



REGULAR MONTHLY BOARD MEETING

July 22, 2014

7:00 PM

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



Regular School Board Meeting
July 22, 2014
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. 2014 Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network Schools of Merit
- IV. Administrative and Supervisory Appointments
- V. Legislative Report
- VI. Views and Comments by the Public
- VII. Response and Comments by Board Members (Three Minute Limit)
- VIII. Remarks by the President
- IX. Superintendent's Report
- X. Consent Agenda
 - A. Consent/Approve 4
Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations
 - B. Consent/Approve 7
Minutes of 6/23/14, 6/24/14, and 6/26/14 Special Meetings and Executive Sessions, 6/24/14 Regular Meeting and 7/8/14 Special Meeting
 - C. Consent/Approve 27
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Kenosha Unified School District

Kenosha, WI

July 22, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Brown	James	Information Services	Technology Support Technician	Miscellaneous	06/23/2014	1	\$19.84
Appointment	Jones	Nicole	Human Resources	Coordinator of Educator Effectiveness	Administration	07/01/2014	1	\$87,921.00
Appointment	Hodges	Scott	KTEC	Assistant Principal	Administration	07/01/2014	1	\$77,058.00
Appointment	Mayes	Nicole	KTEC	Assistant Principal	Administration	07/01/2014	1	\$77,058.00
Appointment	Adams	Eric	KTEC	Facilities Manager	Miscellaneous	06/16/2014	1	\$20.73
Appointment	Eckman	Leo	Special Education & Student Support	Special Education & Student Support Coordinator	Administration	07/01/2014	1	\$87,921.00
Appointment	Kehl	Jacob	KTEC	Maintenance Specialist	Miscellaneous	06/23/2014	1	\$18.81
Appointment	Hovell	Lori	Southport Elementary School	Grade 4 ESL	Instructional	08/25/2014	1	\$72,433.00
Appointment	Pedicone	Kathryn	Frank Elementary School	Grade 5	Instructional	08/01/2014	1	\$42,266.00
Appointment	Richter	Karl	Bullen Middle School	Counselor	Instructional	08/25/2014	1	\$42,266.00
Appointment	McCray	Nathan	Southport Elementary School	Grade 5 ESL	Instructional	08/25/2014	1	\$57,017.00
Appointment	Bilotti	Mary	EBSOLA - Dual Language	Dual Spanish	Instructional	08/25/2014	1	\$46,241.00
Appointment	Chiappetta	Emiko	Southport Elementary School	Kindergarten	Instructional	08/25/2014	1	\$38,377.00
Appointment	Dietz	Laura	Special Education & Student Support	Speech Therapist	Instructional	08/25/2014	1	\$74,060.00
Appointment	Bishop	Raymond	Jeffery Elementary School	Multi-Age 3/5	Instructional	08/25/2014	1	\$68,710.00
Appointment	Mosey	Samuel	Information Services	Technology Support Technician	Miscellaneous	07/01/2014	1	\$19.84
Appointment	Aseltine	James	Information Services	Technology Support Technician	Miscellaneous	07/01/2014	1	\$19.84
Appointment	Bane	Shannon	Information Services	Technology Support Technician	Miscellaneous	07/01/2014	1	\$19.84
Appointment	Lattimore	Valerie	Harvey Elementary School	Grade 3	Instructional	08/25/2014	1	\$69,202.00
Appointment	Mirkiewicz	Brittany	Hillcrest	Special Education - ED	Instructional	08/25/2014	1	\$38,377.00
Appointment	Palmer	Corey	KTEC	Grade 2	Instructional	08/25/2014	1	\$66,639.00
Appointment	Lennertz	Jenna	Roosevelt Elementary School	Grade 2	Instructional	08/25/2014	1	\$42,266.00
Appointment	Pingitore	Deborah	EBSOLA-Creative Arts	Grade 4	Instructional	08/25/2014	1	\$38,377.00
Appointment	Johnson	Amanda	ITHSA	English	Instructional	08/25/2014	1	\$61,720.00
Appointment	Engle	Andrew	Washington Middle School	Science Grade 8	Instructional	08/25/2014	1	\$38,377.00
Appointment	Updike	Whitney	Brass Community School	Kindergarten	Instructional	08/25/2014	1	\$40,128.00
Appointment	Pierce-Kaebisch	Nicole	Frank Elementary School	Grade 2	Instructional	08/01/2014	1	\$38,377.00
Appointment	Mendoza	Laura	EBSOLA-Dual Language	Grade 3	Instructional	08/25/2014	1	\$42,566.00
Appointment	Puer	Kathy	Special Education-Student Support	Speech Therapist	Instructional	08/25/2014	1	\$49,804.00
Appointment	Geryol	Karen	Brompton School	Reading Teacher / Intervention Specialist	Instructional	08/25/2014	1	\$41,956.00
Appointment	Pellicori	Mark	Lakeview Tech	Guidance Counselor	Instructional	08/11/2014	1	\$30,773.60
Appointment	Carlyle	Kaci	Roosevelt Elementary School	Grade 3	Instructional	08/25/2014	1	\$38,377.00
Appointment	Weakley	Kelly	EBSOLA-Creative Arts	Special Education- Cross Categorical	Instructional	08/25/2014	1	\$42,266.00
Appointment	Johanns	Jennifer	Frank Elementary School	Special Education-Cross Categorical	Instructional	08/01/2014	1	\$38,377.00
Appointment	Bliske	Amanda	Jefferson Elementary School	Special Education-Cross Categorical	Instructional	08/25/2014	1	\$38,377.00
Appointment	Paulson	Heather	Indian Trail Academy	Business/Marketing	Instructional	08/25/2014	0.75	\$28,782.75

Kenosha Unified School District

Kenosha, WI

July 22, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Lepley	Elizabeth	Bullen Middle School	Dual Spanish	Instructional	08/25/2014	1	\$41,877.00
Appointment	Grimm	Christine	EBSOLA-Dual Language	Grade 4 Bilingual	Instructional	08/25/2014	1	\$46,241.00
Appointment	Gross	Michelle	Southport Elementary School	Grade 2 ESL	Instructional	08/25/2014	1	\$39,545.00
Appointment	Bartel	Amanda	KTEC	Grade 1	Instructional	08/25/2014	1	\$38,377.00
Appointment	Hagen	Brynn	Special Education & Student Support	Guidance - K8 Attendance Officer	Instructional	08/25/2014	1	\$44,190.00
Appointment	Steren	Lynn	EBSOLA-Creative Arts	Intervention Specialist	Instructional	08/25/2014	1	\$76,934.00
Appointment	San Jose Zarate	Brenda	EBSOLA - Dual Language	Grade 1 ESL	Instructional	08/25/2014	1	\$42,266.00
Appointment	Bohning	Jacqueline	KTEC	4K Teacher	Instructional	08/25/2014	1	\$38,377.00
Appointment	Kupfer	Erin	Special Education & Student Support	Speech Therapist	Instructional	08/25/2014	1	\$42,266.00
Appointment	Taylor	Sarah	Roosevelt Elementary School	Grade 5	Instructional	08/25/2014	1	\$38,377.00
Appointment	Hanes	Jamie	KTEC	Kindergarten	Instructional	08/25/2014	1	\$40,128.00
Appointment	Mildenberg	Alex	Indian Trail Academy	Special Education Cross Categorical	Instructional	08/25/2014	1	\$40,710.00
Appointment	Kitts-Lewinski	Tanya	Hillcrest	At-Risk	Instructional	08/25/2014	1	\$54,662.00
Early Retirement	Andrews	Debra	Tremper High School	Head Secretary (12 Month)	Secretarial	06/12/2014	1	\$21.16
Resignation	Thompson	Robert	Lance Middle School	English	Instructional	06/12/2014	1	\$63,224.00
Resignation	Curran	Karen	Bradford High School	Secretary III (12 Month)	Secretarial	06/30/2014	1	\$21.16
Resignation	Dujardin	Dyanna	Special Education & Student Support	Occupational Therapy	Instructional	06/12/2014	1	\$58,213.00
Resignation	Biehn	Stacey	Pleasant Prairie Elementary	Cross Categorical (IDEA)	Instructional	06/12/2014	1	\$52,354.00
Resignation	Schork	Pauline	Lance Middle School	Science	Instructional	06/12/2014	1	\$40,128.00
Resignation	Case	Kelly	Strange Elementary School	E.C.	Instructional	06/12/2014	1	\$54,322.00
Resignation	Perona Jr	Bryon	Information Services	Technology Support Technician	Miscellaneous	06/13/2014	1	\$19.84
Resignation	Hinich	Denise	Information Services	Technology Support Technician	Miscellaneous	06/30/2014	1	\$19.84
Resignation	Penshorn	David	Indian Trail Academy	Math	Instructional	06/12/2014	1	\$38,377.00
Resignation	Svitak	Ashley	Lincoln Middle School	Science	Instructional	06/12/2014	1	\$38,377.00
Resignation	Wallace	Joshua	Lincoln Middle School	Intervention Specialist	Instructional	06/12/2014	1	\$38,377.00
Resignation	Villatoro	Crystal	Reuther Central High School	Secretary I (10 Month)	Secretarial	06/26/2014	1	\$17.00
Resignation	Merrill	Dena	Bullen Middle School	Science	Instructional	06/12/2014	1	\$49,614.00
Resignation	Hill	Christopher	Indian Trail Academy	Math	Instructional	06/12/2014	1	\$45,410.00
Resignation	McGonegle	Bridget	Reuther Central High School	Reading Resouce	Instructional	06/12/2014	1	\$50,176.00
Resignation	Hafermann	Derek	Washington Middle School	Math	Instructional	06/12/2014	1	\$38,377.00
Resignation	Bane	Shannon	Information Services	Secretary I	Miscellaneous	06/30/2014	1	\$18.92
Resignation	Skeans	Heather	Bradford High School	Chemistry	Instructional	06/12/2014	1	\$40,128.00
Resignation	Eland Slattery	Melanie	Harborside Academy	Physical Education	Instructional	06/12/2014	1	\$63,793.00
Resignation	Schofield	Peggy	Dept. of Special Education	Coordinator of Special Education	AST	06/30/2014	1	\$95,411.00
Resignation	Schieffer	Jenna	Dept. of Special Education	Psychologist (CEIS)	Instructional	06/12/2014	1	\$68,710.00
Resignation	Moreland	Alicia	EBSOLA - Dual Language	Guidance	Instructional	06/12/2014	1	\$42,266.00
Separation	Rivers	Sara	HR Leave Status	HR Teacher on Leave	Instructional	05/31/2014	1	\$51,390.00

**Kenosha Unified School District
Kenosha, WI
July 22, 2014**

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Separation	Simpkins	Jennifer	Prairie Lane Elementary School	Interpreter	Interpreter	06/12/2014	1	\$37,191.52
Separation	Clark Jr.	William	Tremper High School	Interpreter	Interpreter	06/12/2014	1	\$42,860.40

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 23, 2014

A special meeting of the Kenosha Unified School Board was held on Monday, June 23, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:34 P.M. with the following members present: Mr. Kunich, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Ms. Stevens was excused. Dr. Mangi and Dr. Jack Linehan were also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation and Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts.

Mr. Wade moved that the executive session be held. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Bryan moved to adjourn to executive session. Mr. Flood seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts

Dr. Linehan reviewed and discussed information relating to the Superintendent position with Board members.

A candidate arrived at 5:58 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 7:06 P.M.

Another candidate arrived at 7:17 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 8:25 P.M.

The last candidate arrived at 8:35 P.M. and responded to Board members' questions regarding the Superintendent position. The candidate was excused at 9:40 P.M.

Meeting adjourned at 9:50 P.M.

These minutes were composed by notes taken by Mrs. Snyder.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 24, 2014

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 24, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:32 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi and Dr. Jack Linehan were also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, and Evaluation Consideration.

Mr. Flood moved that the executive session be held. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Ms. Stevens moved to adjourn to executive session. Mr. Flood seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts, Evaluation Consideration

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, and Mrs. Wendy LaLonde arrived at 5:34 P.M. Mrs. LaLonde answered questions from Board members. Dr. Ormseth and Mrs. LaLonde were excused at 5:38 P.M.

Ms. Susan Valeri, Director of Special Education, and Mr. Leo Eckman arrived at 5:39 P.M. Mr. Eckman answered questions from Board members. Ms. Valeri and Mr. Eckman were excused at 5:45 P.M.

Mrs. Sheronda Glass, Executive Director of Business, and Mrs. Annie Petering, Human Resources Specialist, arrived at 5:46 P.M. and updated Board members on a personnel issue. They were excused at 5:52 P.M.

Dr. Linehan reviewed and discussed information relating to the Superintendent position with Board members.

Meeting adjourned at 6:57 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 24, 2014

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 24, 2014, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, 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, Executive Director of Community Partnerships and Media Relations, presented the WIAA State Team Champion Awards

Dr. Mangi presented five Administrative Appointments.

Mrs. Snyder moved to approve Dr. Bethany Ormseth as Assistant Superintendent of Secondary Schools effective July 1, 2014. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Bryan moved to approve Mrs. Maria Kotz as Principal at Indian Trail High School and Academy effective July 1, 2014. Mr. Flood seconded the motion. Unanimously approved.

Mr. Bryan moved to approve Mr. Curtiss Tolefree as Interim Principal at Washington Middle School effective July 1, 2014. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Mrs. Wendy LaLonde as Assistant Principal at Tremper High School effective July 1, 2014. Mr. Bryan seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Mr. Leo Eckman as Coordinator of Special Education and Student Support effective July 1, 2014. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Bryan gave the Legislative Report.

There were views and comments by the public.

Board members made their responses and comments.

Mrs. Coleman made her Board President remarks.

Dr. Mangi presented the Superintendent's Report.

The Board considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations as contained in the agenda.

Consent-Approve item XI-B – Minutes of the 5/27/14, 5/28/14, 6/2/14, 6/5/14 and 6/12/14 Special Meeting and Executive Session, 5/27/14 Regular Meeting, and the 6/5/14 and, 6/12/14 Special Meetings.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Ms. Heather Kraeuter, Accounting & Payroll Manager; Mr. Hamdan, Interim Chief Financial Officer; and Dr. Joseph Mangi, excerpts follow:

"It is recommended that the May 2014 cash receipt deposits totaling \$3,164,830.51, and cash receipt wire transfers-in totaling \$12,474,807.31, be approved.

Check numbers 507945 through 509589 totaling \$8,237,690.04, and general operating wire transfers-out totaling \$ 362,707.00, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2014 net payroll and benefit EFT batches totaling \$14,090,707.61, and net payroll check batches totaling \$3,881.86, be approved."

Ms. Stevens moved to approve the Consent Agenda as contained in the agenda. Mr. Flood seconded the motion. Unanimously approved.

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, introduced the Implementation of the Next Generation Science Standards: Phase Two submitted by Mrs. Christine Pratt, Coordinator of Science, Dr. Savaglio-Jarvis, and Dr. Mangi, excerpts follow:

"On November 12, 2013 a five-phase plan for exploring and implementing the Next Generation Science Standards was shared with the Kenosha Unified School District Board of Education Curriculum/Program Standing Committee. An update to this plan, based on recommendations from the Kenosha Unified School District Science Committee, is attached in Appendix A. Phase 1 of the plan, *Awareness and Understanding of the Next Generation Science Standards*, is complete. During Phase 1, the Kenosha Unified School District Science Committee engaged in an in-depth study of the Next Generation Science Standards. Committee members are listed in Appendix B. A brief outline of each meeting and the findings of the study are outlined below.

The Next Generation Science Standards outline a clear progression of what students should know from kindergarten through grade twelve. They are rigorous, internationally benchmarked, and contain content and processes to support technology, engineering and mathematics integration. The Next Generation Science Standards are aligned with the College Board's *Standards for College Success* and the ACT *Standards for College and Career Readiness*. They are superior to the current Wisconsin Model Academic Standards for Science and the Kenosha Unified School District Standards and Benchmarks for Science.

On May 22, 2014, the Kenosha Unified School District Science Committee completed its study of the Next Generation Science Standards and outlined the next steps for creating science curriculum design teams. These teams will review and redesign the district science curriculum documents based on the findings of the curriculum audit. It is the desire of the Kenosha Unified School District Science Committee that all further science curriculum work be based on the Next Generation Science Standards. With careful planning and thoughtful implementation, The Next Generation Science Standards will provide an important opportunity to increase access to STEM curriculum, improve science achievement, and better prepare the Kenosha Unified School District students for Twenty-first Century college and careers.

This report was presented to the Curriculum/Program Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. Based on the findings and rationale set forth by the Kenosha Unified School District Science Committee, after an in depth study of the Next Generation Science Standards, the administration recommends that the school board adopt the Next Generation Science Standards as presented."

Mrs. Pratt, distributed a folder to Committee members which contained information pertaining to the ACT Spire alignment, samples of ACT Aspire science test materials, a copy of the District's science standards, a copy of Next Generations science standards, and a copy of science College Readiness standards.

Mrs. Pratt gave a PowerPoint presentation which covered the following topics: the District science committee, committee members, committee findings, updated timeline, Wisconsin districts, why new standards?, increased focus, science is interconnected, the Fordham report, learning from the report, 26 corporations in support, and why STEM. Dr. Angela Andersson; Principal at Kenosha School of Technology Enhanced Curriculum (KTEC); and Mr. Scott Hodges, Assistant Principal at Kenosha School of Technology Enhanced Curriculum (KTEC); were also present and spoke to why they use Next Generation science standards at KTEC.

Mr. Bryan moved to adopt the Next Generation Science Standards as presented. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Mangi introduced the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent, Mr. Hamdan, and Dr. Mangi, excerpts follow:

“School Board Policy 3420 requires that all contracts and renewals of contracts in aggregate of \$25,000 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.

Administration recommends that the School Board approve the following expenditures in aggregate of \$25,000:

- \$168,475 for Northwest Evaluation Association Web-Based Measures of Academic Progress;
- \$122,695 for Solution Tree Professional Collaborative Model;
- \$35,000 for Summer Youth Program at the Boys and Girls Club;
- \$27,465 for Solution Tree Administrative Professional Learning- Formative Assessment; and
- \$29,500 for Sparks Innovations PK-12 Instructional Coaching Program Development.”

Ms. Stevens moved to approve the expenditures in aggregate of \$25,000 as presented. Mr. Flood seconded the motion. Unanimously approved.

Mr. Patrick Finnemore, Director of Facilities, presented the Town of Somers Easement – Sewer Main submitted by Mr. Finnemore and Dr. Mangi, excerpts follow:

“The Town of Somers has requested School Board approval of an easement associated with the installation of a sewer main scheduled for this fall. The easement would be on the north and west sides of the Somers Elementary School property. Currently the Town has an easement running on the north side of the property along County Highway E for a water main installed several years ago. The new easement would run 20 feet inside of the current easement along Highway E for the full length of the north side of our property and then head south along Highway EA for the full length of the west side of our property.

A copy of the proposed easement agreement is included in the attachment. Because there are no financial terms associated with this easement and it is with a municipality, Elector approval is not required.

This report was presented at the June 10, 2014 Planning, Facilities, and Equipment Committee meeting, however a quorum of the Committee was not present that evening. It was decided that the report should be brought forward to the full Board for consideration at tonight’s meeting.

Administration recommends School Board approval of the proposed easement agreement with the Town of Somers as described in this report.”

Ms. Stevens moved to approve the easement agreement with the Town of Somers as described in the report. Mr. Flood seconded the motion. Unanimously approved.

Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the report titled Adding Boys and Girls Lacrosse as a Sponsored Sport in Kenosha Unified School District submitted by Mr. Knecht, Dr. Savaglio-Jarvis, and Dr. Mangi, excerpts follow:

“The sport of lacrosse is one of the fastest growing sports in the United States of America. The popularity of lacrosse has reached the Midwest. The growth of lacrosse has begun in Kenosha. Currently, in the Kenosha Community, a lacrosse club named “Raptors” has gained momentum with the participation of students from grades two through twelve. As of October 2013, the Raptors organization has a total of 102 boys (50 high school aged) and 39 girls (28 high school aged). Lacrosse is a sport that has different rules and equipment for the boys and the girls; therefore is not played in a coeducational setting. Boys lacrosse and girls lacrosse are stand-alone programs within the Raptors organization.

On October 2, 2013, per the Raptors organization request, a meeting was held with the Coordinator of Athletics, Physical Education, Health and Recreation and the leaders of the Raptors organization. During that meeting, leaders from the Raptor organization presented: participation data in their programs, state community participation data, national participation data, and estimated costs of funding a lacrosse program. During the meeting, a request was made that the Kenosha Unified School District begin sponsoring lacrosse for boys and girls as a district Co-op high school level team.

There are challenges that arise with the addition of new sport programs. First and foremost is the burden of additional costs to a district when sponsoring a program. A lacrosse program is estimated to cost \$25,000 to \$30,000 per year (transportation, coaching salaries, officials, equipment, and game management) per program. Facilities are needed for practice, competition, and storage of equipment. Transportation to and from events for the additional teams is a further need. Bus transportation is already very limited in the spring due to the number of athletic and school field trips. The District is allowed eight buses daily during prime time.

Historically, Kenosha Unified School District has only sponsored sport programs that the Wisconsin Interscholastic Athletic Association (WIAA) governs and provides a tournament series. To date, the Wisconsin Interscholastic Athletic Association does not govern boys or girls lacrosse and is not considering adopting boys and girls lacrosse in the near future. Lacrosse is a spring sport for both boys and girls. The potential of current Kenosha Unified School District and Wisconsin Interscholastic Athletic Association athletic programs losing participants to lacrosse is a concern among coaches in our district. If lacrosse is added, then the following spring sports could lose participants: girls softball, soccer, track, and boys baseball, golf, tennis and track.

This report was presented to the Curriculum/Program Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. It is recommended that the school board approve Administration’s recommendation to not

pursue this opportunity to add boys and girls lacrosse as a sponsored sport in Kenosha Unified School District at this time. It is further recommended that the Coordinator of Athletics, Physical Education, Health, and Recreation further his relationship with the lacrosse community and take a more active role in becoming educated regarding the growing interest of lacrosse in the state.”

Ms. Stevens moved to not pursue the opportunity to add boys and girls lacrosse as a sponsored sport in Kenosha Unified School District at this time but that the Coordinator of Athletics/Physical Education further his relationship with the lacrosse community and take a more active role in becoming educated regarding the growing interest of lacrosse in the state. Mr. Kunich seconded the motion. Motion carried. Mr. Flood dissenting.

Mr. Knecht presented the report titled Discontinuing Middle School Membership with the Wisconsin Interscholastic Athletic Association submitted by Mr. Knecht, Dr. Savaglio-Jarvis, and Dr. Mangi, excerpts follow:

“The Kenosha Unified School District is a current member of the Wisconsin Interscholastic Athletic Association for: Bullen, Lance, Lincoln, Mahone, and Washington. The purpose of belonging to the Wisconsin Interscholastic Athletic Association is to have a governing body that provides rules for interscholastic participation. In the state of Wisconsin, there are 680 middle/junior high schools. Only 62 of the 680 schools are members.

The Wisconsin Interscholastic Athletic Association charges an annual membership fee of \$50 per middle school. Schools are to follow the rules and expectations set forth by the membership. An advantage of being a member of the Wisconsin Interscholastic Athletic Association is that students are covered with catastrophic insurance through the membership and districts experience a cost savings.

Being a member of the Wisconsin Interscholastic Athletic Association at the middle school/junior high school level commits members to adhere to rules that are in place at the high school level as well. One of the most controversial issues surrounding the middle school student’s participation is the school loyalty rule. This rule prohibits student-athletes from participating in a same sport outside of school during the school-sponsored season.

Discontinuing Wisconsin Interscholastic Athletic Association membership at the middle school/junior high level will cost the Kenosha Unified School District approximately \$4,500.00 annually for catastrophic insurance coverage of our middle school athletes. Middle school athletic programs would move forward following sport specific bylaws which would not alter current practices or competitions. Officials would not have to be Wisconsin Interscholastic Athletic Association certified to officiate competitions which would provide for a larger pool of officials, and students would not have to choose between club sports and school-sponsored sports providing more opportunity for our middle school athletes.

This report was presented to the Curriculum/Program Committee at its June 10, 2014, meeting, however a quorum was not present so no motions were made. It is recommended that the school board approve Administration’s recommendation to end the district’s involvement with the Wisconsin Interscholastic Athletic Association at the middle

school level. The \$4,500 catastrophic insurance fee for athletes at the middle school level will be assumed by the Kenosha Unified School District athletic budget.”

Ms. Stevens moved to end the District’s involvement with the Wisconsin Interscholastic Athletic Association at the middle school level and that the \$4,500 catastrophic insurance fee for athletes at the middle school level be assumed by the District’s athletic budget. Mr. Flood seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Bullying Ad Hoc Committee Update and Policy 5111 submitted by Mr. Edward Kupka, Coordinator of Student Support, Dr. Savaglio-Jarvis, and Dr. Mangi, excerpts follow:

“In late spring of 2013, the school board president at the time, Rebecca Stevens, recommended to commission an ad hoc committee to address bully prevention. On Monday, August 26, 2013, Kenosha Unified School District (KUSD) invited members of the public to participate on an ad hoc bullying prevention committee. An advertisement was placed in the Kenosha News and a press release was issued. The community expressed interest via application, and all interested applicants were invited to participate. All selected community members were notified of the first meeting held on September 26, 2013. Upon the conclusion of the first meeting, team norms and committee purposes were defined. Four subcommittees were created to further study and refine efforts. Throughout the fall of 2013, subcommittees met in small groups and reported out to the full ad hoc committee. A number of outside resources were researched to help bring clarity to the work of each subcommittee.

Moving forward, the committee will focus on three primary efforts:

1. Educate the school community, students, parents and staff on the definition and policy regarding bullying. (May 2014 – January 2015)
2. Incorporate the bullying response procedures into usable formats for schools, including appropriate communication and documentation for school record keeping. (August 2014 – April 2015)
3. Identify a district-wide bully prevention program that is implemented universally and based on committee criteria selected as determining a robust and effective program. (August 2014 – April 2015)

This report was presented to the Personnel/Policy Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. Based on discussion that evening, additional wording was added to the first paragraph on page 2 of updated Policy 5111 to describe the avenues through which sexual harassment can occur.

Administration recommends that the School Board accept this report and approve updated Policy/Rule 5111 – Anti-Bullying/Harassment/Hate as a first reading this evening and a second reading at its July 22, 2014, meeting.”

Mr. Kupka and Mr. Eitan Benzaquen, Principal at Hillcrest School, gave a PowerPoint presentation which covered the following topics: the purpose and structure of the Committee, the approach to the task, the key findings, a review of the accomplishments and the next steps.

Mr. Flood moved to approve Policy/Rule 5111 – Anti-Bullying/Harassment/Hate as a first reading. Mr. Bryan seconded the motion. Unanimously approved.

Dr. Mangi presented the Request for Proposal – Legal Services submitted by Mr. Hofer, Mrs. Sheronda Glass, Executive Director of Business, and Dr. Mangi, excerpts follow:

“At the request of the Board of Education, a Request for Proposal for Legal Services was submitted to the industry for response. The District received a bid from the following law firms: Boardman & Clark and Von Briesen & Roper.

It should be noted that employment related issues are typically submitted to our insurance company (AEGIS) and legal representation, depending on the issue, is provided at the direction of the insurance company.

