7:30 so that students are not left with two or three open periods for one quarter. This change will also allow students at other district high schools to commute to Indian Trail at the end of the school day and not impact the school day schedule.

- Implement a prerequisite requirement for the CNA course to provide students an opportunity to explore the medical field to ensure that the CNA students have an interest in the medical field and a strong desire to complete the exam. Prerequisite course options include:

- Medical Terminology
- Exploring Health Occupations
- Any course in the MedSci Academy

- Implement a formal application process that will include: three formal references, an essay and a completed application form to further ensure that students electing to enroll in this course are committed to earning their CNA license.

- Students will be encouraged to enroll in CNA junior year so that they are able to participate in work-related experience senior year. After the exam is passed each student will work with the Youth Apprenticeship Specialist at their school to coordinate placement in a job.

- Bus tokens for transportation to Froedtert and ITHSA will be provided through the Technical Incentive Grant for students receiving free or reduced lunch can receive bus tokens for students who need transportation assistance to Froedtert and ITA. That will be paid for through the Technical Incentive Grant.

At its November 13, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended that the Board of Education approve the request to eliminate the CAN course at Tremper High School and to change the start time for the CAN course from the school day to after school at Indian Trail High School and Academy beginning in the 2019-20 school year.”

Ms. Stevens moved to approve the request to eliminate the CNA course at Tremper High School and to change the start time for the CNA course from the school day to after school at Indian Trail High School and Academy beginning in the 2019-20 school year. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Course Change Proposals: Youth Apprenticeship submitted by Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“Youth Apprenticeship is a program designed by the Wisconsin Department of Workforce Development for high school juniors and seniors who want hands-on learning in an occupation area at a worksite along with classroom instruction. This is a one- or two-

year elective program that combines academic and technical instruction with mentored on-the-job learning.

Seven Course Change Proposals and ten new course proposals are being submitted to update the names of Youth Apprenticeship opportunities in the career and technical education area to match the Wisconsin Department of Workforce Development names. The new courses are updates to Youth Apprenticeship that were not put in the curriculum when Youth Apprenticeship first started in the district.

At its November 13, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended that the Board of Education approve this request for seven course name changes and the addition of ten new courses for the Youth Apprenticeship Program beginning in the 2019-20 school year.”

Mr. Battle moved to approve the request for seven course name changes and the addition of ten new courses for the Youth Apprenticeship Program beginning in the 2019-20 school year. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Course Change Proposals: Family and Consumer Science submitted by Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“Five Course Change Proposals are being submitted to remove two courses and add three new courses in the family and consumer sciences area to align with career pathways that prepare students for career readiness.

At its November 13, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended that the Board of Education approve this request to approve the course changes beginning in the 2019-20 school year.”

Ms. Stevens moved to approve the requested course changes beginning in the 2019-20 school year. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Course Change Proposal: Indian Trail Business Academy submitted by Mrs. Cheryl Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“One Course Change Proposal is being submitted to update the name of one course in the business academy at Indian Trail High School and Academy. The proposal is for a change of name for this course from Introduction to Business to World of Business. The proposed name change will allow Indian Trail to differentiate this academy course from the comprehensive course Introduction to Business, thus allowing both courses to be offered to better serve students.

At its November 13, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended

that the Board of Education approve the changes within the Indian Trail Business Academy beginning in the 2019-20 school year.”

Ms. Stevens moved to approve the changes within the Indian Trail Business Academy beginning in the 2019-20 school year. Mr. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the New Course Proposals: Career and Technical Education submitted by Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts following:

“Two new course proposals are being submitted in the area of career and technical education. The proposals will continue to support the introduction of Industry 4.0 manufacturing certification to Kenosha high schools. Introduction to Industrial Robotics and Introduction to Industrial Internet of Things (IIoT) courses will provide students an opportunity to explore, develop knowledge, and build upon the skills needed in advanced manufacturing.

In the Introduction to Industrial Robotics course, students will be introduced to programming techniques for industrial robots. The learner examines teach pendant programming including input and output, routines, decision making, six frames of positional operation, and robot communication.

The Introduction to IIoT course introduces the theoretical and practical topics of IIoT. The learner investigates the range of sensor and actuator devices available, ways in which they communicate and compute, methods for getting information to and from IIoT-enabled devices, and ways of visualizing and processing data acquired from the IIoT.

At its November 13, 2018, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education for consideration. It is recommended that the Board of Education approve the request to add Introduction to Industrial Robotics and Industrial Internet of Things to the 2019-20 course catalogue.”

Ms. Stevens moved to approve the request to add Introduction to Industrial Robotics and Industrial Internet of Things to the 2019-20 course catalogue. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Request to submit the John J. and Ruth F. Kloss Charitable Trust to the U.S. Bank, Foundation Team submitted by Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“The Advisory Board of the John J. and Ruth F. Kloss Charitable Trust has identified Kenosha Unified School District as a possible candidate to receive a grant from the trust in the amount of \$40,000.

The grant will fund four KIDS Lab kits for four elementary schools. Gateway Technical College donated one kit that was divided between Brass School (3D printers and Rokenbok) and Pleasant Prairie School (Rokenbok and LittleBits). Nineteen teachers and

library media teachers were trained on the KIDS Lab equipment between April and June of 2018.

The purpose of the grant is to introduce elementary students to design and STEM skills. First Technologies Inc. will provide four kits. KIDS Lab cultivates excitement in technology by engaging students in creative thinking, problem solving and collaboration through discovery-based learning.

Administration recommends that the school board approve the application for the John J. and Ruth F. Kloss Charitable Trust in the amount of \$40,000 and to implement the grant if received from the U.S. Bank, Foundation Team.”

Mrs. Modder moved to approve the application for the John J. and Ruth F. Kloss Charitable Trust in the amount of \$40,000 and to implement the grant if received from the U.S. Bank, Foundation Team. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kunich presented the Donations to the District.

Mr. Kunich moved to approve the Donations to the District. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kunich moved to adjourn the meeting. Mr. Garcia seconded the motion. Unanimously approved.

Meeting adjourned at 8:35 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
December 11, 2018

CASH RECEIPTS	reference	total
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November 2018 Wire Transfers-In, to Johnson Bank from:

WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 3,573,717.60
Johnson Bank	<i>account interest</i>	1,528.77
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	127,561.35
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	12,385.60
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	16,971.73
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	48,239.81
HHS	<i>head start grant</i>	195,269.74
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	23,044.63
Total Incoming Wire Transfers		3,998,719.23

November 2018 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	276,343.16
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TOTAL NOVEMBER CASH RECEIPTS

\$ 4,275,062.39

CASH DISBURSEMENTS	reference	total
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November 2018 Wire Transfers-Out, from Johnson Bank to:

Payroll & Benefit wires

Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,396,670.39
WI Department of Revenue	<i>state payroll taxes</i>	500,678.91
WI Department of Revenue	<i>state wage attachments</i>	3,266.30
IRS	<i>federal payroll taxes</i>	2,523,693.33
Delta Dental	<i>dental insurance premiums</i>	249,990.77
Diversified Benefits Services	<i>flexible spending account claims</i>	24,328.63
Employee Trust Funds	<i>wisconsin retirement system</i>	1,498,490.80
NVA	<i>vision insurance premiums</i>	16,047.78
Various	<i>TSA payments</i>	350,270.94

Subtotal 12,563,437.85

General Operating Wires

US Bank	<i>purchasing card payment-individuals</i>	261,472.22 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Various	<i>returned checks</i>	180.00

Subtotal 428,318.89

Total Outgoing Wire Transfers \$ 12,991,756.74

November 2018 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01023DP, 01024DP</i>	\$ 14,078.87
General operating and food services	<i>Check# 571628 thru Check# 573044 (net of void batches)</i>	11,256,551.40
Total Check Registers		\$ 11,270,630.27

TOTAL NOVEMBER CASH DISBURSEMENTS

\$ 24,262,387.01

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending November 15, 2018

Merchant Name	Total
HOTEL	\$ 30,731.69
3654 INTERSTATE	\$ 21,441.33
AIRLINE	\$ 17,347.62
RESTAURANTS & CATERING	\$ 10,559.09
CONVERGINT	\$ 10,111.00
FIRST SUPPLY LLC #2033	\$ 8,492.85
HAJOCA KENOSHA PC354	\$ 5,906.92
REINDERS - BRISTOL	\$ 5,495.00
HOTELS.COM114253625242	\$ 4,655.34
NASSCO INC	\$ 4,640.69
LAMERS BUS LINES, INC.	\$ 4,212.60
INDUSTRIAL CONTROLS	\$ 4,116.76
TEAMVIEWER.COM	\$ 3,572.40
PENSKE TRK LSG 767210	\$ 3,515.97
IN *A BEEP, LLC	\$ 2,967.66
AMERICAN TIME	\$ 2,854.30
EVERWHITE/GLENROY, INC.	\$ 2,803.17
HOTELS.COM114238310249	\$ 2,744.68
US COACHWAYS	\$ 2,739.00
VEHICLE MAINT. & FUEL	\$ 2,612.37
HYDRO-FLO PRODUCTS INC	\$ 2,591.50
MENARDS KENOSHA WI	\$ 2,553.18
USPS.COM POSTAL STORE	\$ 2,330.00
JOHNSTONE SUPPLY	\$ 2,319.25
VIKING ELECTRIC-MILWAUKEE	\$ 2,294.91
MCCOTTER ENERGY SERVICE L	\$ 2,246.00
FILTRATION CONCEPTS INC	\$ 2,245.24
HIGHWAY C SERVICE INC	\$ 2,137.97
HOTELS.COM111309522688	\$ 2,120.52
KRANZ INC.	\$ 1,973.00
HOTELS.COM115171995864	\$ 1,954.14
APPLE HOLLER	\$ 1,923.00
DASH MEDICAL GLOVES	\$ 1,863.00
GRAINGER	\$ 1,785.10
MHE*MCGRAW-HILL ECOMM	\$ 1,750.00
HOTELS.COM111951960758	\$ 1,664.90
ACT*ASSOCIATION OF WIS	\$ 1,548.00
JOHNSON CONTROLS SS	\$ 1,478.00
AEP CONNECTIONS, LLC	\$ 1,472.00
ACT - CVENT	\$ 1,396.00
SPEEDY METALS - WEBSITE	\$ 1,394.28
MARCUS CENTER	\$ 1,394.00
HOTELS.COM112944165600	\$ 1,323.90
WWW COSTCO COM	\$ 1,321.91
AED SUPERSTORE	\$ 1,319.00
CHESTER ELECTRONIC SUPPLY	\$ 1,258.75
TECHNITROL,INC.	\$ 1,250.00

GREEN MEADOW FARMS	\$	1,199.00
PROJECT LEAD THE WAY, INC	\$	1,198.00
HALLMAN LINDSAY PAINTS -	\$	1,182.15
NATL CNCL COMM BHVRL HTH	\$	1,151.95
CONNEY SAFETY	\$	1,086.94
PESI	\$	1,054.95
MRA INSTITUTE OF MANAGEM	\$	1,040.00
THE WEBSTAURANT STORE	\$	1,028.34
BUREAU OF EDUCATION AND R	\$	996.00
HOTELS.COM112207253885	\$	988.65
WOODWORK CAREER ALLIAN	\$	970.00
APPLIED RESEARCH CENTER	\$	930.00
GFS STORE #1919	\$	925.30
ELLISON EDUCATION.COM	\$	863.90
DEMCO INC	\$	820.25
TRAVELOCITY*7386832536	\$	791.88
CUSTOMINK LLC	\$	783.31
1000BULBS.COM	\$	779.98
LYNCH ISUZU TRUCK CTR	\$	755.83
GSU ONLINE PURCHASE	\$	750.08
MSI CHICAGO	\$	726.00
HIGHLANDS FIGHT GEAR	\$	723.91
TOWN & COUNTRY GLASS INC	\$	723.54
ZORN COMPRESSOR & EQUIPM	\$	719.77
HOMEDEPOT.COM	\$	717.24
MARK S PLUMBING PARTS	\$	704.16
FULL COMPASS SYS VT	\$	699.00
OTC BRANDS, INC.	\$	697.89
OFFICEMAX/DEPOT 6869	\$	648.95
EB FINDING NEW WAYS T	\$	636.00
FESTIVAL FOODS	\$	620.38
BATTERIES PLUS #0561	\$	613.27
AMAZON.COM*M89G50810	\$	607.98
HOTELS.COM152856863325	\$	600.40
WI SCIENCE OLYMPIAD	\$	600.00
ULINE *SHIP SUPPLIES	\$	569.18
MARCUS THEATRES EVENTS	\$	552.79
STERICYCLE	\$	551.67
ENTERPRISE RENT-A-CAR	\$	548.24
BETTY BRINN CHILDREN'S M	\$	525.00
WISCONSIN FIREWOOD/MEL	\$	506.00
B&H PHOTO 800-606-6969	\$	500.47
JMB & ASSOCIATES	\$	497.17
ZORO TOOLS INC	\$	486.02
HOTELS.COM114602127342	\$	480.94
TCS BASYS CONTROLS	\$	477.98
HOTELS.COM114558177068	\$	459.70
WAL-MART #1167	\$	455.48
INDEED	\$	454.14
SHERWIN WILLIAMS 703180	\$	440.02
GEMINI BUILDS IT	\$	427.45
BILINGUISTICS	\$	423.20
VARIDESK	\$	416.73
PENSKE TRK LSG 567538	\$	411.62

HOTEL*REGONLINE	\$	408.70
TRANE SUPPLY-116407	\$	382.00
LINKEDIN-416*9095014	\$	374.35
HOBBY LOBBY #350	\$	370.75
IN *IMAGINE U, LLC	\$	370.00
E-CONOLIGHT	\$	366.60
SAN-A-CARE	\$	366.51
UWW CAMPS AND CONFERENCES	\$	360.00
VIKING ELECTRIC-CREDIT DE	\$	356.92
MOUNT HOLYOKE COLLEGE	\$	356.50
LINCOLN CONTRACTORS SUPPL	\$	355.98
NORTHWEST POTTERS SUPPLY	\$	348.92
DELAWARE EXPRESS SHUTTLE	\$	344.00
WALMART.COM	\$	340.11
FASTENAL COMPANY01	\$	328.67
123 SECURITYPRODUCTS.C	\$	328.35
PAT S SERVICES INC	\$	325.00
BEACON ATHLETICS, LLC	\$	311.00
COSTCO WHSE #1198	\$	307.62
GUSTAVE A LARSON COMPANY	\$	306.02
IN *ASHMUS BELTING INCORP	\$	302.00
AWSA	\$	300.00
FBLAPBL	\$	300.00
IN *MATHCOUNTS FOUNDATION	\$	300.00
GOTSOCER EVENTS	\$	300.00
THE HOME DEPOT 4926	\$	299.00
SOUTHPORT VACUUM	\$	296.55
REALLY GOOD *	\$	282.18
AT&T*BILL PAYMENT	\$	281.28
WM SUPERCENTER #1167	\$	277.92
SKILLPATH / NATIONAL	\$	274.75
V BELT GLOBAL SUPPLY	\$	272.40
LOWES #02560*	\$	270.96
BIG K LIMO	\$	260.00
SAMSClub #6331	\$	258.81
SAMS CLUB #6331	\$	251.32
CHILD1ST PUBLICATIONS	\$	249.95
RACINE ZOO - OFFICE	\$	245.00
PAYPAL *WRESTLINGGE	\$	243.96
MYERSCO LLC	\$	243.95
EDUCATIONAL SCIENCE	\$	228.85
THE MIDWEST CLINIC	\$	225.00
ACT*WISCONSIN ART EDUC	\$	220.00
SP * BREAKOUT INCORPOR	\$	215.50
STUDER EDUCATION	\$	200.00
USPS PO 5642800260	\$	190.30
TLF*SUNNYSIDE FLORIST OF	\$	190.00
BLAINE RAY WORKSHOPS INC	\$	188.00
MONSTER JANITORIAL LLC	\$	184.18
LAMINATION DEPOT INC	\$	184.00
THE HOME DEPOT #4926	\$	184.00
UNIVERSAL MERC EXCHNGE	\$	182.48
EB WICUG 2018 FALL CO	\$	180.00
PIGGLY WIGGLY #004	\$	179.00

SOLUTION TREE INC	\$	169.72
MEIJER STORE #284	\$	169.63
AMAZON.COM*M87HE1H60	\$	168.80
PINMART, INC	\$	166.17
ZOOM.US	\$	164.89
AMZN MKTP US*M81DH2M30	\$	164.45
SIXT RENT A CAR	\$	162.82
WALMART.COM 8009666546	\$	162.47
TRINITY INTERNATIONAL UN	\$	160.00
OFFICEMAX/DEPOT 6358	\$	155.44
ZIPGRADE 1 YEAR	\$	146.79
SUPERSHUTTLE EXECUCARKCI	\$	145.14
GRAND APPLIANCE & TV KENO	\$	143.00
PETERS OXFORD	\$	135.68
AMZN MKTP US*M80LR8BK0	\$	131.30
WERNER ELEC SUP KE	\$	128.97
KIMBALL MIDWEST	\$	122.73
CROWN TROPHY	\$	112.19
CC-M3 MAC ARTHUR CO.	\$	109.88
AMZN MKTP US*M80OU7BT2	\$	108.85
PP*EPILEPSY FOUNDATION HE	\$	105.37
WWW.THEDANCINGHORSES.COM	\$	100.00
PESI INC	\$	99.99
AMAZON.COM*M81NI7GJ0	\$	99.40
BITEABLE PTY LTD	\$	99.00
FS *TELESTREAM.NET	\$	99.00
FEDEX 809394461302	\$	97.28
FLOCABULARY	\$	96.00
AMAZON.COM*M82IH6BP2	\$	94.40
FLORIDA VIRTUAL SCHOOL	\$	92.70
MOTION INDUSTRIES WI04	\$	91.49
MARTIN PETERSEN COMPANY I	\$	90.00
PAYPAL *42GEARS	\$	89.70
FEDEX 809394461298	\$	89.01
PURPLEPASS	\$	88.30
AMZN MKTP US*M80R40E40	\$	86.87
AMZN MKTP US*M84F62J90	\$	86.65
AMZN MKTP US*M89DX2JB2	\$	86.06
APL*ITUNES.COM/BILL	\$	85.38
J W PEPPER AND SON INC	\$	84.00
DOLLAR TREE	\$	80.66
RVT*KENOSHA UNIFIED SD	\$	80.00
AMAZON.COM*M814392C0	\$	80.00
CLEANING STUFF	\$	78.24
SUPER SPORTS FOOTWEAR ETC	\$	76.00
WM SUPERCENTER #1202	\$	74.39
SHIFFLER EQUIPMENT	\$	74.20
CINEMARK THEATRES 244	\$	74.11
AMAZON.COM*M827F2MN1	\$	70.24
PAYPAL *ASOPE INC	\$	70.00
AMZN MKTP US*M85B33XC2	\$	69.99
AMZN MKTP US*M88AJ7DT0	\$	69.96
WE AND ME INC	\$	69.95
MENARDS RACINE WI	\$	69.24

AMZN MKTP US*M816B2T12	\$	67.52
AMZN MKTP US*M81XX3LH0 AM	\$	67.27
AMZN MKTP US*M83G16QJ0	\$	65.90
PICK N SAVE #874	\$	63.81
AMAZON.COM*M86JB2OD1	\$	63.75
DICK'SSPORTINGGOODS.COM	\$	63.29
ASSOC FOR MIDDLE LEVEL E	\$	62.97
MONROE EQUIPMENT	\$	60.86
KIRBYBUILT	\$	60.85
AWARDS USA	\$	60.72
AMAZON.COM*M89XB8DP2	\$	60.00
EB 2018 SYSTEMNOW CON	\$	55.00
BUILDERS HARDWARE	\$	55.00
AMZN MKTP US*M85UA0B40	\$	54.80
MAILCHIMP *MONTHLY	\$	50.00
BB *EL EDUCATION	\$	47.00
WAL-MART #2668	\$	46.95
SAMSClub.COM	\$	45.28
PRICELINE*AIR TICKETS	\$	44.04
FEED & SEED STATION	\$	43.99
AMZN MKTP US*M887E5GB0	\$	43.72
AMAZON.COM*MT5Z95WA0	\$	43.53
WWW.STENHOUSE.COM	\$	43.26
AMZN MKTP US*M83U304C2	\$	42.99
AMAZON.COM*M81XS0ZO2	\$	42.49
USPS PO 5666100158	\$	42.00
AMZN MKTP US*M899918H2	\$	40.78
AIRGASS NORTH	\$	40.27
WISCONSIN ASSOCIATION OF	\$	40.00
EDHELPER INC	\$	39.98
AMZN MKTP US*M82DE6MW0	\$	39.93
AMAZON.COM*M81YI2JB1	\$	38.99
TARGET 00000240	\$	38.32
OFFICE DEPOT #2247	\$	37.93
PAYPAL *PROFELTPUCK	\$	36.47
AMAZON.COM*M82T445B2	\$	36.10
QUIZLET.COM	\$	35.99
SCHOOL ADMIN PUBLISHING C	\$	35.95
PROVANTAGE	\$	34.90
SMK*WUFOO.COM CHARGE	\$	34.00
VISTAPR*VISTAPRINT.COM	\$	33.11
METRA WAUKEGAN	\$	33.00
VACLAND	\$	32.70
AMZN MKTP US*M868L6HX2	\$	32.05
PAYPAL *WEMTA	\$	32.00
ADOBE *STOCK	\$	31.64
ID WHOLESALER	\$	31.17
FEDEX 783708305201	\$	30.57
GOOGLE *ADS3520437870	\$	30.39
UNL MARKETPLACE	\$	30.00
FEDEXOFFICE 00006692	\$	30.00
ORBITZ*7390581619467	\$	30.00
FEDEX 783708298526	\$	29.52
TODOIST.COM TODOIST.CO	\$	29.00

AMZN MKTP US*M887G3PL0	\$	28.93
AMZN MKTP US*M83VH1GT2	\$	26.42
ADOBE *ACROPRO SUBS	\$	26.36
ONLINE LABELS	\$	25.21
EDLAB AT TC EDLAB AT TC	\$	25.00
REI*GREENWOODHEINEMANN	\$	25.00
PAYPAL *CESA 4	\$	25.00
PRAIRIE SIDE TRUE VALUE	\$	22.98
AMZN MKTP US*M889J8VD2	\$	22.60
AMZN MKTP US*M86AO2P61	\$	22.58
MEADBOWBROOK CC	\$	22.16
AMAZON.COM*M87CY57O1	\$	21.98
UPS*000000516W4X438	\$	21.78
ADOBE *CREATIVE CLOUD	\$	21.09
TEACHERSPAYTEACHERS.COM	\$	19.99
LYFT *RIDE TUE 4PM	\$	19.38
SCREENCAST-O-MATIC.COM	\$	18.00
LYFT *RIDE WED 6PM	\$	15.60
ETSY.COM - EMMALEEPOWELLA	\$	15.00
LYFT *RIDE FRI 7AM	\$	14.82
LYFT *RIDE THU 6PM	\$	14.51
PIGGLY WIGGLY #344	\$	14.04
AMAZON.COM*M86PP1241	\$	13.13
JOANN STORES #2468	\$	13.11
AMAZON PRIME	\$	13.10
AMZN MKTP US*M86JE5SM2	\$	12.99
LYFT *RIDE THU 9AM	\$	12.94
MARTINOS-BETTER CLEANE	\$	12.29
AMZN MKTP US*M83QH0G42	\$	12.00
LYFT *RIDE WED 12PM	\$	10.35
MAXON EQUIPMENT INC.	\$	10.19
ARC*SERVICES/TRAINING	\$	10.00
D J*WALL-ST-JOURNAL	\$	9.99
AMZN MKTP US*M82M54HB0	\$	9.99
KMART 3088	\$	9.95
AMZN MKTP US*M85734KU1	\$	9.77
TAXI SVC CHICAGO	\$	9.75
AMZN MKTP US*M84SR9PM0	\$	8.95
TAXI SVC NEW YORK	\$	8.75
LYFT *RIDE WED 9AM	\$	8.59
USPS.COM CLICKNSHIP	\$	7.70
PARTY CITY 5174	\$	6.30
ALDI 64007	\$	5.98
AMZN MKTP US	\$	(0.55)
PAYPAL	\$	(25.00)
CENTURYLINK SIMPLE	\$	(90.80)
WASDA	\$	(130.00)
HOTELS.COM152336747603	\$	(206.66)
VICTORY SIGN	\$	(520.00)
CYT CHICAGO	\$	(643.40)
US Bank Purchasing Card Payment - Individuals	\$	261,472.22

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 11, 2018

Administrative Recommendation

It is recommended that the November 2018 cash receipt deposits totaling \$276,343.16, and cash receipt wire transfers-in totaling \$3,998,719.23, be approved.