It is the recommendation of the Administration that an interview be conducted with both Boardman and Clark and Von Briesen and Roper. An additional recommendation will be provided upon completion of the interviews.”

Mr. Bryan moved that interviews be conducted with both Boardman & Clark and Von Briesen & Roper and that an additional recommendation be provided upon completion of the interviews. Mrs. Snyder seconded. Unanimously approved.

The Board recessed at 8:50 P.M. and reconvened at 8:55 P.M.

Dr. Mangi presented the Hearing Officers submitted by Mr. Daniel Tenuta, Administrative Review Chair and Principal of Kenosha eSchool, and Dr. Mangi, excerpts follow:

“Annually, Administration brings forth a recommendation concerning the appointment of Hearing Officers to assist the District with any expulsion hearings for the upcoming year. Hearing Officers are paid \$100 per hearing and are scheduled on a rotating basis.

Indicated below is a listing of the two (2) individuals that Administration would like to secure for the 2014-2015 school year.

Administration recommends that the Board of Education authorize the appointment of the two recommended Hearing Officers for the purpose of expulsion hearings during the 2014-2015 school year. In addition, Administration further recommends that their contracts be set at a rate of \$100.00 per hearing for the 2014-2015 school year.”

Ms. Stevens moved to appoint the two recommended Hearing Officers for the purpose of expulsion hearings during the 2014-2015 school year at a rate of \$100.00 per hearing. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Finnemore and Mrs. Cindy Gossett, Director of Food Services, presented the Community Eligibility Provision National School Breakfast and Lunch Programs submitted by Mrs. Gossett, Mr. Finnemore, Mrs. Glass, and Dr. Mangi, excerpts follow:

“The Community Eligibility Provision (CEP) is a 4-year reimbursement option for high poverty schools to offer free National School Breakfast (NSB) and National School Lunch (NSLP) to all students enrolled within an eligible school. It is intended to improve access to school meals in eligible high poverty schools/districts. The CEP has been phased in over the past three years, and is currently operating in 11 states, 600 districts and 4,000 schools. The CEP will be available nationwide beginning July 1, 2014.

The CEP uses information from other programs, including Food Share, Wisconsin Works (W-2), FDPIR, Head Start and Homeless to verify eligibility instead of using the traditional paper Free and Reduced Price Meal Application. A building is eligible to participate in CEP if the Identified Student Percentage is at least 40%. The Identified Student Percentage is multiplied by a factor (1.6) to determine the percentage of total meals served that will be reimbursed at the Federal free rate. The remaining percentage of total meals is reimbursed at the Federal paid rate. Any cost of providing meals above the Federal reimbursement rate must be covered with non-Federal funds which may include Fund 50 State Match for school breakfast and revenue from a la carte sales. The claiming percentages are guaranteed for 4 years, and provisions are in place to adjust percentages, add new sites or withdraw sites each year.

Schools chosen to operate under the CEP were selected from DPI’s “CEP Annual Notification of Schools” published eligible list, and grouped to hopefully maximize the reimbursement rate and assure little to no cost impact to the District/Fund 50. With 27 KUSD schools eligible or near eligible to participate, and random groupings allowed under CEP, the number of possibilities was numerous. Ultimately, the sites selected were well above the 40% Identified Student and also were 65% or more free/reduced eligible.

School/groups will be evaluated on an annual basis to determine if they should be withdrawn or added to a grouping. Withdrawn schools must return to the normal procedures that were in place prior to CEP. All schools not operating under CEP will continue as they always have.

To obtain funding, programs such as Title 1 and E-rate would still need socio-economic data that previously came from the Free and Reduced Meal applications. Under the CEP, the Food Service Department would not be permitted to collect applications from CEP participating schools. Programs seeking to obtain socio-economic data from students at these buildings would be required to obtain this information separately from the NSLP and SBP. Guidance for these programs is available. DPI is currently working to provide a prototype form other programs could use to collect this information that should be available after July 1, 2014. All schools not operating under CEP will continue as they always have.

The intent of CEP is to increase participation and access to school meals to ensure more children get the nutrition they need in order to learn. By KUSD participating in CEP with the selected schools/groupings, we anticipate feeding 155,000 additional free meals to students and a calculated estimate of \$63,000 in increased revenue.

Administration recommends School Board approval to participate in the CEP for the schools identified in this report.”

Ms. Stevens moved to approve participation in the Community Eligibility Provision (CEP) for the schools identified in the report. Mr. Wade seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, presented the Department of Education National Data Study submitted by Ms. Renee Blise, Research Coordinator; Dr. Floyd Williams, Jr., Assistant Superintendent of Elementary School Leadership; Mr. Keckler; and Dr. Mangi, excerpts follow:

“The Kenosha Unified School District has the opportunity to participate in a national study that is focused on data driven instruction and best practices. Only 12 districts will participate in this study. Just 8 designated Title I elementary schools will participate with the focused resources of the study applied to 4 select schools, targeting grades 4 and 5.

This study will have tremendous benefit to the district. Teachers will have a trained resource and access to emerging methods for data-driven instruction, while administrators and support staff will gain direct experience in valued utilization of increased student data. Efforts put forth by teachers and administrators will align well with the upcoming educator effectiveness state initiative, which relies heavily on the use of student performance and growth.

A 4-page summary of this study, along with the participation expectations, training purpose, and the study timeline is provided. The data collected for the study will be used for research purposes only. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual.

A Data Analyst/Coach is a fundable Title I position. For the purpose of KUSD participation in this study, Title I carryover dollars will be allocated for the 2 full-time positions to cover any salary portion if it exceeds the maximum allowable in the study, as well as any related benefits coverage. The full participation of this national study will be covered completely by the study funds and Title I funds for the duration of the 2 years.

Administration recommends that the Board approve participation with the outlined Department of Education National Data study for the following two years (2014-2016).”

Mr. Bryan moved to approve participation with the outlined Department of Education National Data study for the following two years (2014-2016). Ms. Stevens seconded the motion. Unanimously approved.

Dr. Mangi indicated that Administration is recommending that the Educator Effectiveness System Implementation Update be postponed.

Mr. Bryan moved that the Educator Effectiveness System Implementation Update be postponed until the July Board meeting. Mr. Flood seconded the motion. Unanimously approved.

Mrs. Sheronda Glass, presented the Employee Benefit and Retirement Age Recommendation – Effective July 1, 2014 submitted by Ms. Judy Rogers, Human Resources Coordinator, Mrs. Glass, and Dr. Mangi as contained in the agenda.

Mr. Flood moved that all active AST employees making a salary over \$100,000 a year pay 15% towards their health care premiums and all other employee groups pay 12%. Mr. Bryan seconded the motion.

Roll Call: Ayes: Ms. Stevens, Mr. Flood, and Mr. Bryan. Noes: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Motion failed.

Mrs. Snyder moved to approve the recommendation by Administration as contained in the agenda. Mr. Wade seconded the motion.

Mr. Bryan moved to amend the motion to vote on Administration's recommendation by individual employee groups. Mr. Flood seconded the motion.

Mrs. Coleman asked for a roll call on the amendment to vote on Administration's recommendation by individual employee groups.

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Bryan moved that active and retired AST employees contribute 15% towards their health care premiums. Mr. Flood seconded the motion.

Roll Call: Ayes: Ms. Stevens and Mr. Bryan. Noes: Mr. Kunich, Mr. Flood, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Motion failed.

Mr. Kunich moved that active and retired AST employees contribute 12% towards their health care premiums. Mrs. Snyder seconded the motion.

Roll Call: Ayes: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Flood, and Mr. Bryan. Motion carried.

Mr. Kunich moved that active and retired teacher employees contribute 12% towards their health care premiums. Mrs. Snyder seconded the motion.

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Abstainer: Mr. Bryan. Motion carried.

Mr. Kunich moved that active and retired custodian employees contribute 12% towards their health care premiums. Mr. Bryan seconded the motion

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mrs. Snyder moved that active and retired carpenter and painter employees contribute 12% towards their health care premiums. Mr. Kunich seconded the motion

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Kunich moved that active and retired secretary employees contribute 10% towards their health care premiums. Mr. Wade seconded the motion

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Wade moved that active miscellaneous employees contribute 6% and retired miscellaneous employees pay 100% to age 65 towards their health care premiums. Mr. Kunich seconded the motion

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Bryan moved that active EA employees contribute 6% and retired EA employees pay 0% towards their health care premiums. Mr. Flood seconded the motion

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Flood moved that active interpreter employees contribute 10% and retired interpreter employees pay 100% to age 65 towards their health care premiums. Mr. Wade seconded the motion

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mrs. Snyder moved to approve the dental insurance contributions for retirees and the other benefits as recommended by Administration. Ms. Stevens seconded the motion.

Roll Call: Ayes: Mr. Kunich, Ms. Stevens, Mr. Flood, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Abstainer: Mr. Bryan. Motion carried.

Dr. Mangi presented the 8.0 Hour Instructional Workday submitted by Dr. Williams, Dr. Ormseth, Mr. Keckler, and Dr. Mangi, excerpts follow:

“The 2013-2014 school bell schedule and 8.0 hour workday were developed from feedback obtained from the KUSD Employee Survey (Sept. 2012) and identification of building needs. The district and each school review their schedules each year, and begin the planning phase for potential changes usually in the springtime. Each school administrator is required to verify and sign off on their official contact minute document, usually by the end of May. Even though adjustments may be required, quality implementation of upcoming programs, schedules and support need to be finalized with sufficient planning time. In addition, all district schools (non-charter) must still adhere to the DPI instructional minute requirement, as well as the past practice of building in at least 2 potential cancelled days. Each district is required to submit an annual report to DPI related to student contact minutes. KUSD experienced many benefits across all grade levels with the introduction of the 8-hour workday for Semester 1 of the 2013-14 school year. Some of these benefits were:

- greater opportunities with supportive interactions for families and the community;
- increased supervision for the safety and welfare of our students: Student surveys show bullying often occurs during unsupervised time. Reduction in supervision minutes increases the potential for negative student interactions, especially at schools with multiple busses;
- early Education Pre-K teachers had adequate time to transition between AM and PM sessions, monitoring student safety and parent interactions;
- increase of tutoring opportunities, interventions, student support, and peer group options; and
- district improvement with regards to collaboration, time, interventions, and general student-teacher interactions.

Also, 8.0 hour days will have increased value for the 2014-15 school year as schools and teachers work to address the professional collaboration time needed to meet the Teacher Effectiveness training mandate as set forth by DPI, including increased training for student systems and assessment data which applies to all teachers and staff.

Administration recommends a return to the 8.0 hour workday for all instructional staff. This would include a 30-minute duty free lunch.”

Mr. Wade moved to approve the return to the 8.0 hour workday for all instructional staff which would include a 30-minute duty free lunch. Mr. Kunich seconded the motion.

Roll Call: Ayes: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Ms. Stevens, Mr. Flood, and Mr. Bryan. Motion carried.

Mr. Tarik Hamdan presented the Authorization of the 2014-15 Expenditures Prior to Formal Adoption of the Budget submitted by Mr. Hamdan and Dr. Mangi, excerpts follow:

"The budget adoption cycle for Wisconsin school districts is such that School Boards do not adopt a final budget until October of each year, despite the fact that the fiscal year begins in July. The primary reason for this delay is that many of the factors needed to finalize the budget are not known until September and October. Equalized property values and official 3rd Friday student counts will not be known until the end of September. Certification of state aid from the Department of Public Instruction (DPI) will not occur until October.

It is customary for School Boards to approve a resolution authorizing district administration to expend funds between July 1st and the time that the budget is formally adopted.

The preliminary budget assumptions that form the basis of the 2014-2015 Budget are presented to the Audit, Budget and Finance Committee and the Board of Education at their regularly scheduled June and July meetings. The Board approved assumptions will be incorporated into the District's Preliminary 2014-2015 Budget which will be presented at the Public Hearing of the Budget in September. The final budget will be presented to the Board in October for formal adoption.

Administration requests that the Board authorize the payment of all currently authorized salaries and benefits beginning July 1st and continuing until the budget is formally adopted. In addition, it is requested that the Board authorize expenditures in other areas to continue at the discretion of Administration up to the levels authorized in the prior year's budget, not to exceed 34% of that budget, unless specific Board action has occurred to either initiate or discontinue specific programs or activities."

Mr. Wade moved to authorize the payment of all currently authorized salaries and benefits beginning July 1st and continuing until the budget is formally adopted and authorize expenditures in other areas to continue at the discretion of Administration up to the levels authorized in the prior year's budget, not to exceed 34% of that budget, unless specific Board action has occurred to either initiate or discontinue specific programs or activities. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Wade presented the Donations to the District as contained in the agenda.

Ms. Stevens moved to approve the Donations to the District as presented. Mr. Flood seconded the motion. Unanimously approved.

Mr. Bryan moved to adjourn the meeting. Ms. Steven seconded the motion. Unanimously approved.

Meeting adjourned at 10:01 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 26, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, June 26, 2014, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:32 P.M. with the following members present: Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Mr. Kunich arrived later. Dr. Mangi and Dr. Jack Linehan were also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts.

Ms. Stevens moved that the executive session be held. Mr. Wade seconded the motion.

Roll call vote. Ayes: Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Ms. Stevens moved to adjourn to executive session. Mr. Wade seconded the motion. Unanimously approved.

Mr. Kunich arrived at 5:44 P.M.

1. Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts

Dr. Linehan discussed information pertaining to the Superintendent search with Board members.

Meeting adjourned at 8:47 P.M.

These minutes were composed from notes taken by Mrs. Snyder.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 8, 2014

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 8, 2014, at 6:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion/Action on the New Superintendent of Schools, Discussion/Action on the Proposed 2014-15 Employee Salaries, Discussion on the Adoption of Employee Handbook, and Views and Comments by the Public.

The meeting was called to order at 6:35 P.M. with the following members present: Mr. Kunich, Ms. Stevens, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Mangi was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman presented Dr. Sue Savaglio-Jarvis for appointment as the Superintendent of Schools.

Mr. Bryan moved to appoint Dr. Sue Savaglio-Jarvis as Superintendent of Schools effective July 21, 2014. Ms. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Kunich, Ms. Stevens, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Mr. Flood. Motion carried.

Dr. Mangi presented the Proposed 2014-15 Employee Salaries submitted by Ms. Judy Rogers, Coordinator of Human Resources; Mrs. Sheronda Glass, Executive Director of Business Services; and Dr. Mangi, excerpts follow:

"The Administration is recommending the following wage increase for each employee group:

- Administrative, Supervisory and Technical Group - Budgeted salary increase of 1.9% to salary schedule;
- Teachers - Budgeted salary increase of 1.9% to salary schedule. No step or lane movement;
- Secretaries - Budgeted salary increase of 1.9% to salary schedule. No step and or lane movement. Library Clerical staff moved to salary Grade 2;
- Service Employees - Budgeted salary increase of 1.9% to salary schedule;

- Carpenters and Painters - Budgeted salary increase of 1.9% to salary schedule. No step or lane movement;
- Interpreters - Budgeted salary increase of 1.9% to salary schedule. No step or lane movement;
- Educational Support Professionals - Budgeted salary increase of 1.9% to salary schedule. No step or lane movement;
- Substitute Teachers - Budgeted salary increase of 1.9% to salary schedule;
- Miscellaneous Staff - Budgeted salary increase of 1.9% to salary schedule; and
- Part-time/Temporary/Seasonal Worker - Budgeted salary increase of 1.9% increase to salary schedule.

It is the recommendation of the Administration that the Board of Education approve salary increases as outlined above.”

Mr. Bryan moved to approve the salary increases as presented except for Teachers. Mr. Wade seconded the motion. Unanimously approved.

Mr. Flood moved to approve the salary increase for Teachers as presented. Ms. Stevens seconded the motion. Motion carried. Mr. Bryan abstaining.

Dr. Mangi presented the Adoption of Employee Handbook submitted by Mr. Rade Dimitrijevic, Human Resources Coordinator; Ms. Rogers; Mrs. Glass, and Dr. Mangi, excerpts follow:

“Effective July 1, 2013, the collective bargaining agreements between Kenosha Unified School District and the Kenosha Education Association (Teachers, Educational Support Professionals, Interpreters, Carpenters and Painters and Substitute Teachers) and Local 2382 (Secretary Union) expired. Therefore, with the implementation of Act 10, which prohibits unions and employers from bargaining over conditions of employment other than base wages, the Administration is recommending the adoption of a district-wide employee handbook.

It should be noted that the collective bargaining agreement between Kenosha Unified School District and SEIU expired on June 30, 2012.

Recommendation:

It is the recommendation of the Administration that the Board of Education adopt a district-wide employee handbook at its July 22, 2014, regular School Board meeting.”

Mrs. Glass and Attorney Susan Love from Buelow, Vetter, Buikema, Olson, & Vliet, LLC, answered questions from Board members.

Mrs. Coleman indicated that suggested changes from Board members would be noted by Mrs. Glass and that action on the handbook would take place at July 22, 2014, regular Board meeting.

There was one view/comment by the public.

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

Meeting adjourned at 9:03 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
July 22, 2014

CASH RECEIPTS	reference	total
June 2014 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 55,851,871.85
Johnson Bank	<i>account interest</i>	133.51
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	47,580.46
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	(101.08)
5/3 Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	6,733.46
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	22,001.35
HHS	<i>head start grant</i>	195,017.15
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	8,293.50
Total Incoming Wire Transfers		\$ 56,131,530.20

June 2014 Deposits to Johnson Bank - All Funds:

General operating and food services receipts *(excluding credit cards)* \$ 401,556.07

TOTAL JUNE CASH RECEIPTS

\$ 56,533,086.27

CASH DISBURSEMENTS	reference	total
June 2014 Wire Transfers-Out, from Johnson Bank to:		
<i>payroll & benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,038,157.46
WI Department of Revenue	<i>state payroll taxes</i>	722,803.68
WI Department of Revenue	<i>state wage attachments</i>	2,377.93
IRS	<i>federal payroll taxes</i>	2,716,928.19
Diversified Benefits Services	<i>flexible spending account claims</i>	27,077.84
Employee Trust Funds	<i>wisconsin retirement system</i>	1,489,222.92
NVA	<i>vision insurance premiums</i>	10,995.11
Various	<i>TSA payments</i>	272,165.42
<i>general operating wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	260,336.75 *
US Bank	<i>purchasing card payment-AP program</i>	125,159.29 *
Aegis	<i>workers' compensation payment</i>	100,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	17,453.54
Johnson Bank	<i>banking fees</i>	1,119.21
Various	<i>returned checks</i>	62.00
Total Outgoing Wire Transfers		\$ 12,783,859.34

June 2014 Check Registers - All Funds:

Net payrolls by paper check *Register# 01012DP, 01013DP, 01114DP* \$ 5,857.14
Check# 509590 thru Check# 511068
 General operating and food services *(net of void batches)* 8,529,482.76
 Total Check Registers \$ 8,535,339.90

TOTAL JUNE CASH DISBURSEMENTS

\$ 21,319,199.24

**See attached supplemental report for purchasing card transaction information*

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

Billing Cycle Ending June 16, 2014

Merchant/Vendor	Total Charge (Credit)
HOTEL	\$ 19,341.76
AMAZON.COM	\$ 15,094.99
RESTAURANTS & CATERING	\$ 14,559.40
MENARDS	\$ 14,423.01
MAYFAIR RENT A CAR KENO	\$ 10,525.01
IN *GAPPA SECURITY SOLUTI	\$ 6,617.25
AIRLINE	\$ 6,157.66
NATL CCL TEACHERS OF MATH	\$ 6,034.63
REINDERS - BRISTOL	\$ 5,964.29
BECKER BOILER CO., INC	\$ 5,332.88
WW GRAINGER	\$ 5,175.47
VEHICLE MAINT. & FUEL	\$ 4,892.67
PAYPAL *WISCONSINED	\$ 4,788.00
AMAZON MKTPLACE PMTS	\$ 4,550.64
MARK S PLUMBING PARTS	\$ 4,440.77
SCHOLASTIC INC. KEY 6	\$ 4,184.51
TI *CONFERENCE	\$ 3,900.00
VIKING ELECTRIC - KENOSHA	\$ 3,677.63
HIGHWAY C SVC	\$ 3,355.03
SOL*SNAP-ON INDUSTRIAL	\$ 3,291.17
ACT*AWSA	\$ 3,282.00
BUREAU OF EDU & RESEARCH	\$ 2,940.00
FIRST SUPPLY LLC #2033	\$ 2,852.76
KITCHEN CUBES LLC	\$ 2,700.00
3654 INTERSTATE	\$ 2,638.17
FOLLETT SCHOOL SOLUTIONS	\$ 2,519.70
ASSOC SUPERV AND CURR	\$ 2,401.00
ULINE *SHIP SUPPLIES	\$ 2,336.00
NELSON ELECTRIC SUPPLY	\$ 2,267.93
MAKEMUSIC! INC.	\$ 2,100.00
SCHOLASTIC BOOK FAIRS	\$ 2,099.33
MHE*MCGRRAW-HILL ECOMM	\$ 2,058.61
CHESTER ELECTRONIC SUPPLY	\$ 2,027.10
HAJOCA KENOSHA PC354	\$ 2,025.07
A BEEP, LLC	\$ 1,967.65
INDUSTRIAL CONTROLS	\$ 1,951.80
WAL-MART	\$ 1,875.26
REI*GREENWOODHEINEMANN	\$ 1,729.79
BATTERIES PLUS KEN	\$ 1,702.40
BAGSINBULK.COM	\$ 1,638.00
TICKETS* CHICAGO CUBS	\$ 1,609.20
E-PRO GASKET & BOILER S	\$ 1,569.26
JMB & ASSOCIATES, LLC	\$ 1,515.00
AVIS.COM PREPAY RESERV	\$ 1,479.50
BEST BUY 00011916	\$ 1,400.90
AMERICAN TIME	\$ 1,355.75
CLASS 1 AIR INC	\$ 1,321.00
MUSIC THEATRE INTERNATION	\$ 1,285.00
WM SUPERCENTER	\$ 1,229.14
WILLIAM V MACGILL & CO	\$ 1,217.27
LEARNING A-Z	\$ 1,199.40
WALMART.COM 8009666546	\$ 1,179.08

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

Billing Cycle Ending June 16, 2014

Merchant/Vendor	Total Charge (Credit)
SETON IDENTIFICATION PRD	\$ 1,136.25
OFFICE MAX	\$ 1,130.76
GFS MKTPLC #1919	\$ 1,092.87
HALLMAN LINDSAY PAINTS	\$ 1,045.35
IN *B AND L OFFICE FURNIT	\$ 976.00
DPI E PAY PUBL SALES	\$ 960.00
KANGURU SOLUTIONS	\$ 936.44
IVIE ENTERPRISES INC	\$ 932.51
PACIFIC EDUCATIONAL GR	\$ 907.96
UWW CAMPS AND CONFERENCES	\$ 900.00
HERITAGE FLAG AND SUPPLY	\$ 874.88
SIMPLEX GRINNELL WEB P	\$ 816.00
DANCEWORKS	\$ 815.00
CONNEY SAFETY	\$ 799.81
DASH MEDICAL GLOVES	\$ 780.00
SWANK MOTION PICTURES IN	\$ 780.00
HYDRO-FLO PRODUCTS INC	\$ 766.85
EDS ARCHITECTURAL OPENING	\$ 736.05
IN *WISCONSIN MATHEMATICS	\$ 735.00
LEARNING FORWARD	\$ 725.76
WESTSIDE WHOLESALE, IN	\$ 720.00
USPS POSTAL ST66100207	\$ 705.60
ROC*ROCKLER WDWK HDWE	\$ 703.13
HARBOR FREIGHT TOOLS 358	\$ 641.93
CDW GOVERNMENT	\$ 608.05
SHERWIN WILLIAMS #3180	\$ 605.66
CROWN TROPHY	\$ 600.46
FLANNERY FIRE PROTECTION,	\$ 531.00
CHARGE TESTSYS COM	\$ 525.00
ZORO TOOLS INC	\$ 523.92
IKEA CHICAGO	\$ 508.77
GOLF TEAM PRODUCTS	\$ 504.00
EXPEDIA*EXPEDIA.COM	\$ 501.23
CPO COMMERCE	\$ 498.00
DUNN'S SPORTING GOODS	\$ 493.25
ACT*FLIPPED LEARNING N	\$ 490.00
PICK N SAVE 00068502	\$ 478.65
GOT SOCCER.COM	\$ 475.00
TRAVELOCITY.COM	\$ 474.19
NATIONAL ENGRAVERS	\$ 468.00
WISCONSIN SCHOOL MUSIC AS	\$ 461.60
COLONNA DAUM PRICE	\$ 442.50
FESTIVAL FOODS	\$ 431.91
NASSP MOTO	\$ 413.50
MCMaster-CARR	\$ 411.91
REINDERS T&I - KEYED	\$ 404.86
MIDWEST CERTIFIED TRAING	\$ 400.00
ADOBE SYSTEMS, INC.	\$ 397.74
JONES SCHOOL SUPPLY	\$ 394.09
FARM & FLEET STURTEVANT	\$ 383.00
AMER INSTITUTE OF ARCHS	\$ 380.00
ACCO BRANDS DIRECT	\$ 377.25

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

Billing Cycle Ending June 16, 2014

Merchant/Vendor	Total Charge (Credit)
SQ *BARBARA COLLINS	\$ 375.00
MOTION INDUSTRIES WI04	\$ 374.35
AASPA	\$ 370.00
BAUDVILLE INC.	\$ 368.57
PAYNE & DOLAN INC 40023	\$ 368.41
DOLRTREE	\$ 366.28
CTRI	\$ 361.00
BARNES & NOBLE #2037	\$ 360.93
THE HOME DEPOT 4926	\$ 356.20
JOHNSTONE SUPPLY	\$ 354.81
AMC DESERT STAR 15 #6496	\$ 351.00
ARC*SERVICES/TRAINING	\$ 351.00
4IMPRINT	\$ 349.31
FIRST BOOK	\$ 342.00
VIKING ELECTRIC-CREDIT DE	\$ 341.50
OSWALD COMMUNICATI	\$ 340.56
LOWES #02560*	\$ 339.50
GUTTORMSEN RECREATION CEN	\$ 338.00
TOWN & COUNTRY GLASS CO	\$ 320.85
WHS MUSEUM STORE	\$ 312.00
FUN SHOP	\$ 303.67
DOLLARTREE.COM	\$ 302.85
SURVEYMONKEY.COM	\$ 300.00
AMAZON SERVICES-KINDLE	\$ 293.75
FASTENAL COMPANY01	\$ 288.41
ASYST COMMUNICATIONS CO I	\$ 285.00
SQ *TEACHER'S PLANNING PA	\$ 284.25
NATIONAL ENGLISH HONOR	\$ 282.00
PRO ED INC	\$ 279.45
ORIENTAL TRADING CO	\$ 266.84
INT*BRAINSTORM, INC.	\$ 255.00
TREETOP PUBLISHING INC	\$ 254.38
UNIVERSITY RIDGE GOLF COU	\$ 252.44
PENSKE TRK LSG 777010	\$ 246.68
HOBBY LOBBY #350	\$ 239.71
BERLINLINIENBUS	\$ 235.49
AT&T*BILL PAYMENT	\$ 215.88
AIRGASS NORTH	\$ 211.29
SIX FLAGS GREAT AMERICA	\$ 209.81
BLOCK IRON & SUPPLY CO,	\$ 205.00
MATHALICIOUS.COM	\$ 203.50
DW DAVIES COMPANY INC	\$ 196.00
AIRPORT SHUTTLE	\$ 180.00
L AND S ELECTRIC	\$ 180.00
ZEP SALES AND SERVICE	\$ 180.00
NAESP-PEAP	\$ 170.00
MIDWEST ELECTRICAL TESTIN	\$ 167.00
HELIUM TRAMPOLINE PARK	\$ 166.94
BETTYMILLSC	\$ 165.55
KENOSHA GROUNDS CARE	\$ 164.25
HOLLAND SUPPLY INC	\$ 164.15
AT&T FW39 10714	\$ 156.86