Check numbers 571628 through 573044 totaling \$11,256,551.40, and general operating wire transfers-out totaling \$428,318.89, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2018 net payroll and benefit EFT batches totaling \$12,563,437.85, and net payroll check batches totaling \$14,078.87, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

December 11, 2018

Policy 3420 - Purchasing

The Kenosha Unified School District receives approximately \$24 million dollars in Federal grant reimbursements annually. As the recipient of significant Federal funds, we are required to follow the current Federal Uniform Grant Guidance (OMB CFR Section 200) which became effective during the 2016 fiscal year. The guidance includes changes to procurement (purchasing) requirements.

In a memorandum from the Deputy Controller of the Office of Federal Financial Management dated June 20, 2018, it states that recent statutory changes set forth in the National Defense Authorization Acts (NDAA) for Fiscal Years 2017 and 2018 raised the threshold for micro-purchases under Federal financial assistance awards to \$10,000 and raised the threshold for simplified acquisitions to \$250,000 for all recipients.

Non-Federal entities, such as the Kenosha Unified School District, may implement these changes in our internal controls, which include School Board Policies. Thresholds in our policies are required to be at least the minimum Federal thresholds, but they may be more stringent.

The recommended purchase thresholds contained in the revised draft reflect the needs of the district while maintaining Federal compliance.

The required Federal standards will be effective for the District's 2018-19 fiscal year and will require revisions to School Board Policy and Rule 3420 – Purchasing in order to reflect the new requirements and to ensure compliance.

With the proposed changes to purchasing thresholds, the Administration is also recommending a change to the purchasing and signing authority threshold from \$25,000 to \$50,000. This would include the contract amount that requires pre-approval by the Board of Education.

Administrative Recommendation

On October 23, 2018, the School Board unanimously approved the revised Policy and Rule 3420 "Purchasing" as a first reading. Administration recommends that the Board approve the policy as a second reading on December 11, 2018.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Robert Hofer
Purchasing Agent

Lisa M. Salo, CPA
Accounting Manager

POLICY 3420
PURCHASING

Purchasing in the School District shall be in accordance with federal laws, state laws, accepted purchasing practices, ethical business practices, the District's purchasing guidelines, and be aligned with the District strategic plan.

Purchases of supplies and equipment shall be made through the established requisition procedure. Approved purchase orders shall be required prior to all purchases.

Any public officer or public employee is prohibited from having any private interest in a public contract except as permitted by state law.

LEGAL REF.: Wisconsin Statutes

Sections	19.59	[Codes of ethics for local government officials, employees, and candidates]
	66.0131	[Local governmental purchasing]
	66.0607	[Withdrawal or disbursement from local treasury]
	66.0901	[Public works contracts, bids]
	120.13(5)	[School board powers (books, material, and equipment)]
	175.10	[Sale to employees prohibited]
	946.10	[Bribery of public officers and employees]
	946.13	[Private interest in public contract prohibited]
Code of Federal Regulations (CFR)		
Section	200	[Uniform Grant Guidance]

CROSS REF.: 3121 Financial Accounting
3321 Student Activity Funds
3422 Exclusivity Agreements with Vendors
3430 Payment for Supplies, Equipment and Services
3522 Milk Program
~~3651 Hazardous Chemicals~~
3711 Improvement or Maintenance Projects
3750 Playground Equipment
3800 Asset Management
4224 Employee Code of Ethics
7330 Construction Contracts, Bidding and Awards, and Change Orders
8651 School Board Member Conflicts of Interest
District Requisition and Purchasing Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: August 13, 1996
January 12, 1999
October 26, 1999
October 28, 2003
December 18, 2007
December 20, 2011

August 26, 2013
September 27, 2016
November 27, 2018

RULE 3420
PURCHASING

A. Definitions

1. Procurement: the act of purchasing, renting, leasing or otherwise acquiring any supplies, services, equipment or construction. The process includes preparation and processing of a demand as well as the end receipt and approval of payment.
2. Purchase Requisition: the initial purchase request that an employee enters into the District financial accounting software. Once the requisition has made it through the approval process it is printed out or emailed as a purchase order and the order is processed.
3. Quote: the cost for a good or service that an authorized seller or provider offers in good faith. This is a written agreement to sell the product at the stated amount. Generally, this is considered an informal bid.
4. Bid: a formal written offer or response to provide a good or service for a particular price based on specifications in a request for proposal.
5. Contract: a voluntary arrangement between two or more parties that is enforceable by law as a binding legal agreement.
6. Purchase Order: a document issued by the District that authorizes a purchase transaction. The purchase order sets forth the descriptions, quantities, prices, discounts, date and other terms and conditions.
7. Confirming Order: when an order for goods, services, equipment, or construction is placed and an invoice is received before a purchase requisition is processed and the purchase order is created.

B. General

1. The Purchasing Agent will be responsible for the procurement of all District supplies and equipment.
2. In making a selection for purchase, the Purchasing Agent shall attempt to achieve maximum price advantage within quality specifications.
3. Bid specifications and requests for proposals shall be developed for larger dollar volume purchases and will be coordinated between the user and the Purchasing Agent.
4. Continuing efforts shall be made to affect savings in purchasing and maintenance through the standardization of specifications for similar items used throughout the District. Proprietary specifications or source procurement for items that will allow such standardization for security or confidentiality requires the approval of the Purchasing Agent.
5. Impartial and open consideration shall be given to bids and quotes received from vendors. There will be prompt follow-up on questions concerning vendor orders and vendor services. The Purchasing Agent shall maintain an approved vendor list.
6. Authorized employees are encouraged to purchase high quality items and to make purchases of items having a value of less than \$30 out of petty cash, or with department purchasing cards.
7. All ongoing purchases of supplies, materials, maintenance, and repairs should be reviewed annually to obtain and ensure maximum price advantage within quality specifications.
8. The Purchasing Agent shall furnish a current *Requisition and Purchasing Procedure Manual* to all principals and departmental administrators.
9. Verification will be performed on all new vendors so that they are confirmed to have not been debarred or suspended per the Federal Government System for Award Management (SAM).

RULE 3420
PURCHASING
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C. Purchasing Methods

One of the following purchasing methods should be completed before a purchase requisition is entered into accounting information system:

1. Purchases < ~~\$3,000~~**5,000** (Micro-purchase): A micro-purchase is where the purchase for supplies or services aggregate dollar amount does not exceed ~~\$3,000~~**5,000**. There is no need to solicit competitive quotes if management determines that the price is reasonable. However, when practical, the District should distribute micro-purchases equitably among qualified suppliers.
2. Purchases ~~\$3,000~~**5,000** to ~~\$10,000~~**25,000** (Small purchase): A small purchase is where the purchase requisition for supplies or services aggregate dollar amount is between ~~\$3,000~~**5,000** and ~~\$10,000~~**25,000**. A minimum of 2 QUOTES shall be obtained and documented for these purchases. If for whatever reason two quotes are not possible, documentation must be provided on why only one quote was obtained and approved by the Purchasing Agent.
3. Purchases over ~~\$10,000~~**25,000** should complete one of the following methods:
 - a. Sealed bids: Sealed bids shall be used for purchases over ~~\$10,000~~**25,000**. Under this purchase method, formal solicitation is required. An individual, independent of the bid approval process, shall be responsible for sending out bid requests to vendors, maintaining a record of the bids, documenting the receipt of the quotation and sending letters to all vendors informing them of the bid results. The bid shall be awarded to the responsible bidder based on the evaluation on the basis of District specifications and the lowest in price. In the event of identical bids, and all other conditions being equal, a local manufacturer or business merchant shall be given preference in purchases and contracts.
 - b. Competitive proposals: Competitive proposals shall be used for purchases over ~~\$10,000~~**25,000** and when sealed bids are not appropriate or feasible. Under this purchase method, formal solicitation and fixed-price or cost-reimbursement contracts are required. The contract shall be awarded to the responsible firm whose proposal is most advantageous to the program, with the price being one of the various factors.
 - c. Noncompetitive proposals: Noncompetitive proposals are also known as sole-source procurements. If it is not possible to obtain competitive proposals, approval of the Purchasing Agent is required. Documentation of the competitive proposal attempt(s), documentation on why a noncompetitive proposal should be used and the final approval is required to be maintained.

RULE 3420
PURCHASING
Page 3

A proposal from only one source can be used under the following conditions:

- The item is only available from one source; however, this cannot be based on “name brand.”
- Public emergency makes a sealed or competitive bid process unrealistic.
- A grant pass through entity expressly authorizes in response to a written request by a grant sub-recipient. This is the case with contracts with the CESA’s and CCDEB’s in the state of Wisconsin.
- After solicitation of a number of sources, competition is determined to be inadequate.

D. Purchasing and Signing Authority

The levels of authority for purchase approval are as follows:

Purchases less than ~~\$25,000~~ **\$50,000**:

1. The Purchasing Agent shall be authorized to approve purchases less than ~~\$25,000~~ **\$50,000** for equipment or services.
2. The Purchasing Agent shall be authorized to approve contracts and renewals less than ~~\$25,000~~ **\$50,000**.

Purchases greater than ~~\$25,000~~ **\$50,000**:

1. All contracts and renewals of contracts in an aggregate of ~~\$25,000~~ **\$50,000** or more in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent. If a bid has been approved by the Board, the Superintendent or Designee can implement and approve the contract without further board action.
2. Purchases of ~~\$25,000~~ **\$50,000** and over for equipment or services, shall require the approval of the Budget Manager, and the Superintendent’s Delegate over the school/department making the purchase. ~~Contracts for purchases of equipment or services must be signed by both the Budget Manager and the Superintendent’s Delegate over the school/department making the purchase.~~

No threshold:

1. The Purchasing Agent shall be authorized to approve the purchase of supplies and to contract for equipment maintenance agreements in accordance with sound purchasing procedures. The Purchasing Agent is authorized to sign on behalf of the District, agreements or contracts for equipment maintenance.

RULE 3420
PURCHASING
Page 4

E. Purchase Requisitions

1. Once the procurement requirements above have been completed and proper approvals have been obtained, a purchase requisition is entered in the accounting information system.
2. The *Requisition and Purchasing Procedure Manual* includes procedures for preparing, processing, and routing of requisitions; criteria for supply and equipment items; a sample listing of requisition forms in use; and year-end requisitioning procedures.
3. Requisitions shall be reviewed by Finance and Purchasing personnel for authorization, funding, and coding prior to processing the requisition and creating a purchase order by the Purchasing Agent.
4. Confirming orders require advance, written approval from the Purchasing Agent before committing the District to a purchase of supplies or equipment. Failure to follow proper procedures may result in disciplinary action, personal liability or return of the merchandise. Confirming orders are not encouraged and will not be standard practice.

F. Purchase Orders

1. Once the purchase requisition workflow has been completed, The Purchasing Department will send out the purchase order and send out the purchase order to the vendor for fulfillment of the purchase.
2. The authority for issuing purchase orders is delegated to the Purchasing Agent by the Superintendent.
3. Only approved District purchase order forms shall be used. The *Requisition and Purchasing Procedure Manual* shall include instruction for use of requisition/purchase order forms, distribution of purchase order copies, and a sample of the purchase order form in use.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 11, 2018

School Year 2019-20 Instructional Calendars Adjustment

The 2019-20 instructional school calendars were approved by the KUSD School Board in the summer of 2018. Those primary calendars meet the current state requirements for instructional minutes as well as the KUSD local policy of two full days reserved for potential school closings. The existing Wisconsin state requirements require that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours).

A recent review of the staff work days revealed a minor discrepancy for the working days for the KUSD extended year schools, Frank & Wilson. This proposed adjustment will bring Frank and Wilson instructional staff workdays into alignment by moving up both the staff return date and the start date for students one day earlier. The staff return date will shift from July 31, 2019 to July 30, 2019. The first day for students will move from August 6, 2019 to August 5, 2019.

Currently Approved 2019-20 for Frank & Wilson

July-19							August-19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13		5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31

Currently Proposed 2019-20 for Frank & Wilson

July-19							August-19						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31

No School	First Day for Students
Instructional Staff Return Session	Student Early Release Staff Collaboration Time/Prep Time

Another proposal is presented to move the return week for remaining instructional staff in August a day earlier to allow for a longer Labor Day period. This would move the first day for instructional staff from August 22, 2019 to August 21, 2019. Friday, August 30 would become a non-workday for instructional staff. The first day for students will not change from its current start date of Tuesday, September 3, 2019. All other 2019-20 instructional calendar designations and dates remain unchanged.

Currently Approved 2019-20

August-19						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
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Proposed for 2019-20

August-19						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

New Instructional Staff Orientation
Instructional Staff Return Session

These calendars not only meet state requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations.