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending June 16, 2014

Merchant/Vendor	Total Charge (Credit)
KENOSHA CHAMBER OF COMMER	\$ 150.00
WUFOO.COM/CHARGE	\$ 149.75
PODS #58	\$ 149.00
PLAYSCRIPTS INC	\$ 135.00
JACKS SMALL ENGINES & GEN	\$ 128.25
PAPER DIRECT	\$ 125.14
BEACON ATHLETICS	\$ 125.00
PARTYCITY.COM	\$ 124.18
KRANZ INC	\$ 120.00
TENUTAS	\$ 120.00
ZORN COMPRESSOR	\$ 118.57
KMART 3088	\$ 118.18
KENOSHA FRESH MARKE	\$ 116.93
CAVE OF THE MOUNDS	\$ 115.50
PHI DELTA KAPPA INTL INC	\$ 115.00
NIKE PLEASANT PRAIRIE FS	\$ 111.88
JOANN FABRIC #0576	\$ 103.35
TLF SUNNYSIDE FLORIST OF	\$ 100.00
HESCO INC	\$ 99.95
THE ANTENNA FARM	\$ 99.90
CARDINAL STRITCH UNIVERSI	\$ 99.00
DICKS SPORTING GOODS#753	\$ 94.91
SHOPPING THE GLOBE, INC	\$ 90.95
THE HON CO. CUST. SERVIC	\$ 90.90
VIVID SEATS	\$ 89.42
SUPERSHUTTLE EXECUCARSAC	\$ 85.80
AFFORDABLE BUTTONS	\$ 84.91
CVSPHARMACY #8777 Q03	\$ 83.57
STAPLES DIRECT	\$ 82.28
DISCOUNTMUGS.COM	\$ 82.00
APL*APPLE ITUNES STORE	\$ 80.04
WEBCONNEX.COM/CHARGE	\$ 79.79
UNIVERSITY OF WISCONSIN S	\$ 75.00
SCHOLASTIC BOOK CLUB	\$ 74.00
SHIFFLER EQUIPMENT SAL	\$ 68.11
SOLUTION TREE INC	\$ 67.05
RUE21 # 485 PLEASANT PRAI	\$ 64.43
DG HARDWARE	\$ 63.87
TECHSTREET	\$ 62.00
NCCS	\$ 60.00
PIGGLY WIGGLY #203	\$ 59.83
KRAMES STAYWELL	\$ 59.68
RODES CAMERA LLC	\$ 58.56
VZWRLSS*IVR VN	\$ 58.01
FACTORY CARD OUTLET	\$ 54.56
GCI*MUSICIAN'S FRIEND	\$ 52.70
CONVERSE # 11	\$ 52.68
R-K NEWS INC	\$ 52.59
RLI*RENAISSANCE LEARN	\$ 51.60
SQ *TECH HELP	\$ 50.92
PAYPAL *DREAMFORCEL	\$ 49.95
STENHOUSE PUBLISHERS	\$ 49.00

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

Billing Cycle Ending June 16, 2014

Merchant/Vendor	Total Charge (Credit)
VTS AIRPORT INDENPENDE	\$ 40.00
AVANGATE*ISOBUSTER.COM	\$ 39.95
NEW ORLEANS TRANSPORT	\$ 39.60
EDUCATION WEEK	\$ 39.00
WALGREENS	\$ 37.39
NATIONAL ASSOCIATION OF S	\$ 36.68
NATIONAL SPANISH EXAMINA	\$ 35.00
OLD NAVY 5504	\$ 35.00
STEIN GARDENS & GIFTS 14	\$ 32.00
US HOLOCAUST M70800016	\$ 30.49
JOHN POWLESS TENNIS CENTE	\$ 30.00
PACETTIS MAESTRO MUSIC	\$ 30.00
NASCO MAIL ORDER	\$ 29.54
SCHOOL NURSE SUPPLY INC	\$ 29.22
A&B HARDWARE & LOCK SH	\$ 29.00
SIEMENS INDUSTRY INC	\$ 27.95
PARTY CITY	\$ 26.99
BLK*UWP	\$ 25.00
THE UPS STORE 3860	\$ 20.72
TARGET 00022517	\$ 20.10
PRAIRIE SIDE TRUE VALUE	\$ 17.97
DIVERSITYCOMM INC.	\$ 16.00
FOAM RUBBER PRODUCTS	\$ 15.46
BIG LOTS STORES - #0423	\$ 15.00
J W PEPPER	\$ 13.98
AIRSERVER LICENSES	\$ 11.99
PLN*PRICELINE.COM AIR	\$ 7.00
BARNES&NOBLE*COM	\$ 2.74
WWW.NEWEGG.COM	\$ (10.02)
USA-CLEAN, INC.	\$ (14.64)
RAI*WI STATE PARKS	\$ (30.00)
INST FOR MULTI-SENSORY	\$ (925.00)
US Bank Purchasing Card Payment - Individuals	\$ 260,336.75

KUSD Purchasing Card Program - Accounts Payable

Transaction Summary

Billing Cycle Ending June 16, 2014

Check #	Vendor ID	Vendor Name	Total
99000439	V01058	FIRST STUDENT	\$48,779.37
99000443	V01124	WIL-KIL PEST CONTROL COMPANY	\$1,474.75
99000479	V01058	FIRST STUDENT	\$74,905.17
US Bank Purchasing Card Payment - Accounts Payable			\$125,159.29

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 22, 2014

Administrative Recommendation

It is recommended that the June 2014 cash receipt deposits totaling \$401,556.07, and cash receipt wire transfers-in totaling \$56,131,530.20, be approved.

Check numbers 509590 through 511068 totaling \$8,529,482.76, and general operating wire transfers-out totaling \$ 504,130.79, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2014 net payroll and benefit EFT batches totaling \$12,279,728.55 and net payroll check batches totaling \$5,857.14, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

Heather Kraeuter, CPA
Accounting & Payroll Manager

Kenosha Unified School Board and Superintendent Team Charter

I. Mission

The Kenosha Unified School District mission is to assure every child experiences high quality, personalized learning success.



II. Vision

Our vision is to maximize the brilliance of *all* children.



III. Kenosha Unified School District Goals April 2014 to April 2015

1. Increase academic achievement for all students in the Kenosha Unified School District (KUSD) by prioritizing and implementing the recommendations from the Curriculum Audit and addressing the achievement gap.
- 2) Maintain and improve the fiscal responsibility for KUSD.
- 3) Improve the leadership ability and expertise of faculty, staff and Board of Education through professional development, systematic recruitment, and strategies for retaining quality individuals.



IV. Meeting Norms

This charter provides team agreements about how they will operate, make decisions, and overall how they plan to operate together.

1. Open and honest communication
 - a) Respect other opinions
 - b) Question for understanding
 - c) Disagree professionally
 - d) Pay full attention and Listen to understand
 - e) Everyone contributes; no one dominates conversations
 - f) Share relevant information
2. Commitment
 - a) Commit to the district mission and vision
 - b) Commit to data-based decisions
 - c) Follow the policies of the Board
 - d) Commit to shared responsibility
3. Leadership
 - a) Focus on “best-interest” of district –Service to Students
 - b) Practice team concepts; team work, e.g., support Board decisions
 - c) Abide by integrity and ethical behavior
 - d) Abide by shared responsibility
 - e) Take the job seriously, but not yourself--Have some fun

Kenosha Unified School District
Kenosha, Wisconsin

July 22, 2014

Report of Contracts in Aggregate of \$25,000

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 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.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to June 24, 2014, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

Approval of Contracts in Aggregate of \$25,000

The following contract/agreement has not been added to the Contract Management Database and is being presented for Board Approval.

Achieve 3000 – Teen Biz 3000

1. What is the purpose of the proposed purchase?

Bullen would be using the program to enhance the work with informational text. The program provides a lexile specific to the student to allow teachers to use the same article, but differentiated for the individual need. Spanish versions are also available.

2. What is the total cost of purchase and the funding source?

The cost would be approximately \$37,000 for access to the program for all 850 Bullen students. The price is presently being negotiated by Robert Hofer. The funding source for Bullen would be Title 1 and a portion of our SOARING Grant to increase SPED reading scores.

3. What is the educational outcome of this purchase?

The outcome is to create better Readers of Informational Text; a necessity for success on Smarter Balanced Assessment and to meet our building SMART goal in Reading.

4. When is the anticipated start date?

The anticipated start date is the beginning of the 2014-2015 School year. Some of our Special Education teachers and 8th grade teachers used the program as a “pilot” 4th quarter of the 2013-2014 school year.

Compass Learning – Odyssey High School Courses

1. What is the purpose of the proposed purchase?

Compass Learning Odyssey courses are used in KUSD middle and high schools as an option for students in summer school and the regular school year to work on interventions and/or recover credits for failed courses. The purchase of Compass Learning High School Courses for Hillcrest High School will provide the same access to Hillcrest students that the other three comprehensive high schools currently have and it will allow for intervention opportunities. Hillcrest has been purchasing unlimited individual licenses that permit all Hillcrest students to access any Odyssey course. The proposed purchase would give an unlimited number of students access to the purchased courses, all of which satisfy KUSD graduation requirements. Although the initial upfront cost to purchase would greatly reduce the annual renewal cost for Hillcrest to offer credit recovery opportunities to their students. In the long term, this is also a more cost effective purchase option as there is only a per course maintenance fee charged each year after the initial purchase.

2. What is the total cost of purchase and the funding source?

\$45,750 – paid for with Teaching and Learning, Leadership, Instructional Technology, and Hillcrest funds.

3. What is the educational outcome of this purchase?

Compass Learning Odyssey Courses assess student knowledge of content and then prescribe lessons based on individual student’s needs. Students are able to recover credits more quickly than in a traditional classroom setting, since they are only working on content that they have not yet mastered. By allowing students to recover credits for failed courses outside of the traditional classroom, we can ensure that students stay on track to graduate with their cohort.

5. When is the anticipated start date?

Hillcrest students have been using Compass Learning Odyssey courses since 2012. This purchase only changes the annual renewal costs for Hillcrest. Access to the purchased courses will begin on August 1st, 2014.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Interim Chief Financial Officer

Mr. Robert Hofer
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Achieve 3000

Purchased Good/Program: Teen Biz 3000

Start Date/Date Needed: August 25, 2014

1. **PURPOSE** – What is the purpose of the proposed purchase?

Bullen would be using the program to enhance the work with informational text. The program provides a lexile specific to the student to allow teachers to use the same article, but differentiated for the individual need. Spanish versions are also available.

2. **FUNDING** – What is the total cost of purchase and the funding source?

Cost would be approximately \$37,000 for access to the program for all 850 Bullen students. The price is presently being negotiated by Robert Hofer. The funding source for Bullen would be Title 1 and a portion of our SOARING Grant to increase SPED reading scores.

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐ NO ☐ If no, please request an RFP packet

4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

Our outcome is to create better Readers of Informational Text; a necessity for success on Smarter Balanced Assessment and to meet our building SMART goal in Reading.

5. **START DATE** – When is the anticipated start date?

The beginning of the 2014-2015 School year. Some of our Special Education teachers and 8th grade teachers used the program as a "pilot" 4th quarter of the 2013-2014 SY.

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature [Signature] Date 6/27/14

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Compass Learning

Purchased Good/Program: Odyssey High School Courses

Start Date/Date Needed: August 1, 2014

1. **PURPOSE** – What is the purpose of the proposed purchase?

Compass Learning Odyssey courses are used in KUSD middle and high schools as an option for students in summer school and the regular school year to work on interventions and/or recover credits for failed courses. The purchase of Compass Learning High School Courses for Hillcrest High School will provide the same access to Hillcrest students that the other three comprehensive high schools currently have and it will allow for intervention opportunities. Hillcrest has been purchasing unlimited individual licenses that permit all Hillcrest students to access any Odyssey course. The proposed purchase would give an unlimited number of students access to the purchased courses, all of which satisfy KUSD graduation requirements. Although the initial upfront cost to purchase the courses exceeds the cost of renewing individual licenses, this purchase would greatly reduce the annual renewal cost for Hillcrest to offer credit recovery opportunities to their students. In the long term, this is also a more cost effective purchase option as there is only a per course maintenance fee charged each year after the initial purchase.

2. **FUNDING** – What is the total cost of purchase and the funding source?

45,750 -- paid for with Teaching and Learning, Leadership, Instructional Technology, and Hillcrest funds.

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐

NO ☒

If no, please request an RFP packet

4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

Compass Learning Odyssey Courses assess student knowledge of content and then prescribe lessons based on individual student's needs. Students are able to recover credits more quickly than in a traditional classroom setting since they are only working on content that they have not yet mastered. By allowing students to recover credits for failed courses outside of the traditional classroom, we can ensure that students stay on track to graduate with their cohort.

5. START DATE – When is the anticipated start date?

Hillcrest students have been using Compass Learning Odyssey courses since 2012. This purchase only changes the annual renewal costs for Hillcrest. Access to the purchased courses will begin on August 1st, 2014.

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature  Date 7-10-2014

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 22, 2014

BULLYING AD HOC COMMITTEE UPDATE AND POLICY 5111

Background

In late spring of 2013, the school board president at the time, Rebecca Stevens, recommended to commission an ad hoc committee to address bully prevention. On Monday, August 26, 2013, Kenosha Unified School District (KUSD) invited members of the public to participate on an ad hoc bullying prevention committee. An advertisement was placed in the Kenosha News and a press release was issued. The community expressed interest via application, and all interested applicants were invited to participate. All selected community members were notified of the first meeting held on September 26, 2013. The expectation to attend monthly meetings for up to two hours was shared, along with the following meeting schedule:

- Wednesday, November 6, 2013
- Wednesday, November 20, 2013
- Thursday, December 19, 2013
- Thursday, January 30, 2014
- Wednesday, February 19, 2014
- Wednesday, March 19, 2014
- Wednesday, April 17, 2014
- Thursday, May 22, 2014

Upon the conclusion of the first meeting, team norms and committee purposes were defined. Four subcommittees were created to further study and refine efforts:

1. Definition Subcommittee
2. Policy Subcommittee
3. Procedures Subcommittee
4. Prevention Program Subcommittee

Throughout the fall of 2013, subcommittees met in small groups and reported out to the full ad hoc committee. A number of outside resources were researched to help bring clarity to the work of each subcommittee. A full list of ad hoc committee members is attached in Appendix A.

Definition Subcommittee

The definition of bullying subcommittee members includes: Kyle Flood (school board), Sarah Aguilar (teacher), Patricia Demos (district), Kathy Grasty (community), Contina Hester (community), Peggy Schofield (district), and Maxwell Seebeck (community). This committee met on November 6, 2013, November 20, 2013, December 19, 2013, January 20, 2014, February 19, 2014, March 19, 2014, and April 17, 2014.

The committee, in their first session, determined it was important to ensure the Policy objectives would be defined and aligned with the District Bullying Prevention procedures. In setting a framework to design an updated policy, members first reviewed the current Bullying/Harassment/Hate Policy 5111. The group researched nine other school district Bullying/Harassment/Hate policies (see websites below in Policy section). In reviewing the individual school district policies, members examined similarities, differences and things to consider adding to the current district policy. Members discussed the value of each category and came to a consensus as to what was important to add or delete from the current language in the district's policy.

The committee proposed adding information to the policy to provide clarity and address concerns that are new since the policy was last revised in 2011, further defining areas related to technology, unwanted aggressive behavior and sexual harassment. The committee also considered information from the Centers for Disease Control. The newly defined policy proposal was developed through discussing, reviewing and providing language in Policy 5111 that is pertinent to student learning and school climate in the 21st Century, including the impacts of cyber-bullying.

Policy Subcommittee

The policy subcommittee members includes: Chad Dahlk (principal), Teresa Giampietro (principal), Rebecca Stevens (school board), Gayle Clark-Taylor (counselor), Grant Enwright (student), and Tony Garcia (community). This committee met on November 20, 2013, December 19, 2013, January 16, 2014, January 30, 2014, February 19, 2014, March 19, 2014 and April 16, 2014.

After reviewing the current KUSD policy (5111) on bullying, the sub-committee divided the state up by Cooperative Education Support Agency (CESA) regions to research other district policies on bullying. The following policies were reviewed by this sub-committee to determine new language:

- Marshfield School District (www.marshfield.k12.wi.us/)
- Wisconsin Dells School District (www.sdwd.k12.wi.us/)
- New Lisbon School District (www.newlisbon.k12.wi.us/)
- Kewaskum School District (www.kewaskumschools.org/pages/Kewaskum)
- Madison School District (www.madison.k12.wi.us/)

- Milwaukee Public Schools
(http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/comm/mps_home/335)
- Fond du lac School District (www.fonddulac.k12.wi.us/)
- Waukegan Community Unit School District No. 60 (www.wps60.org/)
- Wisconsin Department of Public Instruction – Model Bullying Policy
- DeForest Area School District (www.deforest.k12.wi.us/)
- Kenosha Unified School District (www.kusd.edu)

Procedures Subcommittee

The procedures subcommittee members includes: Victoria Froh (parent), William Haithcock (principal), Jackie Hartley (community), Terri Huck (principal) and Mike Kehoe (community). This committee met on November 6, 2013, November 20, 2013, December 19, 2013, January 20, 2014, February 19, 2014, March 19, 2014, and April 17, 2014.

The subcommittee reflected on a number of components that would bring meaning to comprehensive procedures both proactively and reactively:

- A signed document highlighting the policy expectations that is reviewed with parents and the student.
- An opportunity for students to formally report an alleged incident.
- An opportunity for staff to formally report an alleged incident.
- A formal means and structure to investigate an alleged incident, along with guidelines to record responses.
- A reflection form for students that have committed an act of bullying to record thoughts.
- A written warning letter documenting the conclusion of a formal investigation and the parties involved.
- A connection with the district administrative review due process for instances that warrant escalated consequences.
- A counseling plan document to identify potential further follow up for students after an identified incident.

While many documents, workflow and responsibilities for procedure steps were identified, further refinement will need to take place. Further consideration needs to focus on availability of forms, streamlining roles and responsibilities within schools, and uniting collected data with our district student information system efficiently and within legal parameters of rights to privacy of personal records.

Prevention Subcommittee

The prevention subcommittee members includes: Jill Boyd (counselor), Tamarra Coleman (school board), Jacqueline Grajera (principal), Ed Kupka (district), Jane Larsen (district), Donna Rhodes (community), Jolene Schneider (principal), Chris Schoen (community) and Dr. Floyd Williams (district). This committee met on November 6, 2013, November 20, 2013, December 19, 2013, January 20, 2014, February 19, 2014, March 19, 2014, and April 17, 2014.

Several prevention programs were gathered for comparison:

- Bullying and Harassment Solutions for Schools, by Mary Jo McGrath
- Children's Hospital Act Now
- Department of Public Instruction, Rethink
- KiVa International, University of Turku, Finland
- Olweus Bullying Prevention Program
- Positive Behavior Interventions and Support, Education and Community Supports
- Second Step, Bully Prevention Unit

An investigative phone call was placed with Beth Herman-Ikasick, Wisconsin Department of Public Instruction to further appreciate the landscape of prevention programs across the country and what criteria should be considered. Initially, criteria that were gathered included grade level availability, delivery method, training available, sustainability, and cost.

Moving forward, criteria will need to be further defined and weighted so that an effective evaluation of programs can come together along with any potential formal presentations. A meta-analysis of bully prevention program assessment literature shows that all bullying prevention programs work if they are implemented with comprehensive fidelity.

Future Work Ahead

Moving forward, the committee will focus on three primary efforts:

1. Educate the school community, students, parents and staff on the definition and policy regarding bullying. (May 2014 – January 2015)
2. Incorporate the bullying response procedures into usable formats for schools, including appropriate communication and documentation for school record keeping. (August 2014 – April 2015)
3. Identify a district-wide bully prevention program that is implemented universally and based on committee criteria selected as determining a robust and effective program. (August 2014 – April 2015)

Recommendation

This report was presented to the Personnel/Policy Committee at its June 10, 2014, meeting, however, a quorum was not present so no motions were made. Based on discussion that evening, additional wording was added to the first paragraph on page 2 of updated Policy 5111 to describe the avenues through which sexual harassment can occur. Administration recommends that the School Board accept this report and approve updated Policy/Rule 5111 – Anti-Bullying/Harassment/Hate as a second reading this evening.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Edward Kupka
Coordinator of Student Support

APPENDIX A

2013-2014 Bully Prevention Ad Hoc Committee

Last Name	First Name	Group
Aguilar	Sarah	Staff
Benzaquen	Eitan	Staff
Boyd	Jill	Staff
Clark-Taylor	Gayle	Staff
Coleman	Tamarra	Board
Dahlk	Chad	Staff
DeLabio	Kathy	Staff
Demos	Pat	Staff
Doyle-Rudin	Jessica	Staff
Enwright	Grant	Student
Flood	Kyle	Board
Froh	Victoria	Parent
Garcia	Tony	Community
Giampietro	Terri	Staff
Gajera	Jacqueline	Staff
Grasty	Kathy	Parent
Haithcock	Bill	Staff
Hartley	Jackie	Community
Hester	Contina	Community
Huck	Terri	Staff
Johnson	Sarah	Staff
Kehoe	Michael	Community
Kupka	Ed	Staff
Larsen	Jane	Staff
Nelson	Kathy	Staff
Ormseth	Dr. Beth	Staff
Rhodes	Donna	Community
Ruder	Tanya	Staff
Savaglio-Jarvis	Sue	Staff
Schneider	Jolene	Staff
Schoen	Chris	Community
Schofield	Peggy	Staff
Seebeck	Maxwell	Student
Smith	AA'Jahniue	Student
Stevens	Rebecca	Board
Williams	Dr. Floyd	Staff

POLICY 5111
ANTI-BULLYING/HARASSMENT/HATE

Purpose/Introduction:

The Kenosha Unified School District strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, in school buses and at school-sponsored activities. **Bullying/harassment/hate has a harmful social, physical, psychological and academic impact on those choosing to bully, the targets of bullying and bystanders. The school district consistently and vigorously addresses bullying/harassment/hate with the goal of eliminating disruption to the learning environment and learning process.** Bullying/harassment/hate behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

~~Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying, harassment/hate, may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, sex, ancestry, creed, pregnancy, marital status, parental status, race, ethnicity, religion; sexual orientation, physical attributes, physical or mental ability or disability, and social, economic or family status. Bullying, harassment/hate has a harmful social, physical, psychological and academic impact on children, targets of bullying and bystanders.~~

Bullying/harassment/hate is defined as unwanted aggressive behavior(s) by a Kenosha Unified student or group of Kenosha Unified students, which involves an observed or perceived power imbalance and may be repeated multiple times or is highly likely to be repeated, as determined by the building administrator. Bullying/harassment/hate may inflict substantial harm or distress on the targeted youth including physical, psychological, social and/or educational harm.

The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, sex, ancestry, creed, pregnancy, marital status, parental status, race, ethnicity, religion, sexual orientation, gender identity, gender expression, physical attributes, physical or mental ability or disability, and social, economic or family status.

Bullying/harassment/hate behavior can be, but is not limited to:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior, **limiting freedom of movement**)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Written (e.g. graffiti, notes, signs, epithet)
4. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion)
5. Electronic (e.g. Cyber bullying, mean vulgar messages, images, video, posting sensitive private information)

Bullying/harassment/hate can occur in person and/or through technology. Electronic aggression, or cyber bullying, happens through email, chat rooms, instant messaging, websites, text messages, digital applications or social media. Cyber bullying can take place at school, or outside of school and impacts student learning.

POLICY 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 2

Sexual harassment can include, but is not limited to: sexual comments, jokes, display of sexually offensive materials, sex-oriented name-calling (i.e. fag, gay, dyke); inappropriate staring at another individual or touching of his/her clothing, hair, or body; asking personal questions about another individual's sex life; or repeatedly asking someone out who has stated that he/she is not interested. It can happen through email, chat rooms, instant messaging, websites, text messages, digital applications or social media.

Bullying/Harassment/Hate:

The District also prohibits all forms of student **bullying**/harassment and/or hate activities; actions, or speech on school premises, at school activities; or on sites normally considered to be under school control. **Bullying/Harassment and/or hate activities, actions and/or speech** are defined as any acts or attempted acts of speech intended to cause physical injury, emotional suffering; or property damage through intimidation, hazing, harassment, stress, bigoted epithets, vandalism, force or threat of any of the above, motivated all or in part out of hostility to the victim's real or perceived race, ethnicity, religion, sexual orientation, disability; or individual circumstances— such as appearance, social, economic or family status.

Training:

~~Students, parents and employees shall be informed of this policy annually.~~ Employee training shall also be provided as necessary/appropriate to help employees implement the District's policy and procedures.

LEGAL REF.: Wisconsin Statutes
Sections 118.01(2)(d)8 Instructional Programs
118.02 (9t) Special observance days
118.13 Student discrimination, including harassment, prohibited
118.46 (2) Policy on bullying
120.13 (1) Board power to set student conduct rules
947.0125 Unlawful use of computerized communication systems
947.013 Harassment prohibited
948.51 (2) Hazing
Wisconsin Administrative Code
PI 9, Wisconsin Administrative Code (Rules implementing student nondiscrimination law)
Title IX, Educational Amendments of 1972 (Sex discrimination, including sexual harassment, prohibited)

CROSS REF.: 2810, Incident Reporting
4111, Employee Harassment
4226, On-Line Forum
5110, Equal Educational Opportunities/Discrimination Complaint
5430, Student Conduct and Discipline
5435, Electronic Devices
5437, Threats/Assaults
5438, Gangs and Gang-Related Activities

POLICY 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 3

5473, Student Suspensions
5474, Student Expulsions
5475, Students with Disabilities
5540, Abused/Neglect

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: January 11, 1994

REVISED: October 8, 1996
January 29, 2002
February 22, 2011

RULE 5111
ANTI-BULLYING/HARASSMENT/HATE

Reporting Bullying Behavior:

All school employees and school officials who observe an act of bullying/harassment/hate are expected to intervene. Following an observation or becoming aware of acts of bullying/harassment/hate employees are required to report these acts to an administrator/designee. Any other person, **who feels s/he is being bullied or who witnesses the bullying of others is encouraged to notify a building staff member** including a student ~~who is either a target of the bullying or is aware of the bullying of any other concerned individual is encouraged to report the conduct to a school staff member or administrator/designee.~~

Confidentiality:

The District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, take appropriate action, and conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Procedures for Investigating Reports of Bullying:

Reports of bullying/harassment/hate may be made verbally or in writing and may be made confidentially. All such documented reports, whether verbal or in writing, will be taken seriously, investigated, and a clear account of the incident ~~is to~~ **will** be documented. A written record of the report, including all pertinent details, will be made by the receipt of the report. **There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.**

Parents and/or guardians of each pupil involved in the bullying/harassment/hate will be notified as soon as possible, but always prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

If it is determined that someone participated in bullying/harassment/hate acts or retaliated against anyone due to the reporting of ~~bullying~~ **such** acts, the ~~sSchool d~~District administration/~~sSchool b~~Board will take disciplinary action, including but not limited to: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student Support staff will provide ~~support~~ **assistance** for ~~the to~~ identified targets, and follow-up interventions ~~as needed,~~ for the **alleged suspect** ~~students who~~ **bullied.**

Sanctions and Supports:

If it is determined that students participated in bullying/harassment/hate behavior or retaliated against anyone due to the reporting of such behavior, the school district administration/designee and School Board may take disciplinary action, including:

- Official warnings to cease the offending behavior

RULE 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 2

- Class schedule changes
- Limitations to computer access at school and to school electronic resources
- Detention
- Exclusion from certain areas of school premises
- Short-term in-school suspension
- Out-of-school suspension
- Expulsion
- Referral to law enforcement
- Other Appropriate disciplinary actions

Supports:

If it is determined that students were victims of or participated in bullying/harassment/hate behavior, the following supports may be provided as applicable:

- Immediate opportunity to discuss the experience with a school counselor/school social worker or other staff of their choice
- Ongoing support with the goal of restoring self-esteem and confidence, including developing strategies to handle difficult peer situations
- Assistance in discovering why students became involved
- Assistance in identifying bullying/harassment/hate behavior(s), motivations and the need to change

Parents may contact the Assistant Superintendent of Elementary or Assistant Superintendent of Secondary Schools to appeal any sanction and support decisions made by the school district administration/designee.

Disclosure and Public Reporting:

Students, parents and employees shall be informed of this policy annually. ~~The policy will be disseminated annually to all students enrolled in the school district, their parents and/or guardians, and employees.~~ **This policy will be posted on the District and school websites.** It will also be distributed to organizations in the community having cooperative agreements with the schools and any person who requests it. Records will be maintained on the number and types of reports made, and intervention or sanctions imposed for incidents found to be in violation of this policy.

RULE 5111
ANTI-BULLYING/HARASSMENT/HATE
PAGE 3

Monitoring, Evaluation and Review:

Each school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school district by all employees.

**Kenosha Unified School District
Kenosha, Wisconsin**

July 22, 2014

School Board Policy 5431 – Student Dress Code

Background

The Board of Education moved to create an Ad Hoc Committee to revise School Board Policy 5431 – Student Dress Code on November 13, 2013. The Ad Hoc Committee was formed and included committee members, parents, students, administrators, teachers, high school security staff and Kenosha School Board members.

Process

The Ad Hoc Committee met a total of three times. The group revisited all aspects of Policy 5431 – Student Dress Code.

The updated policy recommendations are included in this report.

Recommendation

At its July 8, 2014 meeting the Personnel/Policy Committee voted to forward Policy 5431 to the full Board for approval as a first and second reading. Administration recommends that the School Board approve policy 5431 Student Dress Code as a first and second reading this evening.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Assistant Superintendent – Secondary
School Leadership

Dr. Floyd Williams
Assistant Superintendent –
Elementary School Leadership

**POLICY 5431
STUDENT DRESS CODE**

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning ~~free from distractions~~.

The District retains the right to monitor and take action when ~~such distractions, in the sole judgment of the District,~~ student **attire** presents a health or safety hazard, or disrupts classroom settings or decorum **the educational environment.**

All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes
20.13(1)(a) School board powers
First Amendment, U.S. Constitution

CROSS REF.: 5431.1 School Uniforms
5438 Gangs and Gang-Related Activities

AFFIRMED: August 13, 1991

REVISED: January 11, 1994
September 9, 1997
May 22, 2007
September 22, 2009
October 26, 2010
December 17, 2013

RULE 5431
STUDENT DRESS CODE

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

~~Students at the middle and high school levels will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).~~

Bottoms (~~dress pants, capris, shorts, skirts, skorts, dresses, jeans, khakis, sweat pants~~)

Bottoms may not be see-through

Must fit appropriately and ~~not be baggy, tight, or not~~ drag on the floor;

Must be at the waist and appropriately fastened with belts when needed;

Must be ~~neat~~, clean and in appropriate repair, ~~no holes and rips, or tears;~~ **below mid-thigh are permissible but rips or holes above mid-thigh must not show skin.**

Underwear **clothing** must be covered ~~at all times, when standing or seated;~~ **and the waist must be covered at all times**

Dresses, skirts, skorts, and shorts must be at least ~~fingertip~~ **mid-thigh** length ~~when standing~~ **at all times**

Leggings and yoga pants may not be worn as bottoms; however, leggings may be worn beneath dresses, skirts, skorts, shorts and tunics

Tops

Tops may not be see-through

Must be long enough ~~be tucked in,~~ **to cover waistline**, no skin showing between bottoms and tops when seated or standing;

Must cover chest **and undergarments** at all times

~~Must have Sleeves~~

Sleeveless shirts are acceptable if they reach edge of shoulder and arm opening cannot be excessive

Students may not wear tank tops

Tops must be ~~neat, clean and in~~ appropriate repair, **with** no holes or tears; and must fit appropriately

~~Must fit appropriately and not be tight or baggy.~~

RULE 5431
STUDENT DRESS CODE
PAGE 2

Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals **(are permissible)**

Shoes must be secured on the feet

No house slippers are allowed

Elementary: shoes must have a strap around heel (no flip-flops)

Inappropriate attire **and Student ID Cards:**

Pajamas, undershirts or undergarments **may not be worn** as outerwear;

~~Leggings worn as bottoms;~~

Attire that may be considered weapons, including but not limited to chain belts or wallet chains **will not be allowed;**

Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment **are prohibited;**

Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags **are not allowed** within the building;

Grooming items (hair pics, combs, etc.) may not be worn in the hair

No outerwear: coats, hats, gloves/mittens, scarves may not be worn inside unless there is administrative approval

Face coverings; (sunglasses, masks, etc.) may not be worn in building

Backpacks may be used at high school level during the school day;

Elementary and middle level students may not use backpacks during the school day without administrative approval

~~House slippers, or any other type of footwear that could constitute a safety hazard;~~

~~Steel toed boots or shoes;~~

~~Any type of footwear with wheels;~~

~~Hobnails, spurs or cleats on belts, boots, or shoes;~~

~~Flip-flops, clogs or sandals without back strap in PK-5th grade~~

High school level students must have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

Middle level students will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the ~~rules~~ **policy** for school attire will ~~have the options to~~ put on clothing that is appropriate or contact parent or guardian to bring in appropriate clothing. The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. **Refusal and/or** repeated violations of school attire ~~rules policy will~~ **may constitute lead to further** disciplinary action.

**Kenosha Unified School District
Kenosha, Wisconsin**

July 22, 2014

COURSE PROPOSAL FOR SPANISH FOR SPANISH SPEAKERS

Background and History

In June of 2011, Iva Plumley, previous coordinator of the Language Acquisition Program, submitted a proposal for a two year plan focusing on providing assistance to Kenosha Unified School District's English language learner population (Appendix A). Within this plan, there was a recommendation for a "Spanish for Native Speakers" course at both the Middle School and High School levels as an elective credit to begin in the 2011-2012 school year. At the regular meeting of the school board, held June 28, 2011, this plan was approved. The "Spanish for Native Speakers" course was designed as a course for native or heritage Spanish speakers to continue in the growth and development of their first language. A native or heritage speaker is defined by the Center of Applied Linguistics as a student who is raised in a home where a non-English language is spoken.

In researching the short lived history of this course in the district, it is vital to note that a viable written curriculum was never created for the course. However, the course was implemented in Kenosha Unified School district in the 2012-2013 school years with the course name "Spanish for Spanish Speakers." It is also important to note that although this plan was approved in June of 2011, the plan had an ending date of 2013.

Rationale for Spanish for Spanish Speakers Course

The 2013 district wide curriculum audit for the Kenosha Unified School District recommended that a solid curriculum for each course taught be generated for the teacher to properly instruct. The teacher needs a solid road map with clearly designed units that are properly sequenced to formulate a viable curriculum for the course. Therefore, in order to successfully meet the expectations needed for staff and students, a World Language teacher curriculum design team was established in August of 2013. The teacher curriculum design team was developed to research, develop, and create units of study for this course.

This course is designed for students who speak Spanish as a native or heritage language. The purpose of this course is to strengthen language skills in the native language by focusing on literacy skills and grammar concepts in Spanish. Research shows that native Spanish speakers struggle with English grammar concepts. The main goal for the proposed course is to improve language and literacy concepts in the student's first language to in turn help strengthen their English skills. This course is beneficial in preparing students to not only be bilingual (speaking two languages with fluency), but also bi-literate, being able to read and write with fluency in the language. Acquiring these skills will help students to become college and/or career ready in the current global job force upon graduation.

According to the official third Friday count report for the 2013-2014 school year, published October 22, 2013, the Hispanic enrollment for Kenosha Unified School District has increased. The native Spanish speaking student population in the Kenosha Unified School District would benefit from a solid curriculum for this program. The chart below shows the growth in the Hispanic population.

School years	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Hispanic of any race	(19.8%) 4,519	(21.0%) 4,843	(22.5%) 5,202	(23.3%) 5,347	(24.5%) 5,562	(25.6%) 5,819

Research

The curriculum design team researched similar programs in nearby school districts with similar demographics in both Round Lake and Wheeling Illinois. The curriculum design team also connected with Gerhard Fischer, Director of World Language Programs, from the Department of Public Instruction of Wisconsin and used resources from the Center of Applied Linguistics (CAL) and Spanish Language Arts Standards from the World-Class Instructional Design and Assessment consortium (WIDA) to assure that the new course projection would be aligned to all state and national standards. As a final step, the curriculum design team consulted with Dr. Carlos Pagan, from the Curriculum Management Systems Incorporation that assisted with the 2013 district audit. Dr. Pagan provided feedback on course year at a glance documents along with all unit plans for the course.

The curriculum design team agreed upon the following criteria for the Spanish for Spanish Speakers curriculum. The team designed a curriculum that would:

- Teach students Spanish grammar and syntax
- Teach students to be critical thinkers in their native language
- Teach students to value Spanish literature
- Allow students the opportunity to develop a sense of their native culture and self-pride

Team Members

- Lee Belanger Gonzalez: Spanish teacher: Bradford High School
- Jean Carbajal: Spanish teacher, Indian Trail High School
- Julie Chase: Spanish teacher; Tremper High School
- Olga Tovar: Spanish teacher; Bradford High School

All members of this curriculum design team have had a variety of experience in curriculum planning including:

- Creating curriculum for Spanish I and II for Kenosha Unified School District

- Creating curriculum for Middle School Spanish for Kenosha Unified School District
- Creating curriculum for the Exprésate series

Summary

A completed year at a glance document for “Spanish for Spanish Speakers” is attached (Appendix B) along with breakdowns for each of the units (Appendix C). This course, if approved, would be offered at Indian Trail, Bradford, and Tremper High Schools and begin during the 2014-2015 school year (Appendix D). In addition to the proposed curriculum, we are recommending the following materials to be used for this course:

- “Encuentros Maravillosos; Gramática a través de la literatura” from Pearson
- “Una Vez Más; un repaso completo de gramática avanzada” from Pearson

The curriculum design team researched three different textbooks to support the curriculum including Encuentros Maravillosos, Conexiones, and Español en Escrito. The curriculum design team, which consists of all of the teachers who will be teaching the course, recommends “Encuentros Maravillosos” as the chosen textbook for this course. The teams used the following resources to research and make the decision on the final curriculum.

- Wisconsin State Department of Public Instruction
- World Class Instructional Design and Assessment (WIDA) Spanish Language Arts Standards
- American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines

Recommendation

At its July 8, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends approval of the Spanish for Spanish Speakers course and the instructional materials “Encuentros Maravillosos” and “Una Vez Más” for the course.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Sarah Smith
Coordinator of World Language and Language Acquisition Program

Kenosha Unified School District No. I
Kenosha, Wisconsin

June 28, 2011

2011-2013 LANGUAGE ACQUISITION PROGRAM PROPOSAL

Background

The 2010 Language Acquisition Program (LAP) plan was implemented as a pilot. Therefore, throughout the 2010-11 school year, the LAP pilot plan was evaluated and reviewed. To facilitate this process, a core team of stakeholders was created to participate in a series of workshops entitled "A Perfect Match: Using Data & Standards to Drive Program Design". The workshops were led by the Illinois Resource Center (IRC), an educational center focused on providing assistance to teachers and administrators serving linguistically and culturally diverse students, and World-Class Instructional Design and Assessment Consortium (WIDA), a consortium of 25 states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. The purpose of participating in the Perfect Match workshop series was to use district data, research, and standards to drive the design the future program services for our English Language Learners. The core team was led by Iva Plumley, Coordinator of Language Acquisition Programs. Core team participants included Mrs. Susan Mirsky, Coordinator of Literacy, Mrs. Yolanda Jackson-Lewis, Principal of Wilson Elementary, Dr. Jennifer Robinson, secondary LAP teacher, and Mrs. Delia (Maggie) Torres, elementary LAP teacher.

The core team attended six, six-hour Perfect Match workshops in Arlington Heights, IL on November 17-18, 2010, February 15-16, 2011 and April 6-7, 2011. Workshops in November focused on standards and assessment data. Workshops in February focused on the application of data to program design and configurations. April workshops focused on curricular and instructional implications.

The core team was responsible for creating and facilitating meetings for a large team consisting of additional stakeholders who are involved in the educational growth and progress of English language learners. The large team consisted of the LAP coordinator, district administrators, LAP staff, building principals, special education staff, parents, community members, and representatives from the League of United Latin American Citizens (LULAC). Stakeholders were asked to provide feedback to the core team regarding the program design considerations for 2011-13.

The large team members attended six, two-hour meetings at Kenosha Unified schools on February 24 & 28, 2011, March 24 & 29, 2011, April 28, 2011 and May 17, 2011. February meetings focused on introductions, purpose of meetings, background on language acquisition, and KUSD program data. March meetings focused on program design and implications. The meetings in April focused on specific program designs and implications for KUSD students. The

meeting in May focused on professional development, securing resources, and future work and collaboration.

Rationale for Change

As a result of the Perfect Match workshops in Arlington Heights and subsequent meetings in KUSD, it was determined that service delivery and additional opportunities for first language development needed to be implemented in the 2011-13 LAP plan. There will be two phases to implement the plan.. The first phase will be conducted in 2011-12. The second phase will be conducted in 2012-13.

The 2010 LAP pilot implemented a co-teaching model of instruction. This is where certified English as a Second Language teacher works directly in the general education classroom to support learning for ELLs in the class. There is currently no research to substantiate the benefits of a co-teaching configuration for ELLs. The only research available speaks to the benefits of such a configuration for special education students. Programs for ELLs are not comparable to those designed for students with learning disabilities. The instructional needs of the students are quite different and the recommended instructional approaches/methodologies are not the same.

First language support was eliminated from the 2010 LAP pilot plan. However, research supports that all students benefit cognitively, linguistically, and culturally, from learning more than one language. First language proficiency is a significant factor in acquiring a second language. Students are able to successfully transfer literacy skills learned in the home language to English. Therefore, bilingualism is an asset that needs to be acknowledged, promoted, and developed in all of our students.

Phase I: Elementary School Recommendations

For the 2011-12 school year, dual language and English language development with heritage language support is being recommended at the elementary level.

Elementary Recommendation I: Continue K-5 Dual Language program at EBSOLA
Description: The Dual Language program is an enrichment model of education that teaches students content in Spanish and English. The goal of this program is to develop student bilingualism, biliteracy, and cross-cultural competence.

Elementary Recommendation 2: Provide opportunities for English language development with heritage language support
(ELD w/HLS) Description: A certified bilingual or ESL teacher will have a class load of ELLs who spend part of their day with the bilingual/ESL teacher. Bilingual/ESL teachers will teach English as a Second Language as well as work with students to preview and pre-teach skills and content that will be learned in the general education classroom. Heritage language support will be provided at high need schools. ELLs will be clustered in targeted general education classrooms. The certified bilingual/ESL and general education teachers will be responsible for the instruction and assessment of the students.

Phase I: Middle School Recommendations

For the 2011-12 school year, dual-language, English language development with heritage language support, and an elective Spanish for Native Speakers course are being recommended at the middle school level.

Middle School Recommendation 1: Continue 6-8 Dual Language program at Bullen Middle School
Description: The Dual Language program is an enrichment model of education that teaches students academic content in Spanish and English. The goal of this program is to develop student bilingualism, biliteracy, and cross-cultural competence.
Middle School Recommendation 2: Provide opportunities for English Language development with heritage language support
Description: A certified bilingual or ESL teacher will have a class load of ELLs who spend part of their day with the bilingual/ESL teacher. Bilingual/ESL teachers will teach English as a Second Language as well as work with students to preview and pre-teach skills and content that will be learned in the general education classrooms. Heritage language support will be provided as appropriate. ELLs will be clustered in targeted houses with general education classroom teachers. Both teachers will be responsible for instruction and assessment of the students.
Middle School Recommendation 3: Implement an elective Spanish for Native Speakers course at the 6 th , 7 th , and 8 th grade levels
Description: A course designed for students who speak Spanish as a home or heritage language. Students will broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and develop an awareness and understanding of Hispanic cultures.

Phase I: High School Recommendations

For the 2011-12 school year, English language development with heritage language support, an elective Spanish for Native Speakers course, and a 9th grade Social Studies course in Spanish at Bradford are being recommended for high school.

High School Recommendation I: Provide opportunities for English Language development <i>with</i> heritage language support
Description: A certified bilingual or ESL teacher will have a class load of ELLs who spend part of their day with the bilingual/ESL teacher. Bilingual/ESL teachers will teach English as a Second Language as well as work with students to preview and pre-teach skills and content that will be learned in the general education classrooms. Heritage language support will be provided as appropriate. ELLs will be clustered in targeted general education classes. Both teachers will be responsible for instruction and assessment of the students.

High School Recommendation 2: Implement an elective Spanish for Native Speakers course
Description: A course designed for students who speak Spanish as a home or heritage language. Students will broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and develop an awareness and understanding of Hispanic cultures.

High School Recommendation 3: Implement a 9th grade Spanish Social Studies course at Bradford High School

Description: Students proficient in Spanish will be able to take the required 9th grade U.S. History course Conducted In Spanish.

Phase II: Elementary School Recommendations

For the 2012-13 school year, the expansion of a dual language program to high need schools is being recommended at the elementary level.

Elementary Recommendation 1: Expand the dual language program, beginning with Kindergarten in 2012-13, to sites with large Spanish speak in populations.
Description: The Dual Language program is an enrichment model of education that teaches students content in Spanish and English. The goal of this program is to develop student bilingualism, biliteracy, and cross-cultural competence. Dual language programming is considered the best model for students to develop language proficiency.

At its June 14, 2011 meeting, the Curriculum/Program Standing Committee voted to forward this program proposal to the full Board for consideration. Administration recommends that the School Board approve the 2011-13 LAP proposal recommendations as presented.

Dr. Michele Hancock
Superintendent of Schools

Mrs. Vickie Brown-Gurley
Assistant Superintendent of Teaching and Learning

Mrs. Iva Plumley
Coordinator of Language Acquisition Programs and Summer School

Spanish for Spanish Speakers: 9-12

Scope and Sequence Year at a Glance				
Quarter 1		Quarter 2	Quarter 3	Quarter 4
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Dreams and Superstitions	Conformity	Loss	Identities	Family: Blessing or curse
21-24 days	21-24 days	21-24 days	28-30 days	28-30 days
ELA* Anchors 4 ELA Anchors 5 ELA Anchors 6 *ACTFL 1.3 2.2 4.2	ELA Anchors 1 ELA Anchors 2 ELA Anchors 3 ACTFL 1.1 2.1 2.2 3.2 4.1 5.2	ELA Anchors 4 ELA Anchors 5 ELA Anchors 6 ACTFL 1.3 3.2 5.2	ELA Anchors 4 ELA Anchors 5 ELA Anchors 6 ACTFL 1.2 2.1 2.2 3.1 3.2 4.1 4.2 5.1	ELA Anchors 3 ELA Anchors 4 ELA Anchors 5 ELA Anchors 6 ELA Anchors 8 ELA Anchors 9 ACTFL 1.3 2.1 2.2 3.1 4.1 5.1

*ELA-English Language Arts

*ACTFL-American Council on the Teaching of Foreign Language

WORLD LANGUAGE
Spanish for Spanish Speakers
Dreams and Superstitions Unit

Appendix C

	UNIT NUMBER 1	
Level	Grades 9-12	
Unit of Study	Dreams and Superstitions Unit- Quarter 1-approximately 21-24 instructional days	
	LEARNING GOALS	
Essential Learning Outcomes	<p>Essential Questions How do you know what is real and what is not? How do superstitions or false ideas of realities influence people and their actions?</p> <p>Corresponding Big Ideas Real and non-real Everyday life traditions and superstitions as connected to culture Richer/deeper understanding of culture through traditional practices / superstitions</p>	
Content Standards	<p>CCSS- ELA Anchor Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>ACTFL Standards</p>	
	Priority Standard (ACTFL)	Proficiency Guidelines
	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a	Express one’s thoughts with sufficient accuracy that sympathetic listeners understand

	variety of topics.	most of what is presented.
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.
		Develop a presentation on an academic or cultural topic keeping audience, context and purpose in mind.
Unit Objectives	<p>Students will explore the distinction between fantasy and reality as they encounter various cultural literature pieces and movies. They will examine their own dreams and fantasies and determine if correlations can be made to the cultural pieces studied.</p> <p>Grammar Focus Present tense Preterite tense Passive voice with se Progressive Tenses Uses of infinitives Por vs Para</p>	
Student-Friendly Objectives	<p>I can write information about my daily life in a letter, blog, discussion board, or email message. I can write short notes using phrases and simple sentences. I can ask for information in writing. I can write about a familiar experience or event using practiced material.</p>	
Real-World Importance	Students will be analytical thinkers in relation to information given to them via various modes of communication and relate to real life.	
Summative Assessment	Compare two of the following; literature, movies, plays, dreams, history or others as approved by your teacher. Present your ideas orally about how people's perceptions about reality influence their actions.	
Criteria for	Will be assessed using AP presentational speaking scoring guideline.	

Determining Mastery	
	THE LEARNING PLAN
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	Students' record a response to the following prompt; How do you know what is real or is not when thinking about superstitions, dreams, traditions, and prejudices? Be sure to speak in the present and past tense. Try to include the passive se and present progressive if possible.
Essential Vocabulary	Chapter 1 and 8 Key vocabulary
Initial Instructional Strategies	<p>Cartoon video clip: Don Quijote de la Mancha http://youtu.be/DESCGF5Us4M</p> <p>Used to introduce the concept of non-reality. This four minute clip shows the first outing of Don Quijote and Sancho Panza fighting the windmills.</p>
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills, and suggested sources that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/Extension Strategies	Students that are ready for additional challenges will be challenged to find examples of the blurring of fantasy & reality in areas of personal interest.
ACT Learning Skills	<p>The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:</p> <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

Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>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.</p> <p>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</p> <p>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</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not 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>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p> <p>Science – debate one of the following</p> <ul style="list-style-type: none"> • Life on other planets • Mermaids
Common Conceptual Errors	<p>Passive se - participle must agree in gender and number to subject</p> <p>Present tense conjugation - correct usage of irregular verbs</p> <p>Por and para - clarity of when to use appropriately</p>
Formative	Daily exit slips checking for grammatical understanding

Assessment	Weekly vocabulary quizzes Bi-weekly quizzes that intergrate grammar and vocabulary										
Resources for Unit	<p>Since fantasy is such a high-interest genre for students of all levels, there are many books from which to choose. No matter the level, always be mindful that you want a book that is NOT just in a character's imagination or dream; you want a true fantasy with all the characteristics of the genre. Likewise, stay away from titles that take place primarily in the real world.</p> <table> <tr> <td>Encuentros Maravillosos</td><td>Una Vez Más</td></tr> <tr> <td>Chapter 1</td><td>Chapter 1</td></tr> <tr> <td>Chapter 8</td><td>Chapter 2</td></tr> <tr> <td></td><td>Chapter 12</td></tr> <tr> <td></td><td>Chapter 13</td></tr> </table>	Encuentros Maravillosos	Una Vez Más	Chapter 1	Chapter 1	Chapter 8	Chapter 2		Chapter 12		Chapter 13
Encuentros Maravillosos	Una Vez Más										
Chapter 1	Chapter 1										
Chapter 8	Chapter 2										
	Chapter 12										
	Chapter 13										

WORLD LANGUAGE
Spanish for Spanish Speakers
Conformity Unit

Appendix C

	UNIT NUMBER 2					
Level	Grades 9-12					
Unit of Study	Conformity Unit- Quarter 1-approximately 21-24 instructional days					
	LEARNING GOALS					
Essential Learning Outcomes	<p>Essential Questions How do you know who you are? What defines you? Who helps you determine your destiny? Who makes the choices to define your destiny?</p> <p>Corresponding Big Ideas Experiencing poetry Facilitate students making meaning and creating meaning with poetry Coach students through expressing themselves via poetry and presenting it to their peers</p>					
Content Standards	<p>CCSS- ELA Anchor Speaking and Listening 1. Prepare and participate effectively in a range of conversations with diverse partners, building on other ideas and expressing their own clearly and effectively. 2. Integrate and evaluate information from diverse media and formats. 3. Evaluate speakers’ point of view, reasoning and use of evidence.</p> <p>ACTFL Standards</p> <table><tr><th>Priority Standard (ACTFL)</th><th>Proficiency Guidelines</th></tr><tr><td>ACTFL 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td><td>During conversation on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</td></tr></table>		Priority Standard (ACTFL)	Proficiency Guidelines	ACTFL 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	During conversation on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.
Priority Standard (ACTFL)	Proficiency Guidelines					
ACTFL 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	During conversation on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.					

	ACTFL 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.
	ACTFL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Not on answer, but also ask questions; not only respond, but also initiate communication.
	ACTFL 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Exchange information about personally meaningful events and experiences and cross-disciplinary themes.
	ACTFL 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	Collaborate to propose solutions to common real life problems.