Attached are the updated KUSD calendars for the following areas:

- 2019-20 Instructional Calendar Description (Attachment A)
- 2019-20 Elementary Instructional Calendar (Attachment B)
- 2019-20 Extended Year Elementary (Frank & Wilson) Instructional Calendar (Attachment C)
- 2019-20 Middle School Instructional Calendar (Attachment D)
- 2019-20 High School Instructional Calendar (Attachment E)

Certain choice schools, charter schools, and alternative programs align to the majority of the proposed boundary school calendars, but those programs may have minor alterations that best suit their specific instructional format. Regardless of location, all KUSD instructional staff follow a consistent work calendar. The following schools and programs have the approval to deviate from the state mandate for instructional student contact minutes: Brompton, Dimensions of Learning, eSchool, Harborside, Hillcrest, KTEC, Reuther and the Phoenix Program.

Recommendations

Administration recommends that the School Board review and accept the proposed 2019-20 Instructional Calendars adjustments (as noted in the attachments) at its December 11, 2018 meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Tanya Ruder
Interim Chief Human Resource Officer

Ms. Lorien Thomas
Research Coordinator

2019-2020 SCHOOL YEAR INSTRUCTIONAL CALENDAR

August 21-23 (Wednesday -Friday)	New Instructional Staff Orientation
August 26 (Monday)	All Instructional Staff Report
September 2 (Monday)	Labor Day, District Closed
September 3 (Tuesday)	Students Report
November 1 (Friday)	First Quarter Ends, Staff Workday, No Students Report
November 27 (Wednesday)	½ Day for Students & Instructional Staff
November 28-29 (Thursday-Friday)	Thanksgiving Recess
December 21 (Saturday)	Winter Recess Begins, District Closed
January 6 (Monday - Schools Reopen)	Students Report
January 20 (Monday)	Dr. Martin Luther King, Jr. Day, District Closed
January 24 (Friday)	Second Quarter Ends, Staff Workday, No Students Report
March 27 (Friday)	Third Quarter Ends, Staff Workday, No Students Report
April 10 (Friday)	Spring Recess Begins, District Closed
April 20 (Monday - Schools Reopen)	Students Report
May 22 (Friday)	½ Day for Students & Instructional Staff
May 25 (Monday)	Memorial Day, District Closed
June 10 (Wednesday)	Fourth Quarter Ends, End of Year for Students
June 11 (Thursday)	Staff Workday

Please reference the KUSD Employee Handbook for identified paid holidays.

The school schedules take into consideration two (2) inclement weather/other emergencies days that have been built into the schedule. In the event school is closed beyond the two days due to inclement weather or other emergencies, the remaining calendar period will be reviewed. If the closures result in a shortage of the required instructional time, the calendar will be adjusted and communicated as necessary.

Prior to the end of each school year, calculations will be done to determine if every school in the district meets the Wisconsin Department of Public Instruction required number of student contact hours and minutes. A 30-minute student lunch period will be scheduled into each full day daily schedule.

Open house schedules will be established and communicated by each building prior to the beginning of the school year.

KUSD Calendar References can be found at: <http://kUSD.edu/events>

Revised 12/11/18

Elementary School Year Instructional Calendar 2019-20

Attachment B

July-19						
S	M	T	W	T	F	S
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August-19						
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September-19						
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October-19						
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27	28	29	30	31		

November-19						
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December-19						
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January-20						
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February-20						
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March-20						
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April-20						
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May-20						
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June-20						
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21	22	23	24	25	26	27
28	29	30				

First Day for Students September 3	Student Quarter 1: Sept. 3 to Oct. 31	Elementary School Student Conferences
New Instructional Staff Orientation August 21-23	Student Quarter 2: Nov. 4 to Jan. 23	October 23 & February 26 Normal full student day, only evening conferences
Instructional Staff Return Session August 26-29	Student Quarter 3: Jan. 27 to Mar. 26	October 24 & February 27 Early release for students, then conferences
Staff Workday: No Students Report 11/1, 1/24, 3/27, 6/11	Student Quarter 4: Mar. 30 to Jun. 10	October 25 & February 28 Morning Conferences (no students)
Early Release (11/27 & 5/22) for students & instructional staff		School Closed
Student Early Release Staff Collaboration Time/Prep Time		
Staff Professional Learning Dates: TBD		

Updated

12/11/18

Extended Year (Frank & Wilson) Elementary Instructional School Calendar 2019-20

July-19						
S	M	T	W	T	F	S
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August-19						
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September-19						
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29	30					

October-19						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-19						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-19						
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22	23	24	25	26	27	28
29	30	31				

January-20						
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February-20						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

March-20						
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22	23	24	25	26	27	28
29	30	31				

April-20						
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19	20	21	22	23	24	25
26	27	28	29	30		

May-20						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June-20						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First Day for Students August 5	Student Quarter 1: Aug. 5 to Oct. 3	Elementary School Student Conferences
Enrichment Weeks	Student Quarter 2: Oct. 21 to Dec. 20	8/29, 11/26, and 2/27 Normal full student day, only evening conferences
Instructional Staff Return Session July 30 - August 2	Student Quarter 3: Jan. 6 to Mar. 5	8/30, 11/27, & 2/28 Morning Conferences (no students)
Staff Workday (7/30, 10/4, 12/20 Half, 1/10 Half, 3/6, 6/11)	Student Quarter 4: Mar 23 to Jun. 10	School Closed
Early Release 5/24 for students and instructional staff		
Student Early Release Staff Collaboration Time/Prep Time		
Staff Professional Learning Dates: TBD		

Updated

12/11/18

Middle School Year Instructional Calendar 2019-2020

Attachment D

July-19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-19						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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September-19						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-19						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-19						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-19						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-20						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

February-20						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March-20						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April-20						
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19	20	21	22	23	24	25
26	27	28	29	30		

May-20						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June-20						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First Day for Students September 3	Student Quarter 1: Sept. 3 to Oct. 31	Middle School Student Conferences
New Instructional Staff Orientation August 21-23	Student Quarter 2: Nov. 4 to Jan. 23	October 8, 10 evenings only, October 11 morning only (no school for students)
Instructional Staff Return Session August 26-29	Student Quarter 3: Jan. 27 to Mar. 26	February 18, 20 evenings only, February 21 morning only (no school for students)
Staff Workday: No Students Report 11/1, 1/24, 3/27, 6/11	Student Quarter 4: Mar. 30 to Jun. 10	MS - No Students Report - Professional Learning (am) Prep Time (pm) (10/15, 11/9, 2/21, 5/1)
Early Release (11/27 & 5/22) for students & instructional staff		School Closed
Early Release for students only June 10		

Updated

12/11/18

High School Year Instructional Calendar 2019-2020

Attachment E

July-19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August-19						
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September-19						
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29	30					

October-19						
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27	28	29	30	31		

November-19						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-19						
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22	23	24	25	26	27	28
29	30	31				

January-20						
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February-20						
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March-20						
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29	30	31				

April-20						
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May-20						
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24	25	26	27	28	29	30
31						

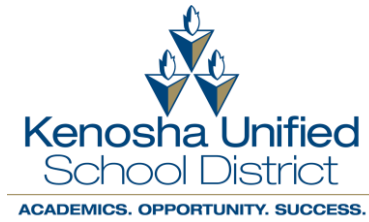
June-20						
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21	22	23	24	25	26	27
28	29	30				

First Day for Students September 3	Student Quarter 1: Sept. 3 to Oct. 31	High School Student Conferences
New Instructional Staff Orientation August 21-23	Student Quarter 2: Nov. 4 to Jan. 23	November 6, 7 evenings only, March 24, 26 evenings only
Instructional Staff Return Session August 26-29	Student Quarter 3: Jan. 27 to Mar. 26	MS - No Students Report - Professional Learning (am) Prep Time (pm) (10/15, 11/9, 2/21, 5/1)
Staff Workday: No Students Report 11/1, 1/24, 3/27, 6/11	Student Quarter 4: Mar. 30 to Jun. 10	ACT Assessment. March 3, Juniors only with early release. No school for grades 9, 10, 12.
Early Release (11/27 & 5/22) for students & instructional staff		ACT WorkKeys. March 4, Juniors only with early release. No school for grades 9, 10, 12.
HS Final Exams- Early Release		School Closed
Last day for graduating seniors May 27		

Updated

12/11/18

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National Mentoring Month January 2019

WHEREAS, a number of organizations in the Kenosha community have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that are designed to support student learning; and

WHEREAS, relationships with caring individuals offer students valuable support; and

WHEREAS, quality mentoring encourages positive choices, promotes self-esteem, supports academic achievement and introduces young people to new ideas; and

WHEREAS, mentoring provides the skills needed to build strong, positive relationships with family, friends and community members; and

WHEREAS, mentoring programs have shown to be effective in combating school violence and discipline problems, substance abuse, incarceration and truancy.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2019 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help in our mission of providing excellent, challenging learning opportunities and experiences that prepare each student for success.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 11, 2018

SCHOOL SAFETY LAW REQUIREMENTS

Background:

On March 26, 2018, Governor Walker signed the Wisconsin School Safety Bill which created a new Office of School Safety in the Department of Justice (DOJ) and provided \$100M in funding for school safety grants of which KUSD received \$2,083,287. In addition to the grant funding, the new school safety law contained other requirements some of which require School Board review and approval. This report will serve as the formal Board approval of these requirements for 2018. In subsequent years, some of the items in this report will be brought on different cycles as required by the State Statutes.

Emergency Operations Plan:

The new law requires (State Statute 118.07 (4) (b, c, d & e)) that school districts file a copy of their school safety plan with the Department of Justice Office of School Safety prior to January 1, 2019, and before January 1 every year thereafter. We have already submitted a copy of our safety plan which we title our District Emergency Operations Plan as part of our School Safety Grant application. The law also requires that the School Board review and approve the plan every three years, and that local law enforcement also review the plan. We had formal review and approval of our plan by local law enforcement as part of the grant submittal process and it was signed by the Director of the Kenosha County Emergency Management Lt. Horace Staples of the Kenosha County Sheriff's Department on May 14, 2018. Review of this report and the associated link will serve as the formal School Board review and approval. A copy of the District Emergency Operations Plan can be reviewed on the following link:

[District Emergency Operations Plan](#)

School Safety Assessments:

The law also requires (State Statute 118.07 (4) (b)) that school districts in consultation with a local law enforcement agency perform an on-site safety assessment of each school building, site and facility regularly occupied by pupils. To meet this requirement, KUSD hosted an 8-hour School Security Assessment Training session administered by the Wisconsin School Safety Coordinators Association (WSSCA). A total of nineteen (19) Kenosha Unified, Kenosha Police Department, and Pleasant Prairie Police Department staff members attended the training session this summer at Indian Trail High School & Academy. This fall members of the Facilities Department and officers from our two local police departments have been performing assessments of every school in the District.

These assessments generally take between two and three hours depending on the size of the school and involve three main areas of review:

- Direct observation of either student arrival or dismissal including all of the activities leading up to and following bell time.
- A lengthy interview with the School Principal and other appropriate team members
- A walkthrough of the building and site looking at specific areas related to school safety and security

The assessment tool used was developed by WSSCA and modified slightly by KUSD to customize it for our District. Each assessment is summarized on a 16-17 page document that is written by the Facilities Department staff member participating in the assessment, and then reviewed by the Principal and the police officer who was on the assessment team. We have utilized the services of our five School Resource Officers on the assessment teams. Copies of each of the School Security Assessments can be reviewed on the following link:

[School Security Assessment](#)

School Violence Event Safety Drills:

Another requirement of the law (State Statute 118.07 (4) (cp)) is that districts perform at least one annual drill related to a school violence event. As part of our District-wide adoption of ALICE a few years ago, KUSD developed a set of seven lesson plans per grade level that included two active threat/ALICE drills each year. As a result of our comprehensive plan in response to the new school safety law, we have expanded the number of drills from two to four. The law also requires that the Principal of each school submit a brief written description of each annual drill(s) to the School Board within 30 days of holding the drill. We have held off on submittal of this first drill evaluation to coincide with this report. Starting in 2019, the drill evaluations will be provided to the Board the month following the drill as required by the law. During the 2018-19 school year our ALICE drills are scheduled for October 2, December 4, March 5, and April 9. Copies of the drill evaluations for the October 2 drill can be reviewed on the following link:

[December 4, 2018 ALICE Safety Drill #2 Building Summary](#)

School Security Training:

There are a number of staff and student training requirements associated with the law and the two grant applications. One of the reporting requirements of the law (State Statute 118.07 (4) (e)) is to report the date of the most recent school training on school safety. KUSD has a very extensive training system related to ALICE as well as other safety and security prevention topics. As mentioned above, our ALICE training for students involves seven age-appropriate lessons/drills that were formally developed as lesson plans. We also have trained every staff member and new staff member the past several years on ALICE. The initial staff training is a

three-hour session that includes 90 minutes of classroom instruction to understand both what is ALICE and why we have adopted it, followed by 90 minutes of active simulations in actual classrooms in our schools. Information related to our training initiatives related to ALICE this past year can be reviewed on the following link:

[2018-2019 ALICE Drill Delivery, Trainings and Timelines](#)

We will continue to summarize our ALICE training and drills in future reports. We will supplement that with information related to the other training programs we have held and/or are developing in response to the School Safety law and grant applications.