Unit Objectives	<p>This unit focuses on presentational speaking skills and poetry as a form of expression.</p> <p>Determine the meaning based on use of words Students look at the change of verb tenses used by Neruda to create and change meaning. Then in the second half of the unit they examine the use of formal and informal register as a means to create meaning.</p> <p>Grammar Focus Possessive Adjectives and pronouns Comparatives and Superlatives Interrogative words Exclamatives Demonstrative adjectives and Pronouns Prepositions required with certain verbs Pronouns after prepositions</p>
Student-Friendly Objectives	<p>I can start, maintain, and end a conversation on a variety of familiar topics. I can use my language to handle tasks related to my personal needs. I can talk about my daily activities and personal preferences. I can exchange information about subjects of special interest to me. I can exchange information related to areas of mutual interest. I can use my language to do a task that requires multiple steps.</p>
Real-World Importance	<p>Students' know possessive adjectives and pronouns, and demonstrative adjectives and pronouns in order to show possession of their belongings in order to communicate in everyday situation.</p>
Summative Assessment	<p>Present the various perceptions people have about who you are. Use the parent and classmate interviews from this unit and any insight you gained from the poems in the unit. Create 10-20 minutes verbal presentation to communicate your ideas to the class. You may use any visuals to support your presentation.</p>
Criteria for Determining Mastery	<p>Will be assessed using AP presentational speaking scoring guideline.</p>
	THE LEARNING PLAN
Prerequisite	<p>Native Spanish speaker or successful completion of a K-8 dual language</p>

Knowledge and Skills	program
Sample Pre-Assessment	<ul style="list-style-type: none"> • Students record a response to the following prompt; What determines an identity and destiny? • Teacher will assess if students are able to differentiate stereotypes and social expectations by reading different stories. • Students will be able to use different complements of pronouns as well the subjunctive
Essential Vocabulary	Chapter 10, 11 and 12 Key vocabulary
Initial Instructional Strategies	Diverse videos that are base on soap opera: La Betty la fea La gorda mas bella Will be used to show stereotypes and how this show shape the way you think regarding someone's identity.
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/ Extension Strategies	Students that are ready for a challenge will be provided the opportunity to create poetry and art to represent him/her.
ACT Learning Skills	<p>The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:</p> <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
Differentiation Strategies	Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports

	<p>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.</p> <p>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</p> <p>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</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not 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>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process.</p> <p>Social Studies - connect the poems studied and their authors to the country of origin and the historical context of its writing.</p>
Common Conceptual Errors	<p>Poetry Students stating their feelings directly or explaining actions and imagery rather than trusting the reader to understand. Incomplete sentences, poor grammar, and attempts to be pretentious.</p> <p>Grammar Pronouns and prepositions- mistakes arise when the prepositions are followed by adverbs. Porque vs. para que- common mistake when students do not know when to use which.</p>
Formative Assessment	<p>1. Interactive student teacher journals that could include;</p> <ul style="list-style-type: none"> • have students create pictures to represent what they have read

	<ul style="list-style-type: none"> ask students to explain what might be confusing to other students in the days lesson discuss comparisons of the learning to songs, tv shows, or movies choose one line or word that sparks for you and ponder why <p>2. Scored class Socratic discussions, traditional quizzes that assess</p> <p>3. Foundational grammar and vocabulary knowledge</p> <p>4. Observation of student body language</p> <p>5. Self-reporting of levels of understanding using 5 point scale (hand)</p>
Resources Unit	<p>Encuentros Maravillosos</p> <p>Chapter 11 Societal Expectation & stereotypes</p> <p>Chapter 12 Identity what defines us</p> <p>Chapter 10 Cultural Diversity & Tolerance</p> <p>Una Vez Más</p> <p>Chapter 4</p> <p>Chapter 7</p> <p>Chapter 8</p> <p>Chapter 11</p>

WORLD LANGUAGE
Spanish for Spanish Speakers
Loss Unit

Appendix C

	UNIT NUMBER 3					
Level	Grades 9 - 12					
Unit of Study	Loss Unit-Quarter 2-approximately 21- 24 instructional days					
	LEARNING GOALS					
Essential Learning Outcomes	<p>Essential Questions Why do writers express themselves through poetry? How can you discover the meaning of a poem? Is the meaning the same for every reader of a poem? How can you convey big ideas using few words?</p> <p>Corresponding Big Ideas Experiencing poetry Facilitate students making meaning and creating meaning with poetry Coach students through expressing themselves via poetry and presenting it</p>					
Content Standards	<p>CCSS - ELA Anchor Writing 4. Produce clear coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including internet, to produce and publish writing and to interact and collaborate with others.</p> <p>ACTFL Standards</p> <table><tr><th>Priority Standard (ACTFL)</th><th>Proficiency Guidelines</th></tr><tr><td>ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td><td>Express one’s thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</td></tr></table>		Priority Standard (ACTFL)	Proficiency Guidelines	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Express one’s thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.
Priority Standard (ACTFL)	Proficiency Guidelines					
ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Express one’s thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.					

		<p>Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>Develop a presentation on an academic or cultural topic keeping audience, context and purpose in mind.</p>
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	
	ACTFL 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
Unit Objectives	<p>This unit focuses on presentational speaking skills and poetry as a form of expression. It facilitates students expressing a sense of loss through the creation of poetry.</p> <p>Grammar Focus Imperfect verb tense Present perfect verb tense Past Perfect verb tense Uses for the two forms of “to be” <i>Ser</i> and <i>Estar</i> Relative Pronouns Affirmative and negative words</p>	
Student-Friendly Objectives	<p>I can present information on academic and work topics. I can present my point of view and provide reasons to support it. I can make a presentation on events, activities, and topics of particular interest. I can research information about the perspectives of other cultures about an issue. I can express my feelings and opinions in Spanish.</p>	
Real-World Importance	<p>Students will connect with their emotions and those of others as expressed through poetry. This will provide them opportunities to connect with the</p>	

	authors and their classmates as well as making connections to other historical events and literary pieces referred to in the poetry studied.
Summative Assessment	Present a student created poem within a presentation with visuals to enhance meaning.
Criteria for Determining Mastery	Will be assessed using AP presentational speaking scoring guideline. Will be assessed on mastery of grammar skills.
	THE LEARNING PLAN
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	Students will read a poem and then watch a video representation of it. They will answer 10 forced choice comprehension questions and respond to it in writing to assess their personal connection to the writing.
Essential Vocabulary	Chapter 2 and 13 Key vocabulary
Initial Instructional Strategies	Students will free write about something from their childhood that they have lost and then share either in small groups or with a partner. They will be given examples (pet, stuffed animal, blanket, etc).
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/ Extension Strategies	Students that are ready for additional challenges will be provided opportunities to connect other authors to their poetry or to create art that represents their poem. If these do not connect with their interests then alternate connections to the poetry and their interests will be created.
ACT Learning	The assessments and practice tasks for this unit exemplify the skills and

Skills	<p>context necessary for success on standardized assessments:</p> <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
Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>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.</p> <p>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</p> <p>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</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not 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>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p> <p>Social Studies - connect the poems studied and their authors to the country of origin and the historical context of its writing</p>

Common Conceptual Errors	<p>Poetry Students stating their feelings directly or explaining actions and imagery rather than trusting the reader to understand. - incomplete sentences, poor grammar, and attempts to be pretentious</p> <p>Grammar Imperfect tense - confusion about when to use the past tenses Present Perfect / Past Perfect - correct use of prepositions and confusion between present and perfect tenses Ser vs Estar - clarity of when to use appropriately</p>
Formative Assessment	<ol style="list-style-type: none"> 1. Interactive student teacher journals that could include; <ul style="list-style-type: none"> • have students create pictures to represent what they have read • ask students to explain what might be confusing to other students in the days lesson • discuss comparisons of the learning to songs, tv shows, or movies • choose one line or word that sparks for you and ponder why 2. Scored class Socratic discussions, traditional quizzes that assess foundational knowledge 3. Foundational grammar and vocabulary knowledge 4. Observation of student body language 5. Self-reporting of levels of understanding using 5 point scale (hand)
Resources for Unit	<p>Encuentros Maravillosos Una Vez Más Chapter 2 Chapter 2 Lessons 2 & 3 Chapter 13</p> <p>Students need to present about poems which are often difficult for them to connect to and understand. They will be assisted in making this connection via the selection of poems that deal with death and loss. This will bring many emotions to the surface but in order to allow students to remain comfortable it discusses the death of a pet or an aspect of their childhood.</p>

WORLD LANGUAGE
Spanish for Spanish Speakers
Identities Unit

Appendix C

	UNIT NUMBER 4					
Level	Grades 9 - 12					
Unit of Study	Identities Unit- Quarter 3-approximately 28-30 instructional days					
	LEARNING GOALS					
Essential Learning Outcomes	<p>Essential Questions How do writers express events and characters that span time? What are the constant elements that a character possesses that do not change over time? How can you find meaning within a period piece that would pertain to present day? What characteristics does a person need to possess in order to be famous?</p> <p>Corresponding Big Ideas Differentiate Reality vs Fantasy Facilitate students making meaning and creating meaning with literature Realize attitudes towards individuals’ differences</p>					
Content Standards	<p>CCSS- ELA Anchor Reading 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>ACTFL Standards</p> <table><tr><td>Priority Standard (ACTFL)</td><td>Proficiency Guidelines</td></tr><tr><td>ACTFL 1.2: Students</td><td>Determine the main themes and</td></tr></table>		Priority Standard (ACTFL)	Proficiency Guidelines	ACTFL 1.2: Students	Determine the main themes and
Priority Standard (ACTFL)	Proficiency Guidelines					
ACTFL 1.2: Students	Determine the main themes and					

	understand and interpret written and spoken language on a variety of topics.	significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.
	ACTFL 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text.
	ACTFL 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.
	ACTFL 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum.
	ACTFL 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	ACTFL 4.2: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	

	<table border="1"> <tr> <td></td><td></td></tr> <tr> <td>ACTFL 5.1: students use the language both within and beyond the school setting.</td><td>Begin to identify and appreciate the perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to the American conventions.</td></tr> </table>			ACTFL 5.1: students use the language both within and beyond the school setting.	Begin to identify and appreciate the perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to the American conventions.
ACTFL 5.1: students use the language both within and beyond the school setting.	Begin to identify and appreciate the perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to the American conventions.				
Unit Objectives	<p>This unit focuses on presentational speaking skills and poetry as a form of expression.</p> <p>Students will develop skills in organizing information that they have collected from age-appropriate authentic sources. They will demonstrate comprehension from authentic sources of a variety of products.</p> <p>Grammar Focus Reflexive Verbs Direct and Indirect Object Pronouns faltar, gustar, importar, molestar, y parecer Imperfect Subjunctive Past Perfect Subjunctive lo que, lo cual lo + adjective more uses of the subjunctive</p>				
Student-Friendly Objectives	<p>I can understand accounts of personal events or experiences.</p> <p>I can follow short written instructions when supported by visuals.</p> <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p> <p>I can reason the events and cultural connections between American and non-American cultures.</p>				
Real World Importance	<p>Students will be able to provide clarity about priorities and what they believe.</p> <p>Students will be able to express feelings of loneliness.</p>				
Summative Assessment	<p>As a summative assessment for this unit, students are asked to create an essay connecting their own life experiences with the readings presented throughout the unit.</p> <p>They will create a multiple choice comprehension quiz about another student's' essay interpreting meaning.</p>				

Criteria for Determining Mastery	Will be assessed using AP presentational reading scoring guideline.
	THE LEARNING PLAN
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	Students will read a short story and answer comprehension questions. The students will need to infer from complex sentences meaning and character analysis.
Essential Vocabulary	Chapter 3, 6, and 9 Key vocabulary
Initial Instruction Strategies	Q&A: What comes to mind when I say fantasy? What are some contemporary examples (Avatar, Hunger Games, etc.)? Now think of what your fantasy world would look like. Students work individually to create a visual representation of their own fantasy world. What sort of people and animals are in this world? What is the food like? Are things the same color as in this world? Do people have special powers? Students draw this world while keeping these questions in mind. When they are finished, they show the drawing to the class and explain their reasoning. Further discussion on what constitutes fantasy.
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/ Extension Strategies	Students will research any of the authors discussed. Students will write a familiar fairy tale and change it to have a different ending. Students will write about a dream that could never have happened and illustrate it.
ACT Learning	The assessments and practice tasks for this unit exemplify the skills and

Skills	<p>context necessary for success on standardized assessments:</p> <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 evidence from text • Text, of varying complexity, are part of each the text set for each unit
Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>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.</p> <p>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</p> <p>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</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not 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>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p>

Common Conceptual Errors	<p>Poetry Students stating their feelings directly or explaining actions and imagery rather than trusting the reader to understand incomplete sentences, poor grammar, and attempts to be pretentious</p> <p>Grammar Imperfect tense - confusion about when to use the past tenses Present Perfect / Past Perfect - correct use of prepositions and confusion between present and perfect tenses Ser vs Estar - clarity of when to use appropriately</p>										
Formative Assessment	<ol style="list-style-type: none"> 1. Interactive student teacher journals that could include; <ul style="list-style-type: none"> • have students create pictures to represent what they have read • ask students to explain what might be confusing to other students in the days lesson • discuss comparisons of the learning to songs, tv shows, or movies • choose one line or word that sparks for you and ponder why 2. Scored class Socratic discussions, traditional quizzes that assess 3. Foundational grammar and vocabulary knowledge 4. Observation of student body language 5. Self-reporting of levels of understanding using 5 point scale (hand) 										
Resources for Unit	<table border="0"> <tr> <td>Encuentros Maravillosos</td><td>Una Vez Más</td></tr> <tr> <td>Chapter 3</td><td>Chapter 6</td></tr> <tr> <td>Chapter 6</td><td>Chapter 9</td></tr> <tr> <td>Chapter 9</td><td>Chapter 12</td></tr> <tr> <td></td><td>Chapter 13</td></tr> </table>	Encuentros Maravillosos	Una Vez Más	Chapter 3	Chapter 6	Chapter 6	Chapter 9	Chapter 9	Chapter 12		Chapter 13
Encuentros Maravillosos	Una Vez Más										
Chapter 3	Chapter 6										
Chapter 6	Chapter 9										
Chapter 9	Chapter 12										
	Chapter 13										

WORLD LANGUAGE
Spanish for Spanish Speakers
Family: a blessing or a curse Unit

Appendix C

	UNIT NUMBER 5
Level	Grades 9-12
Unit of Study	Family: a blessing or a curse Unit-Quarter 4 -approximately 28-30 instructional days
	LEARNING GOALS
Essential: Learning Outcomes	<p>Essential/Guiding Questions What can you infer will happen? How do past events influence current decisions? How have <i>Black Swan events</i> affected you/your family? Higher level thinking skills: Analysis and Synthesis.</p> <p>Corresponding Big Ideas Discuss everyday life traditions and family values are connected to culture Possess a richer/deeper understanding of culture through traditional practices</p>
Content Standards	<p>CCSS- ELA Anchor Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

	ACTFL Standard	
	Priority Standard (ACTFL)	Proficiency Guidelines
	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Use strings of sentences on familiar and some unfamiliar topics
	ACTFL 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Produce written and spoken messages such as reports, articles, summaries or original stories on topics related to personal interest or study.
	ACTFL 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Show an increasing awareness of errors and the ability to self - correct.
	ACTFL 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Use a variety of media, including print and digital tools.
	ACTFL 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Explain and compare products and/or practices of their own culture to peers of another culture.
	ACTFL 5.1: students use the language both within and beyond the school setting.	State their opinions of events or products.
Unit Objectives	This unit will encourage students to analyze who they are because of their families, upbringing, value systems and history and how that can be an asset or a hindrance in different situations. It will help students identify and modify and adapt behaviors and attitudes so that they may be more successful in different situations they may encounter in life.	

	Grammar Focus Future Future Perfect Conditional Conditional Perfect se with the Indirect object to talk about unexpected events Present subjunctive Use of subjunctive after verbs of wish, doubt, negation and emotion subjunctive Commands Other uses of Subjunctive Subjunctive after indefinite and negative antecedents Subjunctive after certain adverbs and conjunctions
Student-Friendly Objectives	I can write on a wide variety of familiar topics using connected sentences. I can write about school and academic topics. I can write about work and career topics. I can write about community topics and events. I can write about an entertainment or social event. I can write a variety of different modes of communication to communicate with family, friends and professionals in Spanish speaking communities to further my own personal goals.
Real World Importance	Students will be able to: Express what they believe to be true and what they believe to be untrue, doubtful or impossible. Predict what will happen in the future, what they will be able to do. Imagine and discuss what could happen or would happen in the future under certain circumstances and what they would prefer. Express their feelings about the parents control of their food consumption and how it has changes as they have grown older.
Summative Assessment	Write a letter to your exchange student describing yourself, your family and the different perspectives of members of the different generations. Categorize reasons for the different behaviors. Provide the rules and expectations they will encounter with explanations including the underlying values. Explain why you personally disagree with any of the rules with support for your opinion. Remember that this student comes from another culture with very different values and norms.

	THE LEARNING PLAN
Criteria for Determining Mastery	Will be assessed using AP presentational writing scoring guideline.
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	<p>Escribe una lista de las cinco reglas más importantes que tú pondrías como padre o madre. Luego, escribe un párrafo para explicar por qué elegiste estas reglas y cuál sería tu filosofía para regular el comportamiento de tus hijos.</p> <p>Grammar: Students will be given short pre-assessments on grammar points as warm ups.</p>
Essential Vocabulary	Chapter 4, 5, and 6 Key vocabulary
Initial Instructional Strategies	<p>http://www.youtube.com/watch?v=YbhogMxtVIY</p> <p>This 4:03 video explains the <i>Black Swan theory</i> in Spanish. This video will lead to discussions on <i>Black Swan events</i> throughout history that have impacted the world in general, and then allow discussion on personal <i>Black Swan events</i>.</p>
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/Extension Strategies	<p>Students will:</p> <p>Interview a neighbor or friend's parent to discover what the table rules were for them as they were children. Compare those family norms to their own and develop a theory as to why they are different based on the decade or families background.</p>

	<p>Write a story about the year 2050. What are their predictions for the future?</p> <p>Students will write about their fears and what scares them, what makes them happy and what they most worry about.</p>
ACT Learning Skills	<p>The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:</p> <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
Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>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.</p> <p>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</p> <p>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</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not 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>
Interdisciplinary Strategies	<p>English: collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p>

	Social Studies: how events can change the direction of the world and our perceptions.										
Common Conceptual Errors	<p>Using future or conditional when the present tense should be in both clauses.</p> <p>Watch for subject changes when using the subjunctive.</p> <p>Using reflexive verbs to discuss un-intentional actions</p> <p>Appropriate use of the irregular stems for the future and conditional.</p> <p>Recognition of irregular present tense in you when formulating the subjunctive.</p>										
Formative Assessment	<p>Weekly vocabulary quizzes,</p> <p>Daily grammatical exercises with exit questions</p> <p>Bi-weekly comprehensive quizzes addressing both grammar and vocabulary</p>										
Resources for Unit	<p>Students are reading short stories or fragments of novels where the supernatural or the non- real is happening. This is often difficult for students who are more comfortable with the factual or realistic fiction.</p> <table> <tr> <td>Encuentros Maravillosos</td><td>Una Vez Más</td></tr> <tr> <td>Chapter 4</td><td>Chapter 2</td></tr> <tr> <td>Chapter 5</td><td>Chapter 3</td></tr> <tr> <td>Chapter 7</td><td>Chapter 4</td></tr> <tr> <td></td><td>Chapter 13</td></tr> </table>	Encuentros Maravillosos	Una Vez Más	Chapter 4	Chapter 2	Chapter 5	Chapter 3	Chapter 7	Chapter 4		Chapter 13
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AP® Spanish Language Writing and Speaking Scoring Guidelines

Note: these guidelines are in 8-1/2 x 14 format

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2007 AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic.			

* Scores may be lowered on a writing sample of fewer than 60 words.

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2007 AP® SPANISH LANGUAGE—PRESENTATIONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well all sources into the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Essay is very well organized and cohesive All or almost all information is accurate Synthesis of information significantly outweighs summary or mere citations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates all sources into the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Essay is well organized and generally cohesive Information is generally accurate Synthesis of information outweighs summary or mere citations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Refers to most if not all of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant Essay is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere citations of information may outweigh synthesis Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Presentational Writing can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May only refer to some but not all of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Essay may be inadequately organized Information may be limited or inaccurate There is little synthesis of the information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Presentational Writing can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one or two of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Essay may be disorganized Information is very limited and mainly inaccurate There may be no synthesis of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	An essay that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement or rewriting of the topic or information in the sources.			

* Scores may be lowered on an essay of fewer than 200 words.

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2007 AP® SPANISH LANGUAGE—INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the thread of the conversation Very well-organized and cohesive responses Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the thread of the conversation Well-organized, generally cohesive responses Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant treatment of the elements of the thread of the conversation Organized responses with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency with occasional hesitation; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the thread of the conversation Responses may have inadequate organization/cohesiveness Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the thread of the conversation Responses may not be cohesive or may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank or nearly blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, a mere verbatim restatement of what the interlocutor has said or what is written on the exam, or may not provide evidence of sufficient language to evaluate the conversation .			

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2007 AP® SPANISH LANGUAGE – PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Response is very well organized and cohesive All or almost all information is accurate Comparison and contrast of information significantly outweighs summary or mere quotations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Response is well organized and generally cohesive Information is generally accurate Comparison and contrast of information outweighs summary or mere quotations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Integrates one of the sources into the oral presentation, with some or little reference to the other source 	<ul style="list-style-type: none"> Treatment of the topic is relevant Response is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere quotations of information may outweigh comparison and contrast Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency with occasional hesitation; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May refer to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Response may have inadequate organization/cohesiveness Information may be limited or inaccurate There is little comparison and contrast of information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Response may not be cohesive or may be disorganized Information is very limited and mainly inaccurate There may be no comparison and contrast of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, or a mere restatement of the topic or the information in the sources.			

* Scores may be lowered for a response of less than one minute.

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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: June 10, 2014

Name: Sarah Smith (Coordinator of Language Acquisition Programs), Julie Chase (Spanish teacher-Tremper), Lee Belanger-Gonzales (Spanish teacher-Bradford), Olga Tovar (Spanish teacher-Bradford), and Jean Carbajal (Spanish teacher-Indian Trail)

Department & School: Language Acquisition Program-World Language (Department of Teaching and Learning)

Proposed Course Name: Spanish for Spanish Speakers

☒ New Course ☒ New Name Length: ☐ Quarter Credits: 1
☐ Removal/Replacement of Course ☒ Semester

Student Prerequisites:

A student planning on taking this course should either be a native Spanish speaker or successfully completed a K-8 dual language program. The course will be available for students in ninth through twelfth grade.

Rationale for Course:

This course is designed for students who speak Spanish as a native or heritage language. The purpose of this course is to strengthen language skills in the native language by focusing on literacy skills and grammar concepts in Spanish. Research shows that native Spanish speakers struggle with English grammar concepts. The main goal for the proposed course is to improve language and literacy concepts in the student's first language to in turn help strengthen their English skills. This course is beneficial in preparing students to not only be bilingual (speaking two languages with fluency), but also bi-literate, being able to read and write with fluency in the language. Acquiring these skills will help students to become college and/or career ready in the current global job force upon graduation.

Proposed Course Description:

This course is designed for students who speak Spanish as a home or heritage language. Students will broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and developing awareness and understanding of Hispanic linguistic repertoire of Spanish by focusing on reading and writing skills and developing awareness and understanding of Hispanic cultures.

Content Standards and Benchmarks:

This course is tied to the National Standards for Foreign Language Education and the ACTFL (American Council on the Teaching of Foreign Language) proficiency guidelines.

Pacing Guide/Scope and Sequence:

The course was developed as a yearlong course, earning one elective credit for one year. A year at a glance pacing guide is attached (Appendix B).

Cost Associated with the Course:

The chart below displays the amount of each text needed per school based on student enrollment.

High School	Book Title	Needed Copies	Price	Total
Bradford	Encuentros	25	\$ 53.47	\$ 1,229.81
ITHSA	Encuentros	50	\$ 53.47	\$ 2,673.50
Tremper	Encuentros	25	\$ 53.47	\$ 1,229.81

Bradford	Una vez	25	\$ 44.47	\$ 1,111.75
ITHSA	Una vez	50	\$ 44.47	\$ 2,223.50
Tremper	Una vez	25	\$ 44.47	\$ 1,111.75

Bradford	Teacher/Encuentros	1	\$ 27.97	\$ 27.97
ITHSA	Teacher/Encuentros	2	\$ 27.97	\$ 55.94
Tremper	Teacher/Encuentros	1	\$ 27.97	\$ 27.97

Bradford	Teach/test/Encuentros	1	\$ 116.97	\$ 116.97
ITHSA	Teach/test/Encuentros	2	\$ 116.97	\$ 233.94
Tremper	Teach/test/Encuentros	1	\$ 116.97	\$ 116.97

Bradford	Teacher/Una Vez	1	\$ 44.47	\$ 44.47
ITHSA	Teacher/Una Vez	2	\$ 44.47	\$ 88.94
Tremper	Teacher/Una Vez	1	\$ 44.47	\$ 44.47

Funding Source:	Teaching and Learning Department	Total	\$ 10,337.76
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<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Kenosha Unified School District
Kenosha, Wisconsin

July 22, 2014

Fiscal 2014-2015 Preliminary Budget

Per Board Policy 3100, Annual Operating Budget, the Kenosha Unified School District Administration is currently in the process of developing a preliminary budget incorporating assumptions based on information from the State of Wisconsin biennial budget and the Department of Public Instruction guidance.

- Revenue
 - Increase in \$75 per pupil funding for revenue limit
 - Increase of \$75 per pupil categorical aid (\$75 FY14, \$150 FY15)
 - Estimated decrease of 178 student membership FTE
- Major Expense Reductions
 - Reduced unemployment budget
 - Elimination of Rosetta Stone program
 - One-time 2013-14 stipend/bonus
 - Boundary school student/staff shift to KTEC charter
 - ESC department budget reductions
 - Reduction in Leave of Absence positions
 - Reinstatement of position vacancy budget line
- Major Expense Additions
 - 1.9% salary increases for all employees
 - 9% health insurance premium increase
 - 4% dental insurance premium increase
 - 10% teacher longer term care insurance premium increase
 - KTEC charter school per pupil budget expansion
 - Various operational and staffing requests (see attached budget assumption sheet for detailed items being requested)

The initial budget projections were built based on conservative estimates and first presented to the Audit/Budget/Finance Committee in April of 2014. Since that time Administration has continued to analyze budget variables, made adjustments for additional identified reductions, and is pleased to present a preliminary balanced budget that includes a 1.9% salary increase for all staff groups.

These next few months are critical to the District in ensuring a timely implementation to meet the budget timeline, and preparation for the 2014-2015 school year. The state budget is finalized so the parameters are in place. However, further adjustments will be made as we learn more about enrollment changes and the coinciding staffing impact.

The Kenosha Unified School District's proposed budget for 2014-2015 will be prepared in accordance with the budgeting and financial operations policies for the District and will be prepared to conform to existing State of Wisconsin requirements. It is the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Board of Education as well as the ongoing instructional and fiscal responsibilities of Administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Attached to this report is the updated detailed budget assumptions list initially presented to the Audit/Budget/Finance committee on April 8, 2014.

Administrative Recommendation

Administration requests that the Board of Education reviews the list of preliminary 2014-2015 budget assumptions and approve the recommended items to be incorporated into the adopted budget.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
SCHOOL BOARD MEETING
7/22/14

INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
1	REVENUE CHANGES	DISTRICT	FINANCE	\$1,322,530	REVENUE LIMIT AUTHORITY	FUND 10	YES-DIST LOCAL	PRELIMINARY REVENUE LIMIT INCLUDES \$75 PP INC
2	REVENUE CHANGES	DISTRICT	FINANCE	\$1,657,125	SPECIAL CATEGORICAL AID	FUND 10	YES-DIST LOCAL	FY15 \$150 PP REPLACES FY14 \$75 PP
REVENUE CHANGES (DISTRICT LOCAL)				\$2,979,655				
3	UNEMPLOYMENT BUDGET	DISTRICT	HR	-\$200,000	ADJUST BUDGET TO REFLECT CHANGES	FUND 10	YES-DIST LOCAL	
4	ELIMINATE ROSETTA STONE	T&L	DR. SUE	-\$200,000		FUND 10	YES-DIST LOCAL	
5	2013-14 AST STIPEND/BONUS			-\$111,180	\$850 PER AST PLUS 20% BENES ASSOCIATED WITH SALARY (NON CHARTER OR GRANT FUNDED)	FUND 10/27	YES-DIST LOCAL	
6	2013-14 TEACHER STIPEND/BONUS			-\$1,931,160	\$1100 PER TEACHER PLUS BENES ASSOCIATED WITH SALARY (NON CHARTER OR GRANT FUNDED)	FUND 10/27	YES-DIST LOCAL	
7	STAFFING REDUCTIONS	HR	SHERONDA GLASS	-\$1,170,000	13 FTE (REDUCTION)	FUND 10	YES-DIST LOCAL	PRIMARILY DUE TO KTEC EXPANSION
8	ESC DEPT BUDGET REDUCTIONS			-\$695,868	VARIABLE % PER DEPARTMENT	FUND 10	YES-DIST LOCAL	
9	LEAVE OF ABSENCE POSITIONS	HR	SHERONDA GLASS	-\$810,000	9.0 FTE (REDUCTION)	FUND 10	YES-DIST LOCAL	POSITIONS HELD FOR LONG TERM LEAVES
9b	REINSTATE VACANCY BUDGET LINE			-\$1,000,000		FUND 10/27	YES-DIST LOCAL	
EXPENSE REDUCTIONS (DISTRICT LOCAL)				-\$6,118,208				

Already Approved

Priority Item Pending Decision

Estimated Variable Subject to Change

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
SCHOOL BOARD MEETING
7/22/14

INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
10	TRANSPORTATION-FIRST STUDENT	TRANSPORTATION	JEFF MARX	\$130,000	2.5% CONTRACT INCREASE	FUND 10/27	HOLD	
11	TRANSPORTATION-CITY TRANSIT	TRANSPORTATION	JEFF MARX	\$110,000	ESTIMATED INCREASE IN PRICE OF BUS PASSES	FUND 10	HOLD	
12a	AST STEP INCREASES	HR/FINANCE		\$181,195	ESTIMATED STEP INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	
12b	AST STEP INCREASES	HR/FINANCE		\$4,383	ESTIMATED STEP INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	
12c	AST STEP INCREASES	HR/FINANCE		\$11,405	ESTIMATED STEP INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	
13a	AST SALARY INCREASES	HR/FINANCE		\$238,306	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
13b	AST SALARY INCREASES	HR/FINANCE		\$14,173	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.90%
13c	AST SALARY INCREASES	HR/FINANCE		\$8,891	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%
14	CARPENTER/PAINTER SALARY INCREASES	HR/FINANCE		\$12,745	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	ALL FUNDS	YES-DIST LOCAL	1.90%
15a	ESP SALARY INCREASES	HR/FINANCE		\$92,521	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
15b	ESP SALARY INCREASES	HR/FINANCE		\$987	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.90%
15c	ESP SALARY INCREASES	HR/FINANCE		\$21,237	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%
16a	INTERP SALARY INCREASES	HR/FINANCE		\$7,111	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
16b	INTERP SALARY INCREASES	HR/FINANCE		\$739	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%
17a	TEACHER SALARY INCREASES	HR/FINANCE		\$2,079,037	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
17b	TEACHER SALARY INCREASES	HR/FINANCE		\$152,171	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.90%
17c	TEACHER SALARY INCREASES	HR/FINANCE		\$70,606	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
SCHOOL BOARD MEETING
7/22/14

INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
18a	MISC SALARY INCREASES	HR/FINANCE		\$37,581	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
18b	MISC SALARY INCREASES	HR/FINANCE		\$13,735	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.90%
18c	MISC SALARY INCREASES	HR/FINANCE		\$14,635	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%
19a	SEC SALARY INCREASES	HR/FINANCE		\$96,470	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
19b	SEC SALARY INCREASES	HR/FINANCE		\$1,799	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-CHARTER	1.90%
19c	SEC SALARY INCREASES	HR/FINANCE		\$3,413	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%
20a	SERVICE SALARY INCREASES	HR/FINANCE		\$169,244	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,27	YES-DIST LOCAL	1.90%
20b	SERVICE SALARY INCREASES	HR/FINANCE		\$1,261	ESTIMATED CPI INCREASE (PLUS 20% BENES ASSOCIATED WITH SALARY)	FUND 10,25,27	YES-GRANT	1.90%
21a	HEALTH INSURANCE INCREASES	HR/FINANCE		\$2,860,724	EST WEA HEALTH PREMIUM INC	FUND 10,27	YES-DIST LOCAL	9%
21b	HEALTH INSURANCE INCREASES	HR/FINANCE		\$179,011	EST WEA HEALTH PREMIUM INC	FUND 10,27	YES-CHARTER	9%
21c	HEALTH INSURANCE INCREASES	HR/FINANCE		\$156,696	EST WEA HEALTH PREMIUM INC	FUND 10,27	YES-GRANT	9%
22a	DENTAL INSURANCE INCREASES	HR/FINANCE		\$88,214	EST DENTAL PREMIUM INC	FUND 10,27	YES-DIST LOCAL	4%
22b	DENTAL INSURANCE INCREASES	HR/FINANCE		\$5,700	EST DENTAL PREMIUM INC	FUND 10,27	YES-CHARTER	4%
22c	DENTAL INSURANCE INCREASES	HR/FINANCE		\$4,705	EST DENTAL PREMIUM INC	FUND 10,27	YES-GRANT	4%
23	LONG TERM CARE INCREASES			\$180,000	EST LTC PREMIUM INC	FUND 10,27	YES-DIST LOCAL	10%
24	KTEC EXPANSION ENROLLMENT SHIFT			\$1,944,960	CHARTER SCHOOL EXPANSION WILL COME AT A COST TO BOUNDARY SCHOOLS BECAUSE OF THE CHARTER FUNDING MODEL AND IMBALANCED COST SHIFTING (IMPACT WILL BE DETERMINED WITH STAFFING)	FUND 10	YES-DIST LOCAL	SHIFT 240 STUDENT FTE TO CHARTER (KTEC EXPANSION) COST OF INCREASED 3RD FRIDAY COUNT * 80% OF PER PUPIL REVENUE

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
SCHOOL BOARD MEETING
7/22/14

INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
25	WEB FILTERING	I/S	KRIS KECKLER	\$76,800	NEW 5 YEAR AGREEMENT WITH LIGHTSPEED (\$384,000 TOTAL)	FUND 10	YES-DIST LOCAL	REQUIRED TO COMPLY WITH CHILDREN'S INTERNET PROTECTION ACT (CIPA)
26	DISASTER RECOVERY	I/S	KRIS KECKLER	\$100,000	NEW 3 YEAR AGREEMENT WITH ALLIANCE TECH (YR1 \$100K INCLUDES HARDWARE, YR2/3 \$15K MAINTENANCE EACH YR	FUND 10	YES-DIST LOCAL	APPROVED 3/29/14
27	TECHNOLOGY SUPPORT TECHNICIANS	I/S	KRIS KECKLER	\$140,317	REALIGN TST ALLOCATIONS, EXPANDING THE DISTRICT ALLOCATION BY 2.0 FTE	FUND 10	YES-CHARTER	COST NEUTRAL TO DISTRICT BUDGET AS CHARTERS WILL ABSORB ADDITIONAL EXPENSES
28	SPED ESPS	SPED	SUE VALERI	\$206,341	5.0 FTE	FUND 27	HOLD	
29	PSYCHOLOGIST	SPED	SUE VALERI	\$73,350	1.0 FTE	FUND 27	YES-DIST LOCAL	
30	SOCIAL WORKER	SPED	SUE VALERI	\$21,133	.5 FTE	FUND 27	HOLD	RELIEVE WASHINGTON MS FROM HAVING TO USE TITLE I FOR THIS POSITION
31	PROGRAM SUPPORT TEACHER	SPED	SUE VALERI	\$150,400	1.5 FTE	FUND 27	YES-GRANT	
32	SPED TEACHERS	SPED	SUE VALERI	\$343,300	5.0 FTE	FUND 27	YES-DIST LOCAL	LOWER CASE LOADS (POSSIBLY ADDED EC POSITIONS)
33	SPEECH THERAPIST	SPED	SUE VALERI	\$146,700	2.0 FTE	FUND 27	YES-DIST LOCAL	LOWER CASE LOADS (CURRENTLY 50+)
34	HISPANIC AND LATINO STUDENT, FAMILY, AND COMMUNITY LIAISON	SUP	DR. MANGI	\$125,000	1.0 FTE	FUND 10	YES-DIST LOCAL	ADD NEW 1.0 FTE ADMIN POSITION
35	PERSONALIZED LEARNING CONTRACT	ELEM LEADERSHIP	DR. WILLIAMS	\$75,000	CONTINUE CONTRACT WITH CESA#1 TO IMPLEMENT PERSONALIZED LEARNING	FUND 10	YES-GRANT	SITES INCLUDE NASH, SOUTHPORT, STOCKER, AND PRAIRIE LANE (NEW)
36	FINE ARTS FUNDING	T&L	SCOTT PLANK	\$30,000	PROVIDE TREMPER AND INDIAN TRAIL FUNDING FOR THEATRE PROGRAMS	FUND 10	YES-DIST LOCAL	ADD TO OPERATIONAL BUDGETS SIMILAR TO BRADFORD
37	COORDINATOR OF SYSTEM WIDE CURRICULUM AUDIT	T&L	DR. SUE	\$12,000	1.0 FTE	FUND 10	HOLD	COST OF CONVERTING PREVIOUSLY APPROVED VACANT INSTR COACH POSITION INTO NEW COORDINATOR POSITION
38	PHOENIX PROJECT OPERATING BUDGET	SECONDARY LEADERSHIP	DR. ORMSETH	\$10,700	CREATE AN OPERATING BUDGET TO SUPPORT THE PHOENIX PROJECT (COMPASS LEARNING)	FUND 10	YES-DIST LOCAL	CURRENTLY ONLY FUNDED THROUGH MINIMAL TITLE I-D GRANT
39	STAFFING ADDITIONS	HR	SHERONDA GLASS	\$756,000	8.4 FTE	FUND 10	HOLD-COVERED BY VACANT POSITIONS	VARIOUS STAFFING NEEDS (SEE ATTACHED) THESE ARE APPROVED, HOWEVER HR IS NOT REQUESTING NEW AUTHORIZED FTE BECAUSE THEY WILL BE REASSIGNING VACANT FY14 POSITIONS
EXPENSE ADDITIONS (DISTRICT LOCAL)				\$8,893,958				

NET REVENUES OVER EXPENSES (DISTRICT LOCAL)-ADMIN RECOMMENDATION	\$203,905
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	Already Approved
	Priority Item Pending Decision
	Estimated Variable Subject to Change

KENOSHA UNIFIED SCHOOL DISTRICT
FY15 PRELIMINARY BUDGET ASSUMPTIONS
SCHOOL BOARD MEETING
7/22/14

INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
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WISH LIST ITEMS								
LC INDEX	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
40	CTE COORDINATOR	T&L	DR. SUE/MARK HINTERBERG	\$63,700	.5 FTE	FUND 10	HOLD	ADD ADDITIONAL .5 FTE TO CREATE FULL TIME POSITION
41	LIBRARY MEDIA TEACHERS	ELEM LEADERSHIP	DR. WILLIAMS	\$370,000	4.0 FTE	FUND 10	HOLD	ADD .5 FTE TO GRANT, JEFFERSON, HARVEY, JEFFERY, MCKINLEY, SOUTHPORT, AND WILSON
42	MEASURES OF ACADEMIC PROGRESS (MAP)	ELEM LEADERSHIP	DR. WILLIAMS	\$36,524	PROVIDE MAP ASSESSMENT TO 1,586 KINDERGARTEN STUDENTS AND 1,590 1ST GRADE STUDENTS FOR 2014-15 SY	FUND 10	HOLD	READING AND MATH ASSESSMENT TOOL
43	CENTRAL ENROLLMENT SECRETARY	I/S	KRIS KECKLER	\$66,000	1.0 FTE	FUND 10	HOLD	HIRE 1.0 FTE SECRETARY II (12 MONTH) TO SHIFT ENROLLMENT TASKS TO A CENTRALIZED LOCATION
44	MYON READER RENEWAL	ELEM LEADERSHIP	DR. WILLIAMS	\$126,740	PROVIDE MYON READER ACCESS TO ALL ELEMENTARY SCHOOLS	FUND 10	HOLD	2 YEAR RENEWAL = \$253,480 ; 1 YEAR RENEWAL = \$143,638 (\$16,898 DIFF OF 11.76%)
45	BRADFORD MANUFACTURING LAB	CTE DEPT / BRADFORD HS	MARSHA NELSON, MARK HINTERBERG, DR. SINCLAIR, DR. ORMSETH	\$149,683	RENOVATE BRADFORD HS TECH ED CLASSROOM WITH PAXTON PATTERSON MACHINERY AND ACCESSORIES (WELDING, MILLING, GRINDING, LATHING, AND CNC MACHINES)	FUND 10	HOLD	TOTAL PROJECT COST IS \$277,628 (\$127,945 BUDGETED IN FEDERAL CARL PERKINS GRANT, REQUEST FOR DISTRICT TO FUND THE REST)
46	TALENT DEVELOPMENT ITINERANT TEACHERS	T&L	DAVID TUTTLE	\$486,036	4.0 FTE	FUND 10	HOLD	REINSTATE POSITIONS THAT WERE INTRODUCED IN 2010-11 TO REPLACE THE 4 MAGNET ENRICHMENT PROGRAM POSITIONS FROM HARVEY THAT HAVE SINCE BEEN ELMINATED DUE TO BUDGET CONSTRAINTS
47	ADDITIONAL SECONDARY STAFF REQUESTED	HR/SECONDARY SCHOOL LEADERSHIP	DR. ORMSETH	\$2,842,200	35.33 FTE	FUND 10	HOLD	(27.83 TEACHER, 7.5 ESP) THESE ARE ADDITIONAL POSITIONS REQUESTED BY PRINCIPALS
48	ADDITIONAL ELEMENTARY STAFF REQUESTED	HR/ELEMENTARY SCHOOL LEADERSHIP	DR. WILLIAMS	\$970,000	11.0 FTE	FUND 10	HOLD	(10.0 TEACHER, 1.0 MISC) THESE ARE ADDITIONAL POSITIONS REQUESTED BY PRINCIPALS
APPROVED WISH LIST ITEMS (DISTRICT LOCAL)				\$0				

NET REVENUES OVER EXPENSES (DISTRICT LOCAL)-INCLUDING WISH LIST ITEMS	\$203,905
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Kenosha Unified School District
Kenosha, Wisconsin

July 22, 2014

Adoption of Employee Handbook

Effective July 1, 2013, the collective bargaining agreements between Kenosha Unified School District and the Kenosha Education Association (Teachers, Educational Support Professionals, Interpreters, Carpenters and Painters and Substitute Teachers) and Local 2382 (Secretary Union) expired. Therefore, with the implementation of Act 10, which prohibits unions and employers from bargaining over conditions of employment other than base wages, the Administration is recommending the adoption of a district-wide employee handbook.

It should be noted that the collective bargaining agreement between Kenosha Unified School District and SEIU expired on June 30, 2012.

At its July 8, 2014 Special Meeting the school board reviewed the proposed employee handbook and offered suggested modifications.

Recommendation:

It is the recommendation of the Administration that the Board of Education adopt a district-wide employee handbook as amended.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Sheronda Glass
Executive Director of Business Services

Judy Rogers
Human Resources Coordinator

Rade Dimitrijevic
Human Resources Coordinator



EMPLOYEE HANDBOOK

Effective July 1, 2014

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INTRODUCTION

This Employee Handbook is provided as a reference document for the District. The contents of the Handbook are presented as a matter of information only. While it is intended to provide employees with information about the District, it should not be considered all-inclusive. It is important that each employee is aware of the policies and procedures related to his/her position.

Unless expressly stated, the Handbook is not intended to disturb or supplant the existing administrative rules of the District, nor to replace or supersede Board Policy or Administrative Regulation. The Handbook replaces any and all expired written agreements that were collectively bargained and is subject to any future collectively bargained agreements related to base wages in accordance with state law. It has been prepared to acquaint all employees with these policies, procedures, rules and regulations, and to provide for the orderly and efficient operation of the School District. It is your responsibility to read and become familiar with this information and to follow the policies, procedures, rules, and regulations contained herein. Most of your questions should be answered in this Handbook. However, if you have questions regarding the Handbook, or matters which are not covered, please direct them to your immediate supervisor or Human Resources. For complete information on these policies, please contact the Office of Human Resources.

Common Terms and Definitions

- School Leadership refers to principals and/or assistant principals.
- District refers to Kenosha Unified School District.
- Supervisor refers to immediate reporting structure for an employee.
- At Will: This refers to an employment arrangement in which the employee may quit at any time, and the employer may fire the employee for any reason that is not illegal.
- Arbitrary: The District cannot terminate an employee unless the decision is supported by the necessary facts.
- Capricious: The decision to terminate an employee cannot be without thought or rationale.

Other Definitions:

Benefit Eligible: "Benefit Eligible" is defined for benefit purposes as follows:

- Teacher: 50% or more (0.50 FTE)
- Educational Assistant: 50% or more per week
- Interpreters: 50% or more per week
- Secretary/Clerk: 50% or more per week
- Service Employee: 50% or more per week
- Carpenter/Painter: 50% or more per week
- Non-Represented (Misc): 50% or more per week

Exempt Employment: "Exempt Employment" is defined as an employee who is exempt from the provisions of the Fair Labor Standards Act (FLSA) requirements for overtime compensation. Generally, certified staff (teachers) and administrators are exempt under FLSA regulations.

FTE: "FTE" is defined as a person's full-time equivalent status.

Non-Exempt: "Non-Exempt" is defined as an employee who is assigned an hourly wage and may be eligible for additional compensation in accordance with the Fair Labor Standards Act (FLSA).

Part-time Worker: "Part-time Worker is defined as an employee who works greater than 880 hours and is eligible for WRS and life insurance.

Part-time Temporary/Seasonal Worker: "Part-time Temporary/Seasonal Worker is defined as an employee who works less than 880 hours. This employee is exempt from benefits.

Comment [A1]: Delete

Disclaimer Statement

This Employee Handbook has been prepared for informational purposes only. None of the statements, policies, procedures, rules, or regulations contained herein constitutes a guarantee of employment, a guarantee of any other right or benefits, or a contract of employment, expressed or implied.

The provisions set forth in this Handbook may be altered, modified, changed, or eliminated at any time by the District with or without notice. This Employee Handbook supersedes any and all previous handbooks, statements, policies, procedures, rules, or regulations given to employees, whether oral or written.

The Superintendent is ultimately responsible for the management and interpretation of this Handbook.

SECTION 1: EMPLOYMENT

Equal Opportunity Employer

The District is an equal opportunity employer. Personnel administration in the District shall be conducted so as not to discriminate on the basis of age, race, creed, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, seniority, transfer, promotion, lay-off, recall or termination. Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Any employee who believes he/she has been discriminated against in violation of this policy may file a complaint. Responsibility for overseeing the District's equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Director of Human Resources.

All employees will receive information and training regarding rights and responsibilities regarding discrimination considerations as they relate to employment.

Reference: Board Policy/Rule 4110

Anti-Harassment

The Kenosha Unified School District No. 1 seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the District's high ideals. Harassment is a form of misconduct that undermines the integrity of the District's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District. Intimidation and harassment can arise from a broad range of physical or verbal behaviors (by employees or by non-employees, such as outside contractors or members of the community), which can include, but is not limited to, the following:

- Physical or mental abuse;
- Racial, ethnic or religious insults or slurs;

- Unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises or preferential treatment or threats concerning an individual's employment or academic status;
- Sexual comments, jokes or display of sexually offensive materials;
- Sex-orientated name calling or bullying;
- Inappropriate staring at another individual or touching of his/her clothing, hair or body
- Asking personal questions about another individual's sex life; and
- Asking out an employee who has stated that he/she is not interested.

These activities are offensive and inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the District, but also for each individual in the District. It is the responsibility of administration and all employees to ensure that these prohibited activities do not occur. Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge.

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Director of Human Resources or, in the alternative, the Superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

Reference: Board Policy 4111

Technology Acceptable Use

The District provides electronic communication resources to enhance productivity and enable users to achieve an efficient, high quality educational environment. Electronic communication refers to all aspects of voice, video and data communications including, but not limited to voice mail, e-mail, fax, Internet, etc.

The District's technology resources are District assets. As outlined in Board policy, personal technology may be used to connect to the District infrastructure; however, while the District respects the privacy and security needs of all individuals, authorized District representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using District or personal technology resources including the use of personal email accounts at any time, with or without notice. Use of such resources constitutes consent to monitoring and/or access.

Failure to comply with the terms of this policy and its implementing rules may result in disciplinary action being taken against the user. Such action shall be in accordance with Board policy regarding employee discipline.

Reference: Board Policy 3535

Use of Telephones/Mobile Phones/Pagers

The District provides mobile telephones to some employees for the purpose of conducting District business. The use of District owned mobile equipment to make or receive personal calls is discouraged, although it is understood that usage for personal reasons may be necessary in some situations. Employees must realize that although personal calls made within the local calling region and under the usage limits provided by the employee's plan do not result in additional charges, they do count toward the overall time limits established under District mobile phone plans. Any overage, long distance, roaming or other charges realized by the employee for personal calls shall be the responsibility of the employee.

In addition, employees are prohibited from using personal cell phones and pagers during work hours unless pre-approved by management. Employees are allowed to make personal calls on their personal cell phones in designated break areas during regular break periods.

Employees may-not use District owned mobile phones while driving any District owned or personal vehicle at any time, unless a hands-free device is employed. Nor may employees use personally owned mobile phones while driving a District vehicle, or while driving a personal vehicle in the performance of District business, unless a hands-free device is employed. In addition, texting or e-mailing while driving a District vehicle or while driving a personal vehicle while on District business is prohibited.

In all cases employees must adhere to all federal, state or local rules and regulations regarding the use of hand held communication devices while driving. In the case of a specific personal situation that requires an employee to be available via phone or pager for **extraordinary** family needs, arrangements must be made in advance with the Supervisor.

If an emergency call is received for an employee, the employee will be notified by a supervisor.

Reference: Board Policy 3535

Use of Cameras, Video and Audio Recording Devices

Cameras, video and audio recording devices are prohibited on District premises without prior consent of a supervisor.

The District recognizes that some hand held communication devices, including cell phones, have the capability to take photographs and record. Employees are prohibited from taking photographs, videotaping or audio recording anywhere on District grounds by any means without authorization.

Online Forum

Online forums, including social networking websites (such as MySpace, Facebook, Twitter, LinkedIn, etc.), personal websites, online discussion/chat rooms, and weblogs, have become popular tools for communication among students, staff and parents. While the use of these online forums has many advantages, such use can also create potential liability for the District. As a result, the District has developed certain rules regarding employee use of online forums, as such pertains to the school community, in order to protect the interests of the students, the parents, the District and its personnel. The following policy should be adhered to when posting on or communicating via any online forum:

1. Employees should have no expectation of privacy when using online forums. Information posted on or exchanged through online forums may be accessed by parents, students, co-workers, and members of the public. Therefore, when communicating with students or parents, District employees should remember that their conduct represents the District, and any information posted or exchanged should always be in the interest of serving the District's students.
2. Employees using online forums shall not represent, either expressly or impliedly, that they are speaking/writing/acting on behalf of the District. When identifying themselves as District employees on an online forum, employees should post a disclaimer that their views are their own, and not those of the District.
3. District employees may not use online forums to harass, threaten, libel, malign, defame, disparage or discriminate against members of the school community, including, but not limited to, students, parents and/or guardians, co-workers or the administration. Employees may not write about, post pictures of, or otherwise refer to any student, parent/or guardians, co-workers or administrator without their permission.
4. Any inappropriate contact with students via online forums, including personal communications unrelated to a student's education or other District business, is prohibited.
5. Electronic communications and social networking activities for work-related purposes, regardless from where they are sent, must maintain and reflect the District's standards for professionalism, including proper tone and subject matter. Thus, for example, profanity and vulgar or demeaning jokes are inappropriate. Employees should also avoid discussions of conduct that is prohibited by District policies, such as alcohol and drug use on school property.
6. Employees must comply with all District policies covering confidential information. Employees may not post confidential or otherwise legally protected information or materials on any online forum. Employees are prohibited from posting photographs of students, staff or parents taken at District premises or events, without explicit permission.

7. Nothing in this policy shall restrict District employees from engaging in any concerted or other activity protected by law.
8. Employees determined to have violated this policy may be subject to discipline up to and including discharge.

Reference: Board Policy 4226

Confidentiality

Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the District.

Violation of this policy will result in progressive discipline, up to and including termination.

Reference: Board Policy 4224

Conflict of Interest

In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of an employee of the District or a member of the Board of Education shall be appointed to and/or assigned to a position having conflicting interests with a position held by a close relative. Close relative is defined as spouse, mother, father, brother, sister, son, daughter, aunt, uncle, niece or nephew, mother-in-law, father-in-law, -sister-in-law, brother-in-law, daughter-in-law, son-in-law.

Comment [A2]: Not spouse?

Positions of conflicting interest are defined as follows: any supervisory position having immediate or partial supervisory responsibilities over an individual other than an occasional basis.

~~In addition, employment of the following relative of the members of the School Board is not to be considered: (1) father and father-in-law, (2) mother and mother-in-law, (3) brother and brother-in-law, (4) sister and sister-in-law, (5) son and son-in-law, (6) daughter and daughter-in-law, and (7) spouse.~~

Comment [A3]: Not spouse?

In addition to any statutory requirements regarding conflicts of interests of Board members, no Board member shall participate in a decision regarding the employment or discipline of a close relative.

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Reference: Board Policy/Rule 4331

Termination of Employment

An employee may be non-renewed or terminated for any reason that is not arbitrary or capricious. An employee will be given due process as required by law.

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Employee Resignation/Retirement

Employee resignation/retirements shall be made in writing to the Office of Human Resources and shall be in accordance with any employment agreements. Resignations shall contain a specified effective date and should include a reason for separation/termination.

Resignations that are not in accordance with District policy may be accepted for administrative purposes only.

Teachers, under contract, are required to provide, in writing, his or her desire to resign at least a sixty (60) days prior to effective date. Failure to provide such notice will result in a penalty of \$1,500.00. Additionally, a teacher wishing to retire must make his/her wishes known no later than November 15 during the first semester and March 15 during the second semester. Consideration may be given for extenuating circumstances.

Comment [A4]: Delete extra space

Reference: Board Policy 4361/Employment Agreement

School Year/Hours of the Day/Workday

The current school year calendar can be found on the District's website at www.kusd.edu.

Work schedules for employees vary throughout the school District. Supervisors will advise employees of their individual work schedules. Staff needs and operational demands may necessitate variation in starting and ending times as well as variations in the total hours that may be scheduled each day and week.

All staff is responsible for the completion of their duties as set forth in the job description and those other duties specific to each position.

Lunch Periods

Hourly employees working six (6) hours or more per day shall receive a thirty minute lunch period. Lunch will be scheduled with a Supervisor to best meet the scheduling needs of the building or department. An employee must receive permission to work during their scheduled lunch period and must report any time worked.