Administration Recommendation:

Administration recommends Board approval of the School Safety Law Requirements as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Chief of School Leadership

Mr. Patrick M. Finnemore, PE
Director of Facilities

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 11, 2018

MARY FROST ASHLEY CHARITABLE TRUST 2019 GRANT APPLICATION

Background:

In 2010 and 2011, the district applied for and received funding from the Mary Frost Ashley Charitable Trust for the Back-to-School – A Celebration of Family and Community Event, and parent and student programs. After the sunset of that event, the Trust continued to invite the district to apply for funding to support the academic needs of students and family education programs.. Funds have been provided for school supplies, parent and student education and learning experiences, peer-to-peer mentoring, the African American Male and Female Initiative, parent leadership training, the district’s recognition program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, and a variety of other needs.

During the 2019-20 school year, the district plans to initiate several new programs to further develop and strengthen the comprehensive parent education training and family interactive learning experiences. Some examples include expanding the Parent Leadership Academy to four elementary schools, expanding the five-week summer library program at Forest Park to Jefferson elementary school and supporting middle and high school student groups, peer-to-peer mentoring, the Power Up Workshop and the African American Male (AAMI) and Female Initiative (AAFI). The district’s recognition program and annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch will also continue to be supported through this grant request. This year’s application will be titled “A Framework for Healthy Youth Development: Expanding the Family and Student Learning Program,” and will cover July 1, 2019, through June 30, 2020.

Purpose:

The goal is to further develop the district’s family engagement education programs, as well as provide meaningful and engaging learning opportunities for students that increase academic achievement and attendance. The following goals are intended to support the expansion of family and student participation as well as strengthen the home-school connection.

Number of students served: 21,372

Budget:

Classification	Object	Amount
Support Services	Salaries	\$38,251.28
	Fringes	\$5,101.18
	Purchased Services	\$39,055.49
	Non-Capital Objects	\$54,580.32
	Total	\$136,988.27

Program:

Data will be kept on attendance, ethnicity and parent/student participation in family engagement education programs. There will be two methods for evaluation: 1) written evaluations by the participants, and 2) informal discussions with participants. A summary will be compiled by the facilitator. The application includes the following major components:

The all-encompassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Involvement for family, school and community engagement; parenting, communication, learning at home, volunteering, decision making and community collaboration. Within that research (Epstein & Sheldon, 2006), Epstein indicates, "School, Family and Community Partnerships is a better term than parental involvement. The concept of 'partnership' recognizes parents, educators and others in the community share responsibility for students' learning and development."

Goals:

Goal I Implement interactive family learning experiences that relate to curriculum, safety issues, and strengthen family and school connections. Initiate child/parent interactive math, science and literacy programs that connect parents with their child's education. Strengthen parent engagement through parent leadership classes.

In collaboration with the Outreach Center, provide Shalom Center elementary age children and their parents the opportunity to participate in the Outreach Center Summer Camp at Brass, which includes a parenting series held once a week for four weeks.

Goal II Develop and implement Dr. Joyce Epstein's Action Teams for Partnerships process at two schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with four school teams that are currently implementing plans.

Goal III Plan and implement two 10 week Saturday sessions. One will be held at Washington Middle School (76.98 percent poverty level) that include math and literacy support for students in addition to providing parenting skill development sessions. The second Saturday academy will provide academic enrichment sessions for Curtis Strange (72.19 percent poverty level) students that focuses on literacy, writing and life skills and offers a parent component. Both English and Spanish will be provided to parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home. Each school will have a community partner that will help organize and implement the program.

Goal IV **NEW:** Expand/develop a summer library program at Jefferson (93.10 percent poverty level) and Forest Park (52.24 percent poverty level). The library program will provide a five-week interactive series for students and their

parents along with the opportunity to check out books. Special activities focused on strengthening literacy will be planned and implemented.

- Goal V Further develop the Bradford (56.60 percent poverty level) Leading Ladies program. Expand the mentoring program between the Bradford Leading Ladies and EBSOLA Creative Arts female students to include male high school mentors with male elementary students. Bradford high school students will visit with EBSOLA elementary school students twice a month to assist in developing community service skills, good decision making practices and making healthy choices.
- Continue the mentoring program between Indian Trail High School and Mahone Middle School students.
- Strengthen student engagement within the three high school's Student Engagement Through Groups and Activities (SEGA) program.
- Goal VI Expand interactive learning experiences and community service initiatives for the Bullen Middle School (78.33 percent poverty level) and Lincoln Middle School (81.96 percent poverty level) female groups.
- Goal VII Provide support for the Annual Kenosha County Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and weeklong education.
- Goal VIII Strengthen the district's Recognition Program.
- Goal IX Further develop the African American Male (AAMI) and expand the Female Initiatives (AAFI) which address the achievement gap for African American male and female students. A parent component will be organized and implemented. The series will be offered to parents of students who are engaged in AAMI and AAFI. Increase programming and support that addresses the areas of attendance, behavior and academic success for all AAMI/AAFI students. Provide support for all AAMI/AAFI building-lead groups in middle and high schools through specific programs/events/conferences.
- Goal X **NEW:** Support to expand the Parent Leadership Academy, a six-week series, in four elementary schools. The series includes identifying concerns regarding their child's education and the importance of building a positive relationship with their child's school, understanding how to navigate the school system, parent expectations, parent engagement, and college and career bound opportunities.
- Goal XI **NEW:** Support the PowerUp college and resource fair designed to help minority, low- to moderate-income 11th and 12th grade students achieve their dreams of attending college. This is held in conjunction with UW-Parkside and the Mahone Foundation.

District Resources Committed as a Result of the Acceptance of Funds:

The community school relations coordinator is required to oversee all goals in the program. Support for parent site organizers, child care and additional time for staff is covered through the Community School Relations budget for approximately \$25,000.

Type of Project:

This is a competitive application.

Staff Persons involved in preparation of application:

Dr. Sue Savaglio-Jarvis, Superintendent
Tanya Ruder, Chief Communications Officer
Patricia Demos, Community School Relations Coordinator
Scott Kennow, Regional Coordinator of Leadership and Learning – Elementary
Martin Pitts, Regional Coordinator of Leadership and Learning - Elementary
Juan Torres, Diversity and Family/Student Engagement Coordinator
Willie Days, Diversity and Family/Student Engagement Coordinator
Joel Kaufman, Brass Elementary School Principal
Joseph Sellenheim, Grewenow Elementary School Principal
Jody Cascio, Forest Park Elementary School Principal
Dr. Kurt Sinclair, Bradford High School Principal
Gary Vargas, Bradford High School Bi-lingual Community Liaison
Cheryl Johnson, Bradford High School Dean of Students
Heather Connolly, Frank Elementary School Principal
Hansel Lugo, Even Start Program and Community Liaison
Louann Daniels, Frank Elementary School Instructional Coach
Ardis Mosley, Lincoln Middle School Parent Liaison
Shauna Hodges, Bullen Middle School Counselor
Yolanda Jackson-Lewis, Wilson Elementary School Principal
Ursula Hamilton-Perry, Harvey Elementary School Principal
Jonathan Bar-Din, Curtis Strange Elementary School Principal
Dianna Trammell, Curtis Strange Elementary School Counselor
Shane Gayle, Washington Middle School Principal
Karl Erickson, ELCA Outreach Center Executive Director
Maria Kotz, Indian Trail High School and Academy Principal
Terri Huck, Mahone Middle School Principal

Administrative Recommendation:

Administration recommends that the Board of Education approve this one-year grant application titled, “Framework for Healthy Youth Development: Expanding the Family Learning and Student Engagement Program” in the amount of \$136,988.27 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

Patricia Demos
Community School Relations Coordinator

Fiscal, Facilities and Personnel Impact Statement

Title:	A Framework for Healthy Youth Development: Expanding the Family Learning and Student Engagement Program	Budget Year:	2019-2020
Department:	Office of Communications	Budget Manager:	Patricia Demos

REQUEST

School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the academic needs of students and the family education program. Funds are being sought for supplies, parent and student education and learning experiences, peer-to-peer mentoring, the African American Male and Female Initiative, parent leadership training, the district's recognition program, annual Alcohol, Tobacco, and Other Drug Awareness Student Recognition Brunch, and a variety of other needs.

The district plans to initiate two new programs during the 2019-2020 school year to further develop and strengthen learning experiences, which include a summer library program at two elementary schools during summer school and the Parent Leadership Academy, a six-week series, in four elementary schools. Also included is support for academic enrichment on Saturdays for one elementary school and one middle school. In addition, expand student engagement learning opportunities through two middle school groups, one high school group and three Hispanic youth groups that provides a framework for character building and healthy learning experiences. The program will also strengthen the African American Male Initiative (AAMI) and the African American Female Initiative (AAFI). The Parent Leadership Academy, a six week series, will be introduced at four schools to support parent engagement and skill development. This comprehensive family education program is developed with the framework of Search Institute's "40 Developmental Assets" and Joyce Epstein's researched based School, Family and Community Partnerships process. The plan includes expanding collaborative partnerships with families and the community as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning, comprehensive interactive family and student learning program opportunities to increase student attendance, achievement and participation in citizenship. The grant includes support for the district Recognition Program, the ATOD Awareness Program and the annual Power UP Workshop.

RATIONALE/ INSTRUCTIONAL FOCUS

During the 2019-2020 school year, the district plans to initiate several new programs to assist in further developing and strengthening the comprehensive family engagement and interactive learning experiences, expand student learning opportunities through support of high school student groups, strengthen the sustainability of the District's Recognition Program and support the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch. Assistance will also be provided for the AAMI/AAFI and the Power UP Workshop. This comprehensive program is

developed with the framework of Search Institute's "40 Developmental Assets" and Dr. Joyce Epstein's School, Family and Community Partnerships process. The goal is to improve student academic achievement, increase student participation in citizenship, strengthen family engagement, and expand and strengthen community partnerships.

Goals:

Data will be kept on attendance, ethnicity and parent/student participation in family engagement education programs. There will be two methods for evaluation: 1) written evaluations by the participants, and 2) informal discussions with participants. A summary will be compiled by the facilitator. The application includes the following major components:

Goal I Implement interactive family learning experiences that relate to curriculum, safety, and strengthening family, communication and school connections. Initiate child/parent interactive math, science and literacy programs that connect parents with their child's education. Strengthen parent engagement through parent leadership classes.

In collaboration with the Outreach Center, provide Shalom Center elementary age children and their parents the opportunity to participate in the Outreach Center Summer Camp at Brass which will include a parenting series held once a week for four weeks.

Goal II Develop and implement Dr. Joyce Epstein's Action Teams for Partnerships process at two schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with four school teams that are currently implementing plans.

Goal III Plan and implement two 10 week Saturday sessions. One will be held at Washington Middle School (76.98 percent poverty level) that includes math and literacy support for students in addition to providing parenting skill development sessions. A Saturday Academy will provide academic enrichment sessions for Curtis Strange (72.19 percent poverty level) students that focus on literacy, writing and life skills and offer a parent component. Both English and Spanish will be provided to parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home. Each school will have a community partner that will help organize and implement the program.

Goal IV **NEW:** Expand/develop a summer library program at Jefferson (93.10 percent poverty level) and Forest Park (52.24 percent poverty level). The library program will provide a five week interactive series for students and their parents along with the opportunity to check out books. Special activities focused on strengthening literacy will be planned and implemented.

Goal V Further develop the Bradford (56.60 percent poverty level) Leading Ladies program. Expand the mentoring program between the Bradford Leading Ladies and EBSOLA Creative Arts female students to include male high school mentors with male elementary students. Bradford high school students will visit with EBSOLA Creative Arts elementary students twice a month to assist in developing community service

skills, good decision making practices and making healthy choices.

Continue the mentoring program between Indian Trail High School and Mahone Middle School students.