Emergency Closings

In the event the District is closed or an individual building(s) is closed, full or partial day closures may be made up at the discretion of the District. The District shall, at a minimum make up all days/hours necessary to guarantee the receipt of state aids and/or necessary to meet the minimum annual school year requirements (days and hours) of the State of Wisconsin.

Inclement Weather

The Superintendent of Schools/designee is the only person authorized to determine whether schools shall be closed in inclement weather. There are three procedures to look/listen for. Unless notified otherwise, Procedure 1 is in effect.

Procedure 1:

All schools in KUSD will be open today. Students and personnel are expected to attend.

Procedure 2:

All schools in KUSD will open two hours late, and buses that transport students will be running approximately two hours late. There will be no AM or PM Early Childhood, Speech Impact or Four-Year-Old Kindergarten classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

Procedure 3:

All schools in KUSD will be closed and no students are expected to report. The Senior Citizen Center will be closed. KUSD Employees required to report to work are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative and supervisory staff. Those who have the option to use a vacation day, a personal day or take a deduct are: secretaries, and technical employees. Two snow days are built into the academic calendar for: teachers, education support professionals and miscellaneous.

Reference: Board Policy 3643/Administrative Regulation 3643

Job Posting Process

The Job Posting Process is designed to provide greater career growth opportunity to qualified employees. When the District determines to post a position internally, job vacancies will be posted on the District website for a period of five working days. Employees may submit an application for a posted job whether it's an upgrade, downgrade, or lateral move. Nothing in this policy restricts the District from filling any posted position with an external candidate.

If the District selects an internal candidate for the posted position, the employee selected will be transferred to the new position within four (4) weeks of notification, consistent with business needs.

Employment ID

Each employee is given an ID badge at the time of hire. The ID is provided for security purposes. The first badge is issued at no cost to the employee. Employees are expected to:

- Wear their badge every day.
- Be responsible for the badge.
- Ensure the badge is visible at any time when on District property.
- Notify a supervisor before shift start of a forgotten badge.
- Notify the Office of Human Resources of a lost badge.

Facility Visitors

The District welcomes visitors to the District facilities. To ensure the safety and well being of visitors, all visitors must comply with the following procedure:

1. All visitors must enter through the front lobby area.
2. Visitors must sign the visitor register upon entering and exiting the facility to ensure that everyone is accounted for in the event of an emergency.
3. All visitors must wear required identification.
4. All visitors must comply with building procedures to ensure the safety of the students and staff.

SECTION 2: EMPLOYMENT RECORDS

Personnel Data Changes

The District maintains personnel records and files for each employee. Maintaining these files with up to date information is very important as it provides the district with contact information in case of emergency, address mailings, data for payroll purposes, and information required for reporting purposes and benefit programs.

All employees must notify the Office of Human Resources within five (5) days of any changes in:

1. Address
2. Marital status/name change
3. Party to be notified in case of emergency
4. Phone number
5. Dependent(s)

Access to Personnel File

It is the District's policy to protect the privacy of each employee and therefore the District is committed to the confidential handling of every employee's personnel information.

Records of all personnel shall be considered confidential to the extent required by law and shall be kept in the Office of Human Resources. Records shall be maintained in accordance with all applicable federal and state laws and regulations and retained in accordance with the District's record retention schedule.

Employee information may be made available to anyone to the extent authorized by law. Any employee wishing to review his or her file may do so by providing a written request to the Office of Human Resources. Files will be made available within two (2) working days of written request. Please see policy and rule 4260 for additional information.

Guidelines:

1. Personnel records may be examined in the presence of the Human Resources designee and ordinarily by appointment.
2. Materials shall not be removed from the personnel files without permission of the Human Resources designee.
3. The Office of Human Resources may duplicate post-employment file materials for the employee and the individual employee will pay the cost.
4. Transcripts and licenses may, if requested, be returned to the individual upon termination of employment provided a receipt is signed.

5. Pre-employment references, credentials and evaluations are not available to employees. Confidential pre-employment credentials shall be sent to the supply agency only.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to any to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, assignment, the dates of employment and compensation.
8. An active employee may respond to any material in his/her personnel file. Such response will be included in the appropriate file.
9. An administrator who places any material in his/her building file will verify, upon request, the source of such material where it is not readily apparent and identify the source.
10. Any written complaint about an employee, or written material that the employee's principal or other supervisor deems derogatory, will be called to the employee's attention within 48 hours. The employee may respond; his/her response will be reviewed by the administrator, attached to the complaint or written material and included in the employee's personnel file.
- 8.11. In instances where parent have oral complaints about an employee, the affected employee will be notified in all instances where the parents' concerns/complaints are addressed by an administrator in writing, the employee will be given a meaningful opportunity to provide input for the response.

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Access to Building File

It is the District's policy to protect the privacy of each employee and therefore the District is committed to the confidential handling of every employee's personnel information at the building level. Records will be maintained in a confidential file and the following guidelines will apply:

- ~~1. An employee may respond to any material in his/her building file. Such response will be included in the appropriate building file.~~
- ~~2. An administrator who places any material in his/her building file will verify, upon request, the source of such material where it is not readily apparent and identify the source.~~
- ~~3. Any written complaint about an employee, or written material that the employee's principal or other supervisor deems derogatory, will be called to the employee's attention within 48 hours. The employee may respond; his/her response will be reviewed by the administrator, attached to the complaint or written material and included in the employee's personnel file.~~
- ~~4. In instances where parent have oral complaints about an employee, the affected employee will be notified in all instances where the parents' concerns/complaints are addressed by an administrator in writing, the~~

~~employee will be given a meaningful opportunity to provide input for the response.~~

~~5. When the employee-employer relations ends, the building file will be forwarded to the Human Resources Office for confidential shredding.~~

Reference: Board Policy/Rule 4260

Employee Evaluations

Personnel shall be evaluated periodically and the Superintendent of Schools or designee shall make recommendations for further employment. Employee evaluations shall be conducted in accordance with applicable state laws, and established District procedures.

The Office of Human Resources shall establish the evaluation period for all employees including any necessary evaluation schedule, forms, processes and filing.

Reference: Board Policy 4380

SECTION 3: EMPLOYEE DISTRICT BENEFITS AND GENERAL LEAVES

Long Term Leave of Absence without Pay

A leave of absence may be granted in extreme situations at the discretion of the District. Employees must notify their Supervisor and the Office of Human Resources of the need for a leave at the earliest possible time; normally no less than 30-~~days-noticedays~~^{notice} is required, where practical. Notification should include the reason for the request. Human Resources and the supervisor will work together to approve or deny the request. The length of service will be maintained but does not accrue and the employee will be required to post for an open position when ready to return unless such posting is prohibited by law. An employee returning from a leave of absence will be placed on the salary schedule at the step/level for which the employee qualifies or at the pay rate which is commensurate with his/her new assignment, whichever is applicable. Additionally, a leave of absence may be granted for the following reasons at the discretion of the District:

- Education: an employee may be granted up to one (1) year leave for educational purposes.
- Childrearing: an employee may be granted up to one (1) year leave of absence for birth or adoption of a child.

Maternity Leave

Employees will be allowed up to 12 weeks of unpaid leave during a calendar year as a result of a birth or placement of a child for adoption or foster. This leave will run concurrently with any other leave which is available to the employee under other District leave and absence policies, provisions of employee agreements, or state and federal family and medical leave laws. All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines will not be used against an employee in any employment decision, including in the determination of raises or discipline.

Reference: Board Policy 4323.1/Rule 4323.1

Medical Leave

An employee who is unable to perform the regular duties of his/her position due to medical reasons will be placed on an unpaid medical leave of absence. Such leave shall not extend more than 12 months. In order to receive an unpaid medical leave of absence, the employee will be required to provide the District with medical support. During the medical leave, the employee will receive no compensation from the District. The District reserves the right to determine if the position is vacant and will be permanently filled. When the employee is able to return, the District may assign the employee to a vacant position for which he/she is qualified, or the employee may post for an open position through the normal posting process. Participation in the District's insurance coverage will be available as outlined in the **Summary Plan Description**. Additional medical leave will not be granted unless the employee has returned to normal work duties for a minimum of six (6) months.

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Family and Medical Leave Notice of Rights

The following information concerns your rights and obligations under the family and medical leave law and will explain the consequences of your failure to meet these obligations. Please read the information carefully, and if you have any questions, please contact the Office of Human Resources.

1. Leave Entitlement. The actual amount of time you spend on family and/or medical leave will be subtracted from your federal and Wisconsin law leave entitlements. Under federal law, you are entitled to 12 workweeks of unpaid leave for birth, or placement for adoption or foster care; to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or for a serious health condition that makes the employee unable to perform the employee's job or for a military qualifying exigency. FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. Under Wisconsin law, you are entitled to six (6) weeks of leave on a birth or adoption of a child by you, two (2) weeks of leave as a result of your serious health condition and two (2) weeks of leave as a result of your parent, child, domestic partner, or spouse experiencing a serious health condition. If you are eligible for both federal and Wisconsin leave, and/or leave under the policies of the District, your leave rights will run concurrently.

Comment [A5]: The federal FMLA requires that a handbook contain the Notice of FMLA Rights or employer policy statement that informs employees of their rights.

Comment [A6]: Wisconsin FMLA provides leave for both registered and unregistered domestic partners who meet specified criteria.

2. Medical Certification. If your leave is based on your serious health condition or the serious health condition of your child, spouse, domestic partner, or parent, you must provide the District with a medical certification prepared by your health care provider, the Health Care Provider Certification. The Certification must be provided to the District within fifteen (15) days of the request. If you fail to provide a timely Certification, your leave request, or your continuation for leave, may be denied until the required Certification is provided.

3. Additional Certification. If the District has any doubts about the accuracy of your initial medical certification, you must submit to another examination, at the District's expense, by a health care provider selected by the District. If the second opinion differs from the initial certification, a third opinion may be required. The third opinion is final and binding.

4. Re-certification. You must provide the District with re-certifications on a periodic basis that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.

5. Intent to Return to Work. You must provide the District with a periodic report on your status and intent to return to work.

6. Fitness for Duty Certification. If you are on medical leave because of your own serious health condition, you must provide the District with a Fitness for Duty Certification signed by your health care provider, before

you can return to work. If you fail to provide the District with a Fitness for Duty Certification, your reinstatement will be denied until certification is provided.

7. Substitution. You may have the option of substituting certain types of paid leave for unpaid family and/or medical leave or you may be required to substitute such paid leave pursuant to the District's FMLA Policy. When paid leave is substituted for your unpaid leave, the paid leave will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

8. Maintenance of Health Insurance Coverage. In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the District requires the substitution of paid leave, your share of premiums, if any, will be paid through the District's normal payroll deduction method. Otherwise, the District will designate a method for collecting premiums when your leave is unpaid.

9. Employment Protection. Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position is no longer available, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment unless your employment would otherwise have ceased. You will have no greater right to employment at the end of your leave than you would have had with the District if you had not taken leave.

In the case of instructional employees, your reemployment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please see the Personnel Office for additional information on your reinstatement rights.

10. Recovery of Premiums. If you fail to return to work after your family or medical leave, you will be liable to the District for any health coverage premiums paid on your behalf during your leave.

Reference: Board Policy 4323.1

Sick Leave

Sickness is defined as personal illness, disability, or emotional upset caused by serious accident or illness in the immediate family.

For purposes of sick leave, immediate family is defined to include only spouse, brother(s), sister(s), children, parent(s), parent(s)-in-law, registered domestic partner and other family members living in the household. Sick leave may be used for other individuals only with the prior approval of the Superintendent or his or her designee.

Comment [A7]: Is this intended to mirror the FMLA?

Sick leave will be taken in half (½) day or full day increments. After three (3) consecutive days, the employee must provide an excuse from the physician who treated them when returning to work. The Supervisor may request a medical excuse or other documentation regarding the use of sick leave at any time.

Employees that work ten (10) months will receive ten (10) days per year and those that work twelve (12) months will receive twelve (12) days per year up to a maximum of ninety (90) days. Any benefit-eligible employee regularly scheduled to work less than full time will be eligible for sick leave on a pro-rated basis. Part-time and temporary employees will not accrue sick time.

Sick leave may not be used prior to accrual. The District may require employees to provide a note from the doctor verifying that an absence was caused by a medical situation. The District also may require documentation from the doctor authorizing the employee to return to work. If sick leave is exhausted, employees should refer to this Handbook for any additional unpaid leaves available.

See leave reporting procedures for recording illness.

Reference: Board Policy/Rule 4323.1

Military Leave

Employees who serve in the armed forces will be granted leaves of absence if called to duty, and will be reinstated in accordance with the applicable state and federal laws and regulations.

Funeral Leave

Funeral leave may be utilized up to six days (1-6) for immediate family members (including spouse, mother, father, sister, brother, child, son-in-law, daughter-in-law, father-in-law, mother-in-law, registered domestic partner or any other person whom the employee stands in a mutually acknowledged relation of parent or child) and up to three (1-3) for grandparents, grandchildren, sister-in-law, brother-in-law, aunt, uncle, niece, nephew, stepmother, or stepfather.

Personal Leave

All employees may use two (2) sick days as personal days. These days will be deducted from the employee's accrued sick time.

Workers Compensation

Worker's compensation was established to provide a basic safety net of benefits for employees who are injured on the job. Worker's compensation benefits are paid automatically without regard to how an injury happened or who was at fault. While working for the District, employees are automatically covered by worker's compensation insurance, which is paid by the District. This insurance coverage provides benefits to any employee who meets the following requirements: 1) the injury or illness occurs

while engaged in performing work activities; and 2) the injury or illness arises out of working conditions, not personal medical conditions.

Under the rights and benefits of the Worker's Compensation Act: It is essential that employees report to his/her supervisor promptly any injury, no matter how minor it may appear at the time. Employees who are injured or become ill on the job must immediately report such injury or illness to their Supervisor. Employees are also required to report certain work related injuries to the Care Line. The Care Line (1-855-650-6580) will be utilized on all work-related injuries requiring treatment for: back, neck, knees, shoulders and head. This includes muscle strains, sprains, fractures, contusions and cuts to these body parts. If it is unknown whether or not medical attention is needed, call The Care Line. This is the mandatory procedure for these injuries and they must be reported as soon as possible.

For these and other injuries, follow all procedures currently in place. This ensures that the District can assist in obtaining appropriate medical treatment. Failure to follow this procedure may result in the failure to file the appropriate Worker's Compensation Report in accordance with the law, which may in turn jeopardize the employee's right to benefits in connection with the injury or illness.

Upon return to work following a work-related injury, an employee may be required to provide certification from the employee's treating physician verifying that the employee is able to safely perform the job functions. In the event the employee's treating physician identifies restrictions and/or limitations on the employee's ability to perform the employee's job duties, the District may accommodate the restrictions. In doing so, the District intends to facilitate the employee's recovery and reduce time away from work. If the District makes any restricted work available, this may trigger a cessation or reduction of worker's compensation benefit payments.

Jury Duty

Upon receipt of the notification from the state or federal courts of an obligation to serve on a jury or to act as a court witness, the employee should notify his or her supervisor. The employee is required to provide copies of the subpoena or jury summons to his or her supervisor and Human Resources.

The supervisor will verify the notification and make scheduling adjustments to accommodate the employee's obligation.

Employees appearing as a plaintiff, defendant or for non-subpoenaed court appearance will not receive paid time off. Vacation or unpaid time should be used for these instances.

Employee Assistance Program

The District recognizes that a wide range of problems not directly associated with job functions can have an effect on job performance. Employee problems can stem from emotional disorders, alcohol or other drug dependency, family or marital problems,

financial problems or societal pressures and changes. The District is concerned with job performance, including attendance, conduct and activity during employment hours.

It is recognized that many personal problems can be successfully treated or resolved if assistance is offered at an early stage and referral is made to an appropriate form of assistance.

The District will offer an Employee Assistance Program (EAP), which will serve as a practical and constructive mechanism for dealing with employees' personal problems, which may affect the work situation, or as an aid to those employees and their family members who voluntarily wish to use the program as a means of resolving personal problems.

The purpose of the Employee Assistance Program (EAP) is to improve the quality of human life. It has the potential to help marriages, families, and possibly even save lives. Other benefits include: increased productivity, improved work quality, decreased turnover, more favorable public opinion, greater employee identification with the District, improved morale and cost savings to the District.

The program will operate within the following guidelines:

1. The decision to request or accept assistance through the EAP is the voluntary and personal choice of the individual employee.
2. Voluntary self-referred employees or family members seeking assistance will be able to do so with anonymity and confidentiality.
3. Job security will not be jeopardized by a request or acceptance of help through the EAP.
4. Referrals to the EAP agency can be by self-referral, family referral, and supervisory referral.
5. The EAP will function through a District EAP resource person and contracted community agency that will provide services under the EAP concept. The Superintendent of Schools shall appoint the EAP resource person.
6. The EAP does not alter existing employment agreements, work rules or disciplinary procedures. It serves as a supplementary program to offer appropriate assistance to those who need or desire it.
7. When necessary, sick leave shall be granted for treatment or rehabilitation on the same basis as other health problems. Leave without pay shall also be considered when determined to be necessary.

Reference: Board Policy 4233

Compensation

1. *Base Pay:* KUSD is committed to providing a fair and competitive compensation package that will attract, retain and develop staff.

2. *Job Classifications:* KUSD positions will be assigned to employment classifications based on the education and experience requirements of the positions, and in accordance with state or federal requirements, where applicable. When positions change, they will be re-assessed and may be reclassified, if necessary.

3. *Payroll:* KUSD will pay all employees as follows:

All employees will be paid every two (2) weeks. All paychecks for regular employees are direct deposit. Employees can access their pay records through Employee Online.

It is each employee's responsibility to verify the accuracy of the information in Employee Online. Employees should check for mistakes made in salary and leave balances each time a paycheck is directly deposited. The Kenosha Unified School District takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. In the unlikely event of an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the payroll department in the District Office so that corrections can be made as quickly as possible.

Authorized personnel will review time records each week. Any changes to an employee's time record must be approved by his/her supervisor/principal.

- a. All employees' normal wages are paid through the end of the current pay period. Special wages like overtime and call-in pay will be included in the next pay period.
 - b. All employees will have the ability to view their Pay Advices through Employee Online.
4. *Overtime Pay, Call-In Pay, and Shift Premium:* Overtime/Compensatory Time Off for Hourly Employees: Overtime assignments and weekend duties for hourly employees will be assigned at the discretion of the supervisor and/or district administrator. Hours, shifts and assignments will be determined by the District. Employees will be paid for all hours worked. All over-time must be approved in advance by the immediate supervisor. Employees will be paid overtime as required by the Fair Labor Standards Act. The District may provide mutually agreeable compensatory time off in lieu of overtime pay.
 - a. *Overtime Pay:* Only non-exempt employees will receive compensation at the rate of one and one-half (1 ½) times their regular hourly rate of pay for

all hours worked over forty (40) hours in any given workweek. A supervisor must always approve overtime before it is performed. Only actual hours worked will be used to calculate overtime. Paid time off for vacation, holidays, sick days, leaves of absence, or other reasons will not be considered hours worked. Supervisors will attempt to provide employees with reasonable notice when the need for overtime arises, however, advance notice may not always be possible.

- b. *Call-In Pay:* Only non-exempt employees will receive a minimum of one (1) hour pay per occurrence for each time called into work. If call-in hours result in more than forty (40) hours for the week, the employee will earn overtime pay for time worked over forty (40) hours.
 - c. *Shift Premium:* Only non-exempt employees will receive an hourly shift premium for regularly scheduled hours as determined by the Supervisor.
- 5. *Time and Attendance:* All non-exempt employees are required to keep accurate and complete records of time worked. Non-exempt employees will forward a complete and signed timesheet to their supervisor at the end of each pay period within one (1) working day.
 - 6. *Payroll Deduction:* All required deductions, such as for federal, state, and local taxes, and all authorized voluntary deductions, such as TSA, dues, health insurance and WRS contributions, will be withheld automatically from employee paychecks. Employees are responsible to set up voluntary deductions via Employee Online.
 - 7. *Direct Deposit:* KUSD requires and provides direct deposit into the employee's bank or credit union. All payrolls are processed utilizing direct deposit only.
 - 8. *Garnishments and Wage Assignments:* All official garnishments and wage adjustments will be processed according to the prevailing applicable laws via legal documents provided to the payroll department.
 - 9. *Tax Deferred Investments:* Employees have the opportunity to avail themselves of tax deferred income taxation provisions. Human Resources will maintain a list of tax deferred investment companies available to employees.

Vacation

Administrative, Supervisory, & Technical Employees and Miscellaneous Employees should follow their respective Policies.

Non-Exempt/Hourly (12 Month) (Secretarial, Service)

First Year	2 weeks
Second Year	3 weeks
Third Year	4 weeks

Current 10 month employees who accrue vacation will maintain this benefit during the duration of their employment as a 10 month employee. Once an employee leaves this group via transfer or separation from the District, their grandfather status is gone. New 10-month employees hired on or after July 1, 2014 will not be eligible for a vacation benefit.

Vacation time shall be taken in half day or full day increments. The vacation period and the number of employees on vacation at any given period shall be determined and approved by the employee's immediate supervisor or principal. The District may deny the use of vacation time at times the District determines to be inappropriate. Payment in lieu of vacation time will not be granted.

Employees currently receiving a greater benefit (i.e. greater than 4 weeks) will retain that benefit. All remaining will move to the Handbook vacation schedule January 1, 2015.

Illness on Holiday or During Vacation

Any illness or disability, which occurs after approved vacation has commenced, is considered vacation and shall not be paid as other benefit time. If one of the paid holidays shall fall during an employee's vacation, the paid holiday will be applied in lieu of the paid vacation day.

Holidays

Administrative, Supervisory, & Technical Employees and Miscellaneous Employees should follow their respective Policies.

Non-Exempt 12-Month

The District observes the following paid holidays for non-exempt full time regular (12 month) employees:

- Independence Day
- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Eve
- New Year's Day
- Martin Luther King, Jr. Day
- Good Friday
- Memorial Day

All 12 month employees, both exempt and non-exempt (hourly workers), will receive Winter Break off, as designated by the calendar each year. Supervisors have the option of flexing schedules of those who employees who may have to work due to the needs of the District.

Exempt and Non-Exempt 10-Month

The District observes the following paid holidays for the ten (10) month exempt and non-exempt employees:

- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Day
- New Year's Day
- Martin Luther King, Jr. Day
- Good Friday
- Memorial Day

(Ten month employees are off during spring break and winter break however these are unpaid days except for the holidays mentioned here)

If the holiday falls on a Saturday or Sunday, the District will establish the preceding Friday or the following Monday as the holiday.

Holiday pay will be paid at the employee's regular hourly rate of pay times regularly scheduled hours worked. Part-time and temporary employees are not eligible for holiday pay.

In order to receive holiday pay, an employee must work the day before and after the holiday unless other arrangements are made in advance with the employee's supervisor or the employee is on vacation at the time of the holiday. If an employee does not do so, then the employee will not be paid for the holiday.

Benefits

The District offers a comprehensive benefit package. Details with respect to eligibility, benefits, including employee contributions (premium costs), claims procedures, and limitations can be found on the District website under Staff Information. Benefits may include health, dental, life, vision, disability, flex, and retirement savings.

Retirement in Wisconsin Retirement System

For all eligible staff, the District will pay one-half of the actual rate as determined by the Employee Trust Fund board and the employee will be responsible for the other half.

Employee Property

Employees may be offered lockers or other secured areas on District premises in which to temporarily leave their personal belongings. These lockers are, and remain, District property. The privilege of a locker may be revoked at any time. The locker may be inspected at any time. It is your responsibility to maintain the security of a locker provided for your use.

Employees should not bring valuable personal property or large sums of money to work.

- The District is not responsible for the loss of personal property.

The District provides a parking lot for employees' automobiles. The District does not accept responsibility nor assume liability for any loss, theft, fire or damage whatsoever. For employee protection, each employee must observe all parking rules, drive safely, lock cars, and leave no valuables exposed.

Travel Pay Policy

It is the policy of the District to ensure that employees are properly compensated for all hours worked, including compensable travel time as required by law. Non-exempt employees are entitled to have compensable travel time counted as hours worked so long as the travel occurs during the employees normal work hours.

Written authorization for travel on District business must be obtained prior to travel departure. The written authorization should be included with the expense report for travel expense reimbursement. Although required travel time undertaken at the District's direction is treated as work hours, voluntary travel undertaken at the employees own option for his or her sole convenience is not compensable travel time.

Under ordinary circumstances, it is the policy of the District to reimburse travel expenses on the basis of actual expenses incurred. Persons traveling on District business are entitled to transportation, hotel accommodation, meals, and limited incidentals (for example, taxis and telephone calls) that meet reasonable and adequate standards for convenience, safety, and comfort.

Tuition Reimbursement

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SECTION 4: CONDITIONS OF EMPLOYMENT

Required Medical Documentation- Non Certified Positions

All non-certified employees must adhere to the following conditions of employment:

1. Employee must furnish the District a completed physical examination within thirty (30) days of the start date.
2. Employee must furnish the district with a completed tuberculin skin test prior to employment start date.
3. Employee must agree that the appointment is contingent upon Board of Education approval regardless of whether employee has been placed on the District's payroll.
4. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.

Non-compliance in any of these three areas will result in immediate revocation of the offer and/or termination of employment.

Required Transcripts, Certification and Medical Documentation – Instructional

The following conditions of employment apply for all instructional staff:

1. Official college transcripts should reflect a 2.75 Grade Point Average (GPA) in overall undergraduate coursework OR 3.0 in major or 3.0 in a Master's program (all GPA's based on a 4.0 scale). If the position is at the secondary level, employee should have a major or minor in the subject area(s) being taught.
2. Employee must provide the District with an official transcript(s) denoting graduation, or if a graduating senior, a letter from the Dean or advisor verifying the anticipated graduation date prior to employment with Kenosha Unified School District. If a graduating senior, employee must provide an official transcript denoting graduation within thirty (30) days of graduation.
3. Employee must furnish the District a copy of his/her instructional certification or proof of Wisconsin Department of Public Instruction application (e.g. copy of application and proof of payment) prior to employment with Kenosha Unified School District.
4. Employee must furnish the District a completed physical examination within sixty (60) days of start date.
5. Employee must furnish the District a completed tuberculin skin test prior to employment start date.

6. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

Licensure

Certificated staff is required to maintain proper licensure. Failure to maintain proper licensure, as defined by the Department of Public Instruction, may result in non-renewal of teacher contract. Failure to maintain proper licensure may result in pay reduction until license can be obtained.

Staff Physical Examinations

Upon initial employment, all employees of the District shall have a physical examination including a tuberculin skin test and/or chest x-ray as well as a drug test, in accordance with state law.

Upon initial employment, each employee shall furnish a certification of freedom from tuberculosis. Food service employees shall furnish such certification annually. Food service employees shall have other periodic health exams as required by the District. The District may also require other employee health exams consistent with state and federal laws.

An employee may be exempt from the health examination requirements listed in this policy if an affidavit has been filed with the District claiming such exemption in accordance with state law. No employee shall be discriminated against by reason of his/her filing of an affidavit.

Reference: Board Policy 4231/Rule 4231

Employee Attendance and Punctuality

Regular attendance is an essential job function. In the event of illness or other absences, the employee must notify the automated substitute assignment system and his or her immediate supervisor prior to the employee's work starting time in accordance with District procedures.

An employee who is absent from work without notifying the District as required above will be subject to disciplinary action up to and including discharge.