Strengthen student engagement within the three high school Student Engagement Through Groups and Activities (SEGA) program.

Goal VI Expand interactive learning experiences and community service initiatives for the Bullen Middle School (78.33 percent poverty level) and Lincoln Middle School (81.96 percent poverty level) female groups.

Goal VII Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and weeklong education.

Goal VIII Strengthen the district's Recognition Program.

Goal IX Further develop the African American Male (AAMI) and expand the Female Initiative (AAFI) which addresses the achievement gap for African American male and female students. A parent component will be organized and implemented. The series will be offered to parents of students who are engaged in AAMI and AAFI. Increase programming and support that addresses the areas of attendance, behavior and academic success for all AAMI/AAFI students.

Provide support for all AAMI/AAFI building lead groups in middle and high schools through specific programs/events/conferences.

Goal X **NEW:** Support the Parent Leadership Academy, a six week series, in four elementary schools. The series includes identifying concerns regarding their child's education and the importance of building a positive relationship with their child's school, understanding how to navigate the school system, parent expectations, parent engagement, and college and career bound opportunities.

Goal XI **NEW:** Support the Power-Up college and resource fair designed to help minority, low-income 11th and 12th grade students achieve their dreams of attending college. This is held in conjunction with UW-Parkside and the Mahone Foundation.

The all-compassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Involvement for family, school and community engagement; parenting, communication, learning at home, volunteering, decision making and community collaboration. Within that research (Epstein & Sheldon, 2006), Epstein indicates, "School, Family and Community Partnerships is a better term than parental involvement. The concept of 'partnership' recognizes parents, educators and others in the community share responsibility for students' learning and development."

IMPACT

This program provides opportunities for families to strengthen their engagement in their child's education, increase their parenting strategies and knowledge regarding pertinent areas such as technology safety, math, literacy, communication, and increase student learning opportunities relating to student achievement, life skills development and participation in citizenship.

BUDGET IMPACT		
Object Level	Descriptive	Amount
100's	Salaries	\$38,251.28
200's	Fringes	\$5,101.18
300's	Purchased Services	\$39,055.49
400's	Non-Capital Objects	\$54,580.32
	TOTAL	\$136,988.27

This is a ☒ one-time or a ☐ recurring expenditure

FUNDING SOURCES	
Select Funding Sources:	Additional Source of Revenue Available
	(Mary Frost Ashley Charitable Trust)

**Kenosha Unified School District
Kenosha, Wisconsin**

December 11, 2018

**SUMMER SCHOOL 2018 UPDATE AND
SUMMER SCHOOL 2019 PROGRAM RECOMMENDATIONS**

Program Overview

The goal of the Summer School program is to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District. In the programs at the elementary and middle school levels, the objective is to provide opportunities for personalized learning in reading and math that encompassed collaboration, creativity, critical thinking, and communication around meaningful learning targets. At the high school level, the objective is to provide high school students with advanced credit in physical education, credit recovery opportunities, and to improve the graduation rate. In addition, Summer School provided learning opportunities in the areas of music, career exploration camps, world language camps, and Office of Recreation Summer Activities for Children.

Several elementary schools continued to use a regional site partner school plan while others held programs at their respective buildings. For summer 2018 online and in-person registration was available for families to use.

Washington Middle School, Lincoln Middle School, and Mahone Middle School held Summer School programs at their respective buildings. Bullen's Summer School program was held at Bradford High School, and Lance's program took place at Whittier Elementary School due to construction. All of the middle school programs included incoming sixth graders. Families were also able to register online or in person for the middle level programs.

High school programs were offered at Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, Tremper High School, and Kenosha eSchool. Online and in-person registration was available at Bradford, Indian Trail and Tremper. In-person registration was used at Kenosha e-School and Harborside/Reuther. The high school program included incoming ninth graders enrolled in the Jump Start or Physical Education Foundations course.

Elementary School Program

The objective at the elementary level is to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The following chart shows the elementary schools that hosted the summer program at their sites and the schools that they partnered with:

HOST SCHOOL	PARTNER SCHOOL(S)
• Edward Bain School of Language and Art—Dual Language	• NA
• Edward Bain School of Language and Art—Creative Arts	• NA
• Brass Community School	• Roosevelt Elementary School
• Grant Elementary School	• NA
• Harvey Elementary School	• Bose Elementary School • Somers Elementary School
• Jefferson Elementary School	• NA
• McKinley Elementary School	• NA
• Nash Elementary School	• NA
• Pleasant Prairie Elementary School	• NA
• Southport Elementary School	• Grewenow Elementary School • Vernon Elementary School
• Stocker Elementary School	• Forest Park Elementary School
• Strange Elementary School	• NA
• Whittier Elementary School	• Jeffery Elementary School • Prairie Lane Elementary School

GETTING READY FOR KINDERGARTEN

Getting Ready for Kindergarten classes were available for students at Brass Community School, Edward Bain School of Language and Art, Grant Elementary School, Harvey Elementary School, Jefferson Elementary School, McKinley Elementary School, Whittier Elementary School, Southport Elementary School, Stocker Elementary School, and Strange Elementary School. The curriculum was based on state standards used in kindergarten math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

GETTING READY FOR FIRST GRADE

Getting Ready for First Grade classes were available for all students entering first grade. The curriculum was based on state standards used in first grade math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

GRADES 2 THROUGH 5

Summer reading and math programs for elementary were available to students entering grades 2 through 5. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by the school.

The elementary program focused on personalized learning in math and literacy. It was up to each site to provide engaging, high quality programs which addressed Common Core State Standards for English/language arts and math based on student need. A variety of resources were used for instruction.

INQUIRY MODEL

In addition to personalized learning in math and reading, an inquiry model was also incorporated. To assist schools with the planning for the inquiry project, each elementary summer school site received funding for 20 hours of curriculum planning time. The following are examples of inquiry projects from several Summer School sites:

SUMMER SCHOOL SITE(S)	INQUIRY
Bose/Harvey/Somers Elementary	<u>Wisconsin Animals</u> <ul style="list-style-type: none">• Presentation of different Wisconsin animals by the Racine Zoo• Evidence of learning celebration at the end of Summer School for families
Forest Park/Stocker Elementary	<u>Ocean Animals</u> <ul style="list-style-type: none">• Getting Ready for Kindergarten and First Grade presented their ABC Ocean Animal books.• Second grade students drew a large replica of an ocean animal and identified the animal's parts and fun facts.

SUMMER SCHOOL SITE(S)	INQUIRY
	<ul style="list-style-type: none"> • Third grade students gave a presentation on the ocean animal that they researched. • Fourth and fifth grade students made a slide show about their ocean animal. • Diver Dan gave a presentation on scuba diving and shared pictures from his dives.
Jefferson Elementary	<u>Summer in Kenosha</u> <ul style="list-style-type: none"> • Students studied the different types of food that is grown in the Kenosha area and took a field trip to a Farmer's Market. • Students also studied the different types of water available to the community and experienced a presentation and tour of the Kenosha Coast Guard station.
Jeffery/Prairie Lane/ Whittier Elementary	<u>America, the Red, White, and Blue</u> <ul style="list-style-type: none"> • Students researched different parts of the United States, learning about regions, foods, and past times.
Southport/Grewenow/ Vernon Elementary	<u>Farm to Table</u> <ul style="list-style-type: none"> • Students grew a variety of vegetables in the school's garden and at the end of summer had a salad party. • Students ran a worm farm project where one bed of squash had worms in it and the other bed did not. The bed with worms in it produced larger squash. • Fourth and fifth grade students researched natural ways to keep animals, especially rabbits, out of the gardens. The students decided on marigolds and planted the flowers around the gardens. • On Fridays students went on a fieldtrip around the Kenosha Southport area and had speakers from local business come in and speak about the jobs they performed.

SUMMER SCHOOL SITE(S)	INQUIRY
Nash Elementary	<u>Aviation and Rocketry</u> <ul style="list-style-type: none"> Students designed and made a rocket, which was launched at the end of Summer School.
Pleasant Prairie Elementary	<u>The Beach</u> <ul style="list-style-type: none"> Students studied Lake Michigan, shipwrecks, lighthouses, and marine/water aspects.

STAFF

The number of classroom teachers varied by site based on daily average enrollment for the past three years. Recommended class size was 25-to-1 student-to-teacher ratio. In addition to the classroom teachers, each site was staffed with a set number of support staff based on the current year enrollment. Special education positions were assigned to the schools in relation to their student enrollment and needs (Appendix A).

Middle School Program

A problem-based learning model was used for the summer curriculum for students entering sixth through eighth grade. This model allowed students to gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The following problem-based learning themes were used at the middle schools:

SCHOOL	PROBLEM BASED LEARNING MODEL
Bullen Middle School	<u>Careers</u> <p>Students researched different careers and put together a career book about the career that they chose.</p>
Lance Middle School	<u>Health and Wellness</u> <p>Students focused on nutrition, physical fitness, and health careers.</p>
Lincoln Middle School	<u>Cultures and Travel Around the World</u> <p>Students were presented with the scenario of a large inheritance that required they select a place to travel anywhere in the world. Prior to departure students developed a travel plan that included transportation, lodging, food, and</p>

SCHOOL	PROBLEM BASED LEARNING MODEL
	excursions that would provide opportunities for them to experience the culture of their selected destination. Students hosted a gallery walk during the last week of Summer School to share their learning.
Mahone Middle School	<u>Board Games for Learning</u> Students delved into understanding how board games are developed. Students researched elementary reading and math skills and developed various game board prototypes. Using the <i>Shark Tank</i> concept, students presented their prototypes for feedback prior to developing the final version of their game. Pleasant Prairie Elementary Summer School students spent a morning at Mahone playing the newly designed games.
Washington Middle School	<u>Careers and Math</u> Students discovered how math is interwoven into careers. Learning opportunities included an exploration of salary, life management, and the importance of saving for the future. Multiple guests came to talk to the students about their careers and how math fit into everything they did.

Each middle school received 20 hours of curriculum planning funds to develop the problem-based learning units that addressed the interests and needs of the students. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by schools. Bullen Middle School added a course completion component to their program similar to that offered at the high school level. Students entering seventh and eighth grade who did not earn passing grades in core classes completed work to show mastery of current grade level state standards.

Middle school reading focused on meeting the Common Core standards for literacy. This included developing the most essential strategies used by good readers and writers, including making connections, asking questions, making predictions, summarizing both fiction and nonfiction texts, and building reading stamina. Instruction was provided to accommodate the student's skill level and learning style and incorporated a variety of media and teaching strategies while using a balance of nonfiction and fiction texts. Students at Mahone and Bullen Middle Schools shared their summer learning through student presentations for families and other students.

The middle school math program focused on Common Core State Standards aimed at improving student skills in computation, number sense, and problem solving through a variety of activities. Personalized learning opportunities were provided for students through the use of Compass Learning, Study Island, and Moby Math.

STAFF

The number of classroom teachers varied by site based on enrollment from the daily average enrollment for the past three years. Recommended class size was a 25-to-1 student-to-teacher ratio. Each middle school site was staffed with a full-time special education position and support staff to support students (Appendix B).

High School Program

High school students had the opportunity to recover credits, thus improving the graduation rate. Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, and Tremper High School ran credit recovery classes. In addition to credit recovery classes, the high schools offered physical education for credit for students entering grades 9 through 12; and Kenosha e-School offered online physical education and health courses. Jump Start to High School classes were available to incoming ninth graders to help students with the transition to high school.

JUMP START TO HIGH SCHOOL

This course was formerly called Early Start. It was updated to focus on helping students successfully transition to high school and the importance of graduating from high school. Through a partnership with Wisconsin Junior Achievement, students were introduced to various types of jobs, the skills and course work needed for the job, and the importance of soft skills in the workplace. Fieldtrips were taken to Herzing University, Gateway Technical College, and the University of Wisconsin—Parkside. A variety of study skills were presented to students to assist in successfully passing academic courses. Students also had the opportunity to become familiar with high school procedures and ways to become involved with different high school activities. These classes were open to all students, but attendance was highly encouraged for students who did not master current grade level standards. Students who successfully completed the 14-day course received a .5 elective credit.

HIGH SCHOOL CREDIT ATTAINMENT

The credit attainment program used district-developed curriculum and an online learning platform called Edgenuity. Credits for attainment were available in English/language arts, math, science, and social studies. Once students successfully completed the course of study, they were awarded credit for the failed course.

EMPLOYABILITY SKILLS PROGRAMS

In collaboration among the Kenosha Unified School District, the Boys and Girls Club, and the Kenosha County Division of Children and Family Services, the Employability Skills program provided at-risk children with opportunities that linked academic and occupational standards to workplace skills and experiences. Students were able to enroll in either the Year 1 or Year 2 courses. Each of the two courses included four sessions of classroom instruction. The classroom instruction focused on work readiness skills, including money and banking, social, higher education, resume writing and interviewing, conflict management, job seeking, safety in the workplace, and employer expectation. After successfully completing the classroom instruction portion of the course, students were then employed for 20 hours a week for 8 weeks at the Kenosha County Park System and other work sites. Students who successfully completed the program earned a .5 elective credit.

Life, Learning, and Leisure Programs

The Life, Learning, and Leisure (LLL) program provides summer programming opportunities for students with significant disabilities in first through twelfth grade. This program incorporates activities in the school and community settings that provide learning and recreational experiences. Transportation is provided to students enrolled in this program.

A new curriculum was implemented in summer 2018. Ablenet's *Splash* curriculum engages students in communication, social interaction, literacy, mathematics, health, and science skill development.

Summer School students at Mahone Middle School consulted with the LLL staff to gather information on adaptive physical education. Using this guidance they designed and built a minigolf course made out of recycled materials adapted to meet the physical needs of the LLL students. The Mahone Summer School students modeled belonging and generosity as they partnered with the LLL students to play the newly designed course.

Summer Music Opportunities

ORCHESTRA

Instructional music labs were available for orchestra students completing grades 3 through 11. Six hundred ninety students attended the summer orchestra music labs.

Strings Groups

1. Beginning Strings (completed grades 3, 4, and 5)
2. Cadet Strings (completed grades 4 and 5 [first-year players])
3. Advanced Cadet Strings (completed grades 5 through 6 [second- and third-year players])

4. Middle School Strings (completed grades 7 through 8)
5. High School Strings (completed grades 9 through 11)

JAZZ

A summer jazz music program was offered for middle and high school band and orchestra students as well as high school choir students. Sixty-two students participated in the jazz program.

Jazz Groups

1. Summer Jazz Program (completed grades 6 through 11)
2. All Star Jazz Choir (completed grades 9 through 11)

BAND

Music instruction was offered for band students entering grades 6 and 7. Continental and the K-L bands had 176 students who participated.

Bands

1. K-L Band (completed grade 5)
2. Continental Band (completed grade 6)

Summer Enrichment Camps

CAREER EXPLORATION CAMPS

Five-day Career Exploration Camps were offered at Indian Trail High School and Academy, Tremper High School, and Washington Middle School in summer 2018. The Career Exploration Camps provided students with hands-on learning opportunities in the areas of technical education. Students were able to choose from seven different camps. The different Career Exploration Camps were offered to middle school students with 165 students participating.

STEM Camps

1. Developing Kitchen Skills
2. Advanced Kitchen Skills (two camps)
3. Hawk Tech and Engineering Imaginarium
4. Girl Power
5. Be an Inventor

6. Sewing
7. Coding is Fun

WORLD LANGUAGE CAMPS

During summer 2018 five one-week World Language Camps were offered for students interested in exploring a world language. The camps were held at Washington Middle School with 89 middle school students participating in the camps.

World Language Camps

1. Spanish
2. German
3. Chinese
4. French
5. Italian

ART CAMPS

For summer 2018 three art camps were offered in the media of clay, weaving, and mosaics. Fifty-eight middle school students participated in the three one-week camps. The camps were held at Washington Middle School, Bradford High School, and at Roosevelt Elementary School.

Art Camps

1. Clay
2. Weaving
3. Mosaics and Outdoor Art

Office of Recreation Summer Activities for Children

MUSIC

The Rambler Band and the Band of the Black Watch are part of the Office of Recreation Summer Activities for Children. Both bands offered a presummer camp for students in preparation for participation in local parades.

Bands

1. Rambler Band
2. Band of the Black Watch

SPORTS

The Office of Recreation Summer Activities for Children offered a variety of sports activities for students to participate in. Certified teaching staff developed lessons, and instruction was provided in each area following the guidelines established in the physical education curriculum.

Sport Activities

1. Baseball/softball
2. Basketball
3. Playground
4. Soccer
5. Swimming
6. Tennis
7. Weight Lifting
8. HS intramural weight lifting

THEATRE

The Kenosha Youth Performing Arts Company (KYPAC) theatre arts program is open to students in kindergarten through eighth grade. The summer 2018 performance was *Seussical, Jr.* and involved 170 students.

Theatre

1. KYPAC
2. Shakespeare Theatre

Enrollment

See Appendix C for student enrollment figures.

Budget

The total amount budgeted for Summer School was \$1,253,336. The decentralized Summer School budget gave sites and departments control of their own budgets. The budget amount was based on each school's Summer School attendance from the previous three years. Site administrators developed a budget that included salaries and benefits for both certified and noncertified staff, supplies, and purchased services.

2019 Summer School Program Administrative Recommendations

CALENDAR

Elementary and middle schools will continue to run on a 24-day schedule. It is proposed that high schools return to offering 2 sessions of 15 days each. Beginning in summer 2016, the high school sessions were reduced to 14 days each in order to accommodate the year end rollover data. The 15-day schedule for each Summer School session ensures that students taking physical education for advanced credit have adequate time to complete the academic standards of the course.

The proposed elementary and middle school Summer School dates are: Monday, June 24, 2019, through Friday, July 26, 2019 (24 days).

- Boundary school online registration—March 18, 2019, through May 10, 2019
- Open registration—May 13, 2019, through Friday, June 21, 2019
- Teacher workday—Thursday, June 20, 2019
- No school—Thursday, July 4, 2019

- High School Session 1—Monday, June 17, 2019, to Monday, July 8, 2019 (15 days)
- High School Session 2—Tuesday, July 9, 2019, to Monday, July 29, 2019 (15 days)

- Credit recovery registration—March 18, 2019, through June 17, 2019
- Summer physical education registration—Begins March 18, 2019
- Teacher workday—Friday, June 14, 2019
- No school—Thursday, July 4, 2019

PROPOSED PROGRAM UPDATES

- Elementary School Program
 - Combine the following elementary schools into a single Summer School site:
 - Grant Elementary School and Jefferson Elementary School
 - 2019 elementary Summer School locations:

HOST SITE	ADDRESS	PARTNER SCHOOL(S)
• Brass Community School	6400 15 Avenue	• Roosevelt Elementary School
• Edward Bain School of Language and Art—Creative Arts	2600 50 Street	• NA

HOST SITE	ADDRESS	PARTNER SCHOOL(S)
• Edward Bain School of Language and Art—Dual Language	2600 50 Street	• NA
• Harvey Elementary School	2012 19 Avenue	• Bose Elementary School • Somers Elementary School
• Jefferson Elementary School	1832 43 Street	• Grant Elementary School
• McKinley Elementary School	5520 32 Avenue	• NA
• Nash Elementary School	6801 99 Avenue	• NA
• Pleasant Prairie School	9208 Wilmot Road	• NA
• Southport Elementary School	723 76 Street	• Grewenow Elementary School • Vernon Elementary School
• Stocker Elementary School	6315 67 Street	• Forest Park Elementary School
• Strange Elementary School	5414 49 Avenue	• NA
• Whittier Elementary School	8542 Cooper Road	• Jeffery Elementary School • Prairie Lane Elementary School

- Middle School Program
 - Bullen Middle School and Lance Middle School will host their Summer Schools in their respective buildings.
- High School Program
 - Summer School sessions will change from 14 days to 15 days, resulting in the Summer School calendar moving to 30 days.
 - As an extension to the current English Language Development (ELD) courses, the Newcomer English Language Development (Newcomer ELD) course (Appendix D), will be offered for Summer School 2019 as a half-credit elective course option. This is a preliminary course added to the current ELD I through III series at Kenosha Unified School District's comprehensive high schools. Newcomer ELD is recommended for English language learners with English proficiency levels ranging from 1 to 1.9.

Students enrolled in the course are introduced to essential day-to-day social vocabulary and begin to learn academic language that will assist them in preparing for high school course work. The course will be offered at one of the comprehensive high schools and that location will be identified based on student enrollment. All district students will be eligible to enroll in this course. Bus tokens will be provided to students at the non-host school through Title III funding.

Budget

The summer 2018 budget was \$1,253,336.00. Administration recommends that the budget be increased by \$46,580.86 for a total of \$1,299,916.86. There are several factors that impact the summer school budget increases including: increase in hourly rates for clerks, security and educational support personnel, addition of two days to the high school summer calendar, and an increase from 3 to 3.5 hours for summer camp teachers (Appendix E).

The KUSD summer school program is funded through the local district general operations budget. The district is not reimbursed for the summer school program costs. However, qualified instructional summer school sessions are aidable through additional membership counts. In the revenue limit formula, the district is allowed to count a 1.0 student Full-Time Equivalent (FTE) for every 48,600 minutes of qualified summer school instruction. That summer school FTE is then counted at 40% value for revenue limit purposes and at full value for general aid purposes. Due to the 3 year rolling average calculation in the revenue limit formula, the impact of the summer school enrollment would be realized as 1/3 year one, 2/3 year 2, and then fully in year 3. KUSD is also a declining enrollment district, therefore additional membership while in a state of decline does not translate into additional funding available. Therefore, the additional funds being requested to support the summer school program will need to be approved as a budget assumption to increase expenditures starting in the 2019-20 budget.

Administrative Recommendation

Administration recommends that the Board of Education approve the proposed summer calendar, program updates, and budget for Summer School 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Patricia Clements
Coordinator of Gifted and Talented Education and Summer School

2018 ELEMENTARY SCHOOL SUMMER SCHOOL STAFFING ALLOCATIONS

Staffing is based on average daily attendance for the last three years.

Teachers	25-to-1 student-to-teacher ratio	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for elementary education.
Resource teachers	50 to 79 students = 2 teachers 80 to 110 students = 3 teachers 110+ students = 4 teachers	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for elementary education..
Special education staffing	Special education staffing will be based on each elementary site's current enrollment needs.	Staffing requests should be submitted to the Office of Special Education and Student Support. Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for special education.
Office clerk	Each site will be allocated money for one Summer School clerk.	Schools are responsible for hiring their own Summer School office clerk.
Substitutes	Each site must designate people for their substitute list.	Schools are responsible for making substitute arrangements.
Supply amount	1 to 79 students = \$450 80 to 110 students = \$650 110+ students = \$750	Schools may use the money to purchase supplies or for busing. The Office of Gifted and Talented Education and Summer School will no longer order supplies.

Planning hours	20 hours for Summer School curriculum planning	<p>Schools can decide how to divide up the planning hours.</p> <p>Timesheets must be submitted to the Office of Gifted and Talented Education and Summer School.</p>
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2018 MIDDLE SCHOOL SUMMER SCHOOL STAFFING ALLOCATIONS

Staffing is based on average daily attendance for the last three years.

Teachers	25-to-1 student-to-teacher ratio	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for middle level education.
Resource teachers	1 to 79 students = 1 teacher 80 to 110 students = 2 teachers 110+ students = 3 teachers	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for middle level education.
Library clerk	Each site is assigned one library clerk.	
Special education staffing	Each school is assigned one special education teacher. Additional special education staffing needs will be based on current enrollment.	Staff must hold a current Wisconsin Department of Public Instruction license for special education. Additional staffing requests should be submitted to the Office of Special Education and Student Support.
Supply amount	1 to 79 students = \$450 80 to 110 students = \$650 110+ students = \$750	Schools may use the money to purchase supplies or for busing.
Field trip(s) bus expense	1 to 50 students = \$250 50+ students = \$500	Money will be added to supply amount.
Planning Hours	20 hours for Summer School curriculum planning School must submit Problem-Based Learning Project Design Overview for payment.	Schools can decide how to divide up the planning hours. Timesheets must be submitted to the Office of Gifted and Talented Education and Summer School.



**SUMMER SCHOOL
ENROLLMENTS BY SITE
2018**

ELEMENTARY SCHOOL				
Host School	Partner School(s)	2016 Student Enrollment	2017 Student Enrollment	2018 Student Enrollment
Brass	Roosevelt	134	138	139
EBSOLA—CA	NA	112	96	48
EBSOLA—DL	NA	123	109	119
Grant	NA	73*	61	74
Jefferson	NA	73*	67	57
Nash	NA	105	95	78
Pleasant Prairie	NA	73	69	62
Bose	Harvey Somers	134	124	130
Southport	Grewenow Vernon	131	128	126
Stocker	Forest Park	131	118	156
Strange	NA	93	88	124
McKinley	NA	81	96	103
Whittier	Jeffery Prairie Lane	159	126	140
STUDENT TOTALS		1349	1315	1356

* Grant and Jefferson combined

MIDDLE SCHOOL			
School	2016 Student Enrollment	2017 Student Enrollment	2018 Student Enrollment
Bullen	163	140	122
Lance	94	91	83
Lincoln	61	59	54
Mahone	91	96	99
Washington	116	102	92
STUDENT TOTALS	525	488	450

LIFE, LEARNING, AND LEISURE			
School	2016 Student Enrollment	2017 Student Enrollment	2018 Student Enrollment
K-12	62	69	60

HIGH SCHOOL			
School	2016 Student Enrollment	2017 Student Enrollment	2018 Student Enrollment
Bradford	496	537	620
Indian Trail	568	811	683
Reuther/Harborside	334	236	221
Kenosha eSchool	95	96	92
Tremper	654	779	700
High school employability skills	*	177	141
STUDENT TOTALS	2,147	2,636	2457
*No data available			

FINE ARTS, CAMPS, AND INSTRUCTIONAL RECREATIONAL OFFERINGS			
Area	2016 Student Enrollment	2017 Student Enrollment	2018 Student Enrollment
Fine Arts			
Band	506*	237*	176*
Orchestra	685	665	690
Jazz	NA	62	50
*Only includes Continental and K-L Band			
Camps			
Career Exploration Camps	NA	154	165
World Language Camps	NA	96	89
Art Camps	NA	NA	58
Instructional Recreation Classes			
Swimming	823	1,047	1088
Baseball/softball	276	126	132
Basketball	316	80	287
Tennis	398	276	308
Soccer	349	300	292
Intramural high school weight lifting	NA	NA	305

FINE ARTS, CAMPS, AND INSTRUCTIONAL RECREATIONAL OFFERINGS			
Area	2016 Student Enrollment	2017 Student Enrollment	2018 Student Enrollment
Rambler Band	NA	136	120
Band of the Black Watch	NA	109	140
KYPAC	234**	141***	170***
STUDENT TOTALS	3,587*	3,429*	4070*
<p>*Total includes duplicate students who enrolled in multiple sections.</p> <p>**Moved from a kindergarten to grade 12 program to a kindergarten to grade 8 program</p> <p>***Includes the Summer Shakespeare Theatre for grades 9 through 12</p>			

APPENDIX D

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated October 1, 2018

Name Sarah Smith (Coordinator of Language Acquisition Programs)

Department & School: Language Acquisition Program—ESL (Office of Teaching and Learning)

Proposed or Removed Course Name: Newcomer English Language Development (Newcomer ELD)

X New Course X New Name
 Removal/Replacement of Course

Length: X Quarter
 Semester

Credits: X ½ Credit
 Credit

Recommended Prerequisites (if any): NA

Rationale for Course: The English as a second language teachers expressed a need for a course to help strengthen English skills of Kenosha Unified English language learners. Newcomers entering high schools in the United States have a larger dropout rate due to the fact that they lack social and academic English vocabulary to be successful in the high school setting.

Proposed Course Description: The Newcomer ELD Summer School course provides the opportunity for English language learner students to be introduced to communication and academic skills in English. The purpose of this course is to strengthen English language acquisition by focusing on social, beginning literacy skills, beginning grammar skills, and basic academic vocabulary to prepare students for success in the high school setting.

Content Standards and Benchmarks: This course is tied to the WIDA English language development standards:

- English Language Development Standard 1: Social and Instructional Language
- English Language Development Standard 2: The Language of Language Arts
- English Language Development Standard 3: The Language of Mathematics
- English Language Development Standard 4: The Language of Science
- English Language Development Standard 5: The Language of Social Studies

Additionally, this course works to meet the standards and benchmarks set by the Common Core Standards for English/Language Arts.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Session 1

- Unit 1: Introduction KUSD
- Unit 2: All About Me
- Unit 3: Global Village

Session 2

- Unit 4: Survival
- Unit 5: Fitting In

Sample lesson attached

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

Teaching Staff: \$4,500 for one Summer School FTE Facilities/Space: NA

Textbooks/Kits: No materials are needed

Professional Learning: Current staff is developing curriculum and will provide instruction.

Supplementary: \$0

Approvals:

Name(s)

Date

Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

ELD Newcomer Class All About Me Unit Overview

Unit Title All About Me	Time Frame 4 days
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Unit Narrative (including real-world importance/transfer goals) Students explore the essential question “ <i>Who Am I?</i> ” through reading, writing, and discussion (listening and speaking).

Desired Results for Learning

Big Ideas <ul style="list-style-type: none"> • Think about your name. • Learn how your family and culture are part of you. • Discover how your body is unique 	Essential Questions Who Am I?
Prerequisite Knowledge and Skills None	Potential Misconceptions/Common Conceptual Errors Transfer, interference, and cross-linguistic influence Sociolinguistic context of communication Affective variables Interpersonal boundaries
Essential Vocabulary call different everywhere friend like idea no one everyone pattern scientist	Interdisciplinary Connections <ul style="list-style-type: none"> • Culture and Society • Literature

<p>other unique beautiful grow hard home leave</p> <p>study similar special find wait together miss</p>	
<p>Content Standards ELA Anchor Standards</p> <p>Read a range of texts in diverse formats for a variety of purposes.</p> <p>Use spoken and written language to discover, shape meaning and reach new understanding.</p> <p>Develop the connection between writing and thinking.</p> <p>Use reading and writing to build strong content knowledge.</p> <p>Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners' understanding.</p>	<p>WIDA Social and Instructional Standards</p> <p>Speaking</p> <ul style="list-style-type: none"> • Answer questions that express likes and dislikes. • Answer a range of questions that express personal preferences. <p>Listening</p> <ul style="list-style-type: none"> • Respond verbally and non-verbally to commands pertaining to classroom routines (e.g., "Close your book."). <p>Reading</p> <ul style="list-style-type: none"> • Identify text features or web resources used for assignments (such as titles or authors). • Match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics). <p>Writing</p> <ul style="list-style-type: none"> • Complete forms read orally with identifying information or produce facts about self.

<p>Unit Objectives</p> <p>Genre Focus Students explore the essential question “Who Am I” through reading, writing, and discussion by...</p> <ul style="list-style-type: none"> • exploring where your name comes from • learning how family and culture are a part of you • discover how genetic traits make you different. <p>Focus Strategy Students explore the essential question “Who Am I” through reading, writing, and discussion by...</p> <ul style="list-style-type: none"> • planning and monitoring during the reading and writing process. • writing a narrative paragraph emphasizing focus and unity. • clarifying ideas. <p>Grammar Students will be able to explore how “Who Am I” by</p> <ul style="list-style-type: none"> • use of the verbs be, do, have • complete sentences • subject pronouns <p>Vocabulary Students explore the essential question “Who Am I” through reading, writing, and discussion by relating words through...</p> <ul style="list-style-type: none"> • categories • synonyms • antonyms 	<p>Criteria for Mastery</p> <p>Students will demonstrate mastery by...</p> <ul style="list-style-type: none"> • using the verbs be, do, and have accurately • using subject pronouns accurately • producing suitable assignments with focus and unity. • using appropriate grammatical sentence structure. • by using synonyms and antonyms to clarify thoughts.
<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Anticipation journals • Concept maps • Informational/interest surveys 	<p>Evidence of Learning</p>

<ul style="list-style-type: none"> • Teacher prepared pre-tests • Writing prompts
Unit Assessment: <ul style="list-style-type: none"> • Authentic (Autobiographical Project) • Common (i.e. written and spoken)
Alignment to ACTspire/ACT The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments: <ul style="list-style-type: none"> • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require high level thinking skills and supporting details

Universal Instruction

Universal Instruction		
High Impact Instructional Strategies	Intensification Strategies (Re-teaching)	Enrichment Strategies
Reading Comprehension Teacher will directly and explicitly instruct students using the following comprehension strategies: direct, explicit instruction, show don't tell, connect reading to students' lives and their out of school literacies, focused instruction, promote transfer across genres, encourage cognitive collaboration based on students' individual needs and Individualized Educational Plans. Vocabulary (Listening and Speaking) Teacher will directly and explicitly instruct students using the following vocabulary strategies: rich and varied	Teacher will re-teach using peer tutoring, reciprocal teaching, review sessions, visuals, modeling, direct instruction, hands-on application, graphic organizers, sticky notes, annotating, and other best practice strategies based on students' individual needs and Individualized Educational Plans.	Teacher will enhance student learning through extension activities, tiered assignments, mentorship, and independent study.

<p>language experiences, direct teaching of individual words, independent word learning strategies, and fostering word consciousness based on students' individual needs and Individualized Educational Plans.</p> <p>Writing Teacher will directly and explicitly instruct students using the following writing strategies: encourage students to bring languages and experiences from their home communities to be used as resources, teachers as co-inquirers and co-learners, ask students to use writing to collect, analyze, synthesize, and communicate, and following the writing process using text based evidence.</p>		
<p>Differentiation Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports Have high expectations for all students - believe in their ability to meet all expectations if provided the support in the way that meets their needs. Have a variety of research-based instructional strategies at hand - start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where they are in their learning and readiness Use ongoing assessment to guide instruction - daily observational assessment combined with written and spoken formative assessments will provide clear information about each students' progress and level of readiness Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not</p>		

<p>related to the standard being assessed</p> <p>Collaborate - continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction</p> <p>Use flexible grouping - allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed</p> <p>Make content comprehensible for all students- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning.</p>	
<p>Resources for Unit</p> <p>Edge Text Level Fundamentals</p> <p>Reading and writing transparencies</p> <p>Edge Library Teacher's Guide</p> <p>Edge Interactive Practice Book</p> <p>Language and grammar transparencies</p> <p>Grammar and writing practice book</p> <p>Fluency passages</p> <p>Assessments and Rubrics</p> <p>CD Rom's for readings and texts</p> <p>Internet resources</p>	

SUMMER SCHOOL BUDGET

POSITION	2018			2019			BUDGET ADJUSTMENTS	REASON FOR CHANGE
	NUMBER OF POSITIONS	COST PER PERSON	TOTAL POSITION COSTS	NUMBER OF POSITIONS	COST PER PERSON	TOTAL POSITION COSTS		
Elementary Clerks	11	\$1,358.50	\$14,943.50	9	\$ 1,906.25	\$17,156.25	\$2,212.75	Increase in hourly rate
Middle School Library Clerks	5	\$1,003.20	\$5,016.00	5	\$1,464.00	\$7,320.00	\$2,304.00	Increase in hourly rate
Educational Support Professionals	14	\$1,003.20	\$14,044.80	14	\$1,959.75	\$27,436.50	\$13,391.70	Increase in hourly rate
Life, Learning, and Leisure Educational Support Professionals	24	\$1,029.33	\$24,703.92	24	\$1,959.75	\$47,034.00	\$22,330.08	Increase in hourly rate
High School Teachers	58.25	\$4,181.80	\$243,589.85	58.25	\$4,473.30	\$260,569.73	\$16,979.88	Added two days to high school schedule
High School Security	8	\$1,463.00	\$11,704.00	8	\$2,287.50	\$18,300.00	\$6,596.00	Increase in hourly rate
Camps	16	\$576.80	\$9,228.80	16	\$721.50	\$11,544.00	\$2,315.20	Increase daily hours worked from 3 to 3.5
Elementary Teachers	76	\$3605	\$273,980.00	70	\$ 3607.50	\$252,525.00	-\$21,455.00	Combining of Grant/Jefferson Summer School site
Total	136.25	\$10,615.83	\$323,230.87	134.25	\$14,772.05	\$389,360.48	\$46,580.86	NA

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December 11, 2018

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. John Nelson donated a magnesium bar to LakeView Technology Academy. The value of this donation is \$12,000.
2. Safari Club International, Wisconsin Chapter, Inc. donated \$1,000 to Reuther Central High School's physical education department. The donation is to be used to purchase archery supplies.
3. Janett Gutierrez donated \$300 to LakeView Technology Academy. The donation is to be used to purchase ROV equipment.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 11, 2018

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
December-January**

December

- December 11, 2018 – Canceled: Standing Committee Meetings
- December 11, 2018 – Special School Board Meeting – 5:30 P.M. and Regular School Board Meeting – 7:00 P.M. in ESC Boardroom
- December 22, 2018 through January 6, 2019 – Winter Recess – District closed

January

- January 8, 2019 – Tentative: Standing Committee Meetings
- January 21, 2019 – Dr. Martin Luther King, Jr. Day – District Closed
- January 25, 2019 – Second quarter Ends, Staff Workday, No Students Report
- January 22, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom

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