Guidelines/Procedures:

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than sixty (60) minutes prior to the employee's work starting time.
 - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.

- b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
- c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.

Employees must follow additional department guidelines where appropriate.

2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies and rules.
 - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
 - b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).
3. Department and School Leadership will develop and communicate work schedules to reflect a start and end time.
4. Supervisors are to give special attention to absence patterns such as:
 - a. Absences before or after the weekend;
 - b. Absences the day before and/or the day after a scheduled holiday or day off;
 - c. Calling in sick as rapidly as sick time is accrued; and
 - d. Calling in sick or tardy after the scheduled start time.

Reference: Board Policy 4280

Absence Reporting/Aesop Procedures

All employees are responsible for reporting absences to Aesop (district absence reporting system). Aesop is available 24 hours a day, 7 days a week and can be accessed via Internet and phone.

You can interact with Aesop on the Internet at <http://www.aesopeducation.com>. Here, you will be able to enter absences, check your absence schedule, updated personal information, and exercise other features such as uploading your lesson plans for substitutes to view online. You can also call Aesop toll free at 1-800-942-3767. Simply follow the voice menu to enter and manage absences and access other features. We recommend that you call in to check the computer recording of your name and title. To do this, press Option 4 and follow the prompts.

Your ID and pin numbers for accessing Aesop are as follows:

- ID Number: your ten digit phone number
- Pin Number: an individual number provided to you by the Office of Human Resources.

Reference: Board Policy 4280

Reporting Work Related Injuries

It is essential that all accidents occurring on school property concerning students, employees or members of the public, and casualty losses be reported promptly to the Office of Human Resources. Accidents shall be reported in accordance with established District procedures.

In the event of a work related injury, all employees must report the injury by calling Human Resources at 359-6317. This should be done immediately if the employee must leave work or by the end of the work shift if the employee does not leave work. In cases where the employee is not able to call, the immediate supervisor must report the accident or injury.

After reporting the injury, the employee must fill out the "Employee Accident Report" Form, making sure all the appropriate areas have been filled in. The form must be turned in to Human Resources within twenty-four (24) hours.

If appropriate, a written report from the treating physician must be completed within twenty-four (24) hours of the incident. If the employee is able to return to work, any pertinent work restrictions must be indicated on the Workers' Compensation Work Status Report Form. Forms are available at each site office. If work restrictions exist, attempts will be made to place the employee in the Transitional Return to Work Program, if a reasonable placement is available. If the employee is unable to work, the anticipated return to work date and expected duration of the injury must be indicated by the treating physician on the Workers' Compensation Work Status Report Form.

Reference: Board Policy 3631, Worker's Compensation

Light Duty

The District strives to promote successful recovery from any work related or personal injury and has set up these guidelines for managers to follow when an employee returns to work with restrictions.

- If an employee has three (3) days or more unscheduled time off, their absence must be accompanied by a detailed doctor's report specifying exact restrictions, the nature of the injury or illness, and dates the employee will be away from work.
- When an employee returns to full duty, they must provide a doctor's note with a full release to return to normal job duties.
- The District will accommodate, as much as reasonably possible, an employee's work restrictions. Normally, eight (8) hours of productive work must be available and scheduled for an employee to work within their restrictions. If an employee's

restrictions are so great as to prevent the employee from working a productive eight (8) hours, they normally shall not return to work until they receive a full release or the District can accommodate their revised restrictions from the treating physician.

- If an employee completes an accident report because they believe their injury or illness is work related, they may be sent for an independent medical evaluation. If, after evaluation, the insurance company or doctor deems the injury or illness is not work related, unless otherwise provided by law the company will only be responsible for the medical costs arising out of or directly related to the determination of non-coverage. All other medical costs associated with the employee's claim will be the responsibility of the employee.

Reference: Board Policy 3631

Personal Appearance

Employees are expected to dress in a manner that is normally acceptable in a professional environment. All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments, blue jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job.
3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations will also result in progressive disciplinary action.

Reference: Board Policy 4229

Alcohol and Drug Free Workplace

The District recognizes alcohol and other drug abuse as a potential health, safety and security problem, and it is the District's intent and obligation to provide a drug-free, healthful, safe and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession or use of alcohol or a controlled substance on District premises or while conducting District business off premises is absolutely prohibited by the District.

Employees must, as a condition of employment, abide by the terms of this policy and notify the District of any criminal drug statute conviction for a violation occurring on District premises or while conducting District business off premises. Anyone violating this policy shall be subject to disciplinary action in accordance with established procedures.

Reference: Board Policy 4221

Drug Testing: Reasonable Suspicion

Kenosha Unified School District is a drug-free workplace. As such, we prohibit the use of non-prescribed drugs or alcohol during work hours. If the employee comes to work under the influence of drugs or alcohol or uses drugs or alcohol during work time, the employee will be disciplined in accordance to the policy up to and including termination.

Kenosha Unified School District's policy is intended to comply with all state laws governing drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

If there is reason to suspect that an employee is working while under the influence of an illegal drug or alcohol, the employee will be asked to submit to a drug test. Any work place injury or accident will constitute reasonable suspicion. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the District by the testing laboratory. Before being asked to submit to a drug test, the employee will receive written notice of the request or requirements. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of the policy and employee's rights.

A laboratory licensed by the state will conduct any drug testing required or requested by Kenosha Unified School District. The District will incur all expenses related to the test.

If the employee receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive result. In addition, the employee may have the same sample retested at a laboratory of the employee's choice.

All testing results will remain confidential. Employee must sign a consent form prior to the release of results. Test results may be used in administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor.

Reference: Board Policy/Rule 4221; Board Policy 4362

Tobacco Use on School Premises

Smoking and the use of tobacco products in any form, by anyone, is prohibited on District premises. "Premises" is defined as all property owned by, rented by or under

the control of the District, including grounds, schools, offices, work areas, school buses and other school vehicles.

Reference: Board Policy 1310

Employee Right to Know: Toxic Substances and Infectious Agents

The District shall strictly carry out state law provisions relating to the rights of employees to obtain information on toxic substances and infectious agents present in the workplace.

In addition to providing such information upon request of an employee or an employee's representative, the Superintendent of Schools and designees shall provide information concerning toxic substances and infectious agents and provide education and training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

Reference: Board Policy 4235

Employee Training & Professional Growth Policy

Kenosha Unified School District maintains training and development programs to assist staff in acquiring new knowledge and skills and enhancing current skills. As a condition of employment, depending on the type of position, employees will be required to participate in mandatory training modules. Every employee is expected to actively engage in personal and professional growth in the development of his/her skills.

It is understood that career development and job skills acquisition are the joint responsibility of the employee, the supervisor and the employing department. Supervisors are expected to consult annually with direct reports to develop an appropriate professional growth plan. This might include wellness, job training and personal enrichment.

In addition, in order to support the concepts of lifelong learning for our employees, Kenosha Unified School District will provide opportunities for employees to participate in training programs. Participation by employees in development opportunities should be scheduled so that disruptions to the delivery of service and normal work processes are minimized.

Training requirements specific to individual positions are beyond the scope of this policy. Supervisors and employees are responsible for insuring that any requirements specific to a particular position are met.

New Employee Introductory Period

An introductory period is designed to get employees acclimated to the district.

- A. Licensed Teachers: The introductory period for a teacher is three (3) years.
- B. Support/Non-Exempt Staff: The introductory period for support staff is ninety (90) working days.
- C. Exempt/Professional/Administrative Staff: The introductory period for exempt/professional/administrative staff is one (1) year.

Layoff & Reduction – in – Work Force

When deemed necessary or appropriate by the District, employees may be laid off or reduced in hours. Employees will be selected for layoff/reduction based on the needs and best interest of the District, as determined by the District. Employees have no recall rights. In the event that positions are restored, employees may be rehired based on the needs and best interest of the District.

Reference: Reduction in Force Policy

SECTION 5: EMPLOYEE CONDUCT, CODE OF ETHICS AND DISCIPLINARY ACTION

General Rules of Conduct

Rules of conduct for employees are not for the purpose of restricting the rights and activities of employees but are intended to help employees by defining and protecting the rights and safety of all persons-employees, students and visitors.

General rules of conduct are essential to the safety and ~~well-being~~well-being of all employees. Employees are expected to acquaint themselves with additional departmental rules of conduct and regulations.

Disciplinary action or termination, depending on the severity of violation, will be recommended for violation of any, but not limited to, the following listed rules:

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.
2. Tardiness or absenteeism.
3. Failure to report absences from scheduled work shift in accordance with policy.
4. Unauthorized disclosure of information contained in communications and in personnel, student, or other records of the district.
5. Use and/or possession of intoxicating beverages on district property or while supervising students.
6. Use and/or possession of narcotics or dangerous drugs.
7. Fighting, gambling, horseplay, or using profane, obscene or abusive language toward any manager, employee or student, threatening, intimidating or coercing others on district premises or carrying unauthorized weapons.
8. Insubordinate conduct toward a supervisor.
9. Refusal to comply with district policies and procedures and/or carry out the instructions of a supervisor.
10. Sleeping while on duty.
11. Creating unsafe or unsanitary conditions.
12. Leaving the job without permission during regularly assigned working hours.

13. Theft or unauthorized use of district equipment or possessions.
14. Loss, damage, destruction or unauthorized removal or use of property belonging to the district, employees, or students.
15. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.
16. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
17. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of district property, or the property of fellow employees, students or visitors, in any manner.
18. Violating a confidentiality agreement; giving confidential information to others; breach of confidentiality of student or personnel information.
19. Any act of harassment (see school board policy 4111), sexual, racial or other towards anyone; telling sexist or racial-type jokes, making racial or ethnic slurs.
20. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during business hours, or at a time or place that interferes with the work of another employee on district premises.
21. Inappropriate Use of Online Forum: Please refer to Board Policy 4226 for information related to communication and the use of online forums.

Reference: Board Policy 4224; Board Policy 4111; Board Policy 4280; Board Policy 4226

Employee Code of Ethics

Employees shall give their support to the education of Kenosha youth and shall faithfully discharge their professional duties to the District in accordance with the official job descriptions pertaining to their individual assignments.

Channels of communication shall be as defined in the District's organizational chart and shall be in accordance with the policies, procedures, rules and regulations of the District.

Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the District.

Employees who choose to engage in any remunerative activity other than that of their position shall avoid any activity that interferes with the execution of the responsibilities of their District position.

Employees shall not solicit or receive anything of value, which involves an expressed or implied advantage or influence on any District judgment or decision.

Any complaint about the ethical behavior of an employee or a request for an investigation into the conduct of any employee shall be presented to the Superintendent of Schools and shall bear the signature of the person making the request.

Employees found in violation of this code may be subject to suitable corrective or disciplinary action, up to and including termination.

Reference: Board Policy 4224

Employee Discipline Procedures

Employees shall abide by District policies and procedures, applicable rules and regulations, local, state and federal laws and regulations, and the expectations set forth in employee position specifications.

It is the responsibility of the District's leadership to discipline employees for violations of District policies and procedures, applicable rules and regulations and the expectations set forth in the position specifications.

Discipline will follow the procedures outlined in the Progressive Discipline/Termination Procedures and will not be imposed arbitrarily or capriciously. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate.

Employees who have been disciplined have access to the employee complaint procedure in the policy manual.

Reference: Board Policy/Rule 4362

Progressive Discipline/Termination Procedures

Positive Direction

What Is Positive Direction?

- A problem-solving technique designed to help our team interact in a constructive, adult way.
- Focuses not on past mistakes, but on laying groundwork for good performance in the future.

- Encourages us to deal with each other as adults, as members of a team with common goals and values.

Management Responsibilities and Employee Expectations

The Board of Education and/or Administration have the right to establish organizational goals and objectives and to organize resources to achieve desired results. These responsibilities of management include, but are not limited to, the right to:

- Hire, promote, transfer, evaluate and discipline employees and terminate employment in accordance with Board Of Education policies and procedures and applicable laws.
- Reassign employees from one position to another within the same or a comparable job, Direct and motivate the work force, determine its composition, organization, and structure, and to assign work.
- Establish job standards, expectations, and work rules.
- Amend, revise, revoke, or issue new policies and procedures for employees.

Employees of Kenosha Unified School District have the following reasonable expectations of management:

- A clear understanding of the individual job description, standards, expectations, and work rules.
- Annual performance appraisal based upon job-related criteria.
- A safe and healthy work environment.
- Willingness to respond to employees' concerns and complaints.
- Fair and non-discriminatory application of policies and procedures.
- Disciplinary action/termination based upon Board of Education policies and procedures.

When disciplinary action is taken, the employee should be informed of the specific work performance deficiency and provided constructive feedback, expectations for improvement, and additional training when warranted. An employee receiving disciplinary action is expected to correct the deficiency, ask for feedback when needed, and sustain improvement over time.

INFORMAL PROCESSES	
Coaching and Counseling	<ul style="list-style-type: none"> • Informal Discussions
	<ul style="list-style-type: none"> • Positive Contact – recognition of accomplishments/efforts
	<ul style="list-style-type: none"> • Performance Improvement Discussions/Performance Discussion Worksheet – informal discussions between the supervisor and the employee.

FORMAL PROCESSES

If problems with performance can't be resolved informally after coaching and counseling, there is a formal disciplinary process that has three steps.

Note: In certain situations, administrative approval may be obtained to place an employee (**instructional staff**) on administrative leave with pay until a decision is made concerning the appropriate response and/or corrective action.

ORAL REMINDER

Step 1 The oral reminder is a conversation between the supervisor and employee. During this meeting, the problem is identified along with performance expectations. At this time, the employee is asked to make a commitment to resolve the problem. This is as far as most performance problems will ever go.

WRITTEN REMINDER

Step 2 If the employee fails to meet the commitment given in the oral reminder meeting, the leader and employee meet again to discuss why the performance objective has not been met. After the meeting, the supervisor summarizes the conversation in a written memo. A copy is given to the employee and a copy is placed in the building personnel file. Depending on the nature of the performance issue, an employee may be placed on a performance improvement plan. Employees will be given the opportunity to provide input to the performance improvement plan.

DISCIPLINARY Performance Improvement Plan/Suspension

Step 3 If the employee has failed to correct the problem as agreed to in the written reminder meeting, the leader should contact human resources for a formal discussion with the employee. After the conversation, additional disciplinary action may be imposed, including disciplinary suspension without pay, at the discretion of Superintendent of Schools at the recommendation of Human Resources.

Upon return from suspension, a formal performance improvement plan is implemented, outlining performance expectations, defining a timeframe for improvement. Employees will be given the opportunity provide input/feedback to the performance improvement plan. After 60 days on plan, supervisor will make a recommendation as to whether consideration for termination of employment is to be considered.

INVOLUNTARY SEPARATION (Termination of Employment)

- The employee who does not meet his or her commitment to meet all requirements associated with the job may face termination.
- Supervisor will work with Human Resources to discuss possible separation. Involuntary separation requires review by the Superintendent of Schools and the employee is entitled to due process procedures as defined in the employee complaint/grievance procedure.
- The Human Resources Director will consult with the supervisor regarding the appropriate procedures and documents.

Employee Complaint (Grievance) Procedures

~~Any employee that has a grievance must share his/her concern with the immediate supervisor, prior to filing a formal written grievance in order to informally resolve the issue. The complete employee complaint (grievance) procedures and timelines will be followed pursuant to Board Policy 4271.~~

Discipline will follow the procedures outlined in the Progressive Discipline/Termination Procedures when appropriate and will not be imposed arbitrarily or capriciously. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate. Steps in the progressive discipline process may be skipped when warranted by the nature of the infraction. Discipline should be imposed only after a thorough investigation sufficient to determine the facts. **An employee may choose to have a co-worker accompany the employee at any pre-disciplinary meeting.**

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Reference: Board Policy/Rule 4271

Employee Complaint (Grievance) Procedure

Employees shall use the following procedure for resolving disputes regarding employee termination, employee discipline or workplace safety issues.

- I. Definitions.
 - A. "Days" as used in this policy is defined as any day that the District's Business Office is open.
 - B. "Employee Termination" as used in this policy section, shall not include the following:
 1. Layoffs;
 2. Workforce reduction activities;

3. Voluntary termination including, without limitation, quitting or resignation;
 4. Job abandonment;
 5. End of employment due to disability, lack of qualification or licensure or other inability to perform job duties;
 6. Retirement; or
 7. Any other cessation of employment not involving involuntary termination.
- C. "Employee discipline" as used in this policy shall include any employment action that results in disciplinary action, which typically involves any of four (4) steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment.
- "Employee discipline," as used in this policy, shall not include the following:
1. Plans of correction or performance improvement;
 2. Performance evaluations or reviews;
 3. Documentation of employee acts and/or omissions in an employment file;
 4. Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
 5. Non-disciplinary wage, benefit or salary adjustments;
 6. Other non-material employment actions;
 7. Counseling meetings or discussions or other pre-disciplinary action; or
 8. Demotion for reasons other than discipline, transfer or change in assignment.
- D. The term "workplace safety" as used in this section means any alleged violation of any standard established under state law or rule or federal law or regulation relating to workplace safety.

II. Time Limits.

Unless mutually agreed to in writing by the Employee and the District in advance of the expiration of the timeline, the timelines provided in this

policy must be strictly adhered to. Failure of the Employee to comply with the timelines will be deemed a waiver of the processing of the grievance and the grievance will be denied. The Employee may advance a grievance to the next step of the process if a response is not provided within the designated timeframes. The Director of HR may advance a grievance to the next step at the request of either the employee or the employee's supervisor.

III. Procedure.

- A. Informal Grievance Resolution: The employee must discuss any grievance related to discipline or workplace safety with the employee's immediate supervisor prior to filing a formal written grievance in order to informally resolve the issue. This discussion must occur within five (5) days of when the employee knew or should have known of the events leading to the grievance. Grievances related to termination may proceed straight to the Formal Grievance Procedure.
- B. Formal Grievance Submission: The employee must file a written grievance with the District Superintendent (or designee) within ten (10) days of the termination, discipline or actual or reasonable knowledge of the alleged workplace safety issue. The written grievance must contain:
 - 1. Name of Grievant;
 - 2. A statement of the pertinent facts surrounding the nature of the grievance;
 - 3. The date the alleged incident occurred;
 - 4. The work rule or policy allegedly violated including any safety rule alleged to have been violated, if applicable;
 - 5. The steps taken to informally resolve the grievance, the individuals involved in the attempted resolution, and the results of such discussion; and
 - 6. The specific requested remedy.
- C. Administrative Response: The Director of Human Resources (or designee) will meet with the grievant within ten (10) days of receipt of the written grievance. The Administration will provide a written response within ten (10) days of the meeting. The Administration's written response to the grievance must contain:

1. A statement of the date the meeting between the Administration and grievant was held;
 2. A decision as to whether the grievance is sustained or denied; and
 3. In the event the grievance is denied, a statement outlining the timeline to appeal the denial.
- D. **Impartial Hearing:** The grievant may file an appeal to the Impartial Hearing Officer by giving written notice to the District Superintendent within five (5) days of the issuance of the Administrative Response. Depending on the issues involved, the hearing officer will determine whether a hearing is necessary unless a hearing is required under the procedures established by the district in a different applicable policy. The Administration will work with the Impartial Hearing Officer and grievant to schedule a mutually agreeable hearing date should one be needed. If it is determined that no hearing is necessary, the matter will be decided based on the submission of written documents.

The Board of Education shall select the Impartial Hearing Officer (IHO). The IHO shall not be an employee of the district. The IHO may be an employee of another district, a retired school administrator, a lawyer, a professional mediator/arbitrator, or other qualified individual. The cost of the IHO will be the responsibility of the district.

Standard of Review: The IHO will adhere to specific guidelines set forth by the District regarding hearing procedures. The Rules of Evidence will not be strictly followed, but no factual findings may be based solely on hearsay evidence. The standard of review for the IHO is whether the decision of the Administration was arbitrary or capricious. A decision will not have been arbitrary or capricious if it was made in the best interest of the district. If the decision was not arbitrary or capricious then the IHO is required to find on behalf of the Administration.

Impartial Hearing Officer Response: The Impartial Hearing Officer shall file a written response within thirty (30) days of the hearing date or the date of submission of written documents.

The Impartial Hearing Officer's written response to the grievance must contain:

1. A statement of the pertinent facts surrounding the nature of the grievance.

2. A decision as to whether the grievance is sustained or denied, with the rationale for the decision.
 3. A statement outlining the timeline to appeal the decision to the School Board.
 4. The IHO must sustain or deny the decision of the Administration. The IHO has no authority to modify the Administration's decision and may not grant in whole or in part the specific request of the grievant.
- E. Review by the School Board: The non-prevailing party may file a written request for review of the IHO's decision by the School Board within ten (10) days of receipt of the Impartial Hearing Officer Response.

Normally the School Board shall not take additional testimony or evidence; it may only decide whether the IHO reached an arbitrary or capricious decision based on the information presented to the IHO. The School Board will review the record and make a decision. A written decision will be made within thirty (30) days of the filing of the appeal.

The School Board's written decision regarding the grievance must contain:

1. A decision as to whether the grievance is sustained, denied or modified.

The School Board shall decide the matter by a majority vote and the decision of the School Board is final and binding and is not subject to further review.

- F. General Requirements:
1. Grievance meetings/hearings held during the employee's off-duty hours will not be compensated.
 2. Granting the requested or agreed upon remedy at any step in the process resolves the grievance.

Reference: Board Policy 4271

Staff Gifts

Collection of funds from students and/or their parents through organized solicitation on school property for the purpose of purchasing gifts for teachers or other District employees is prohibited. Parent or student groups collecting any such funds should do so outside of school hours.

Use of class time for the presentation of gifts to school personnel shall be discouraged.

Reference: Board Policy 4240

Staff Misconduct Reporting

Any employee who has engaged in specific misconduct shall be reported to the State Superintendent of Public Instruction. The District's Superintendent of Schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the Superintendent, the Board President shall file the report.

Reference: Board Policy/Rule 4223

Leadership Called Meetings

Staff is expected to attend all established staff meetings and professional learning opportunities as it relates to district/school mission and goals.

Teacher Planning and Collaboration Time

The teacher planning and collaboration will be valued and respected as an important component of the instructional process.

Violence in the Workplace

The District is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, the District has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on District premises.

All employees are to be treated with courtesy and respect at all times. Employees are prohibited from fighting, "horseplay," or other conduct that may be dangerous to others. Except to the extent allowed by law, firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises.

Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. All threats of (or actual) violence, both direct and indirect, must be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, the employee should be as specific and detailed as possible.

All suspicious individuals or activities must also be reported as soon as possible to a supervisor. No employee should place himself/herself in peril.

The District will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making

a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the District may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. The District encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Human Resources Department before the situation escalates into potential violence. The District is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

Employee Information Boards

The District maintains bulletin boards for the purpose of posting official District communications. No employee or non-employee may post anything on the official District bulletin boards. No posting may be removed, rearranged, altered, or otherwise obscured except with the express permission of Human Resources.

Anti-Graffiti

Unauthorized graffiti on District property and equipment degrades the work environment for all employees and students, is costly to remove, and exposes the District to potential liability. Additionally, the unauthorized creation of graffiti may be a criminal offense.

For the purpose of this policy "graffiti" means any inscription, word, figure, drawing, or design which is marked, scratched, etched, drawn or painted with any substance, including, but not limited to, paint, ink, chalk, or lead, on any District property or the property of any other person or entity located on District premises.

No employee shall create graffiti on, or otherwise deface, any District property or equipment, or the property or equipment of any other person or entity located on District premises, without the District's authorization.

Any employee found to be in violation of this policy may be subject to discipline up to, and including, termination.

Any employee who creates graffiti which is of a sexual or pornographic nature, or which references a person's or group of persons' protected status, such as sex, color, race, ancestry, religion, national origin, age, physical or mental handicap, medical condition, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record, or other protected group status, shall be subject to discipline of no less than a three day suspension up to discharge.

Employees in violation of this policy may also be subject to prosecution under applicable criminal laws.

Any employee who observes, or has knowledge of, anyone violating this policy shall immediately report such information to the Office of Human Resources or their supervisor or shall be subject to discipline.

Any employee who observes graffiti on District property shall immediately report such graffiti to the human resources department or their supervisor so that the graffiti can be promptly removed.

Searches

Consistent with applicable law, searches may be conducted at any time, either with or without notice. The District may inspect both District property and employee property, including but not limited to desks, computers, lockers, file cabinets, storage cabinets or drawers and closets. District employees should not have any expectations of privacy in these areas. Additionally, consistent with applicable law, employee clothing, purses, brief cases, tote bags, lunch bags or buckets, duffel bags, tool boxes, and employee vehicles parked on District property may be inspected.

EMPLOYEE ACKNOWLEDGEMENT

I, _____, hereby acknowledge receipt of the Kenosha Unified School District Employee Handbook on _____. I understand that the Handbook has been developed for the general guidance of Kenosha Unified Employees and that it is my responsibility to read and acquire an understanding of the information contained in the Handbook. I have been advised that the Office of Human Resources is available to answer any questions I may have concerning the Handbook or any District policies, benefits and/or procedures. I acknowledge that the procedures and rules described in the Handbook can be unilaterally changed by the District at any time. Furthermore, I acknowledge that employment and benefits are not guaranteed.

I recognized that the Handbook, although assigned to me, is considered the property of the District and I will return it upon separation from the District.

Employee Signature

Date

**Kenosha Unified School District
Kenosha, Wisconsin**

July 22, 2014

Head Start State Supplemental Grant – 2014-2015 School Year

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2014-2015 school year. The funding for this grant is \$335,954.85. It is designed to supplement the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Head Start State Supplemental Grant

Funding Source

State of Wisconsin

Department of Public Instruction

Grant Time Period

July 1, 2014 to June 30, 2015

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 59 high-risk children that will be three or four years of age on or before September 1, 2014. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

59 Eligible Head Start Students

Relationship to District Goals

The Head Start Parent, Family, and Community Engagement Framework promotes Family engagement and school readiness which directly correlates to the District's Mission to assure every child experiences high quality, personalized learning success, and the District goals of:

- Improved student achievement.
- Expanded collaborative partnerships with families, community, and industry.
- Secure resources to support learning.

Supporting children's school readiness is an ongoing partnership between school and families. By working with the children early in their lives, we have an opportunity to imprint the value of education on the child and his/her family. This supports stronger attendance rates, higher academic performance and graduation rates in later years.

Fiscal Impact

See attached Fiscal Impact statement.

Program Services

Funding received through the Head Start State Supplement Grant has decreased this year by .014% (\$4,770). The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 2 teachers
- 2 educational assistants
- 1 family service provider
- Meals and snacks for state funded Head Start children
- Software (Teaching Strategies GOLD™) that is used to assess the children
- Bus monitors for the special education busses

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Student outcomes to be monitored in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Persons Involved in Preparation of the Grant Application:

Belinda Grantham, Director of Pre-school

Lisa KC, Assistant Director Head Start

Debbie Moran, Policy Council President

Lynda Dower, Family & Community Coordinator

Samantha McGovern, Education and Disabilities Coordinator

Kris Klimisch, Health Coordinator

Administrative Recommendation

Administration recommends that the School Board approve submission and implementation of the 2014-2015 Head Start State Supplemental Grant.

Dr. Sue Savaglio-Jarvis

Superintendent of Schools

Dr. Floyd Williams

Assistant Superintendent of Elementary School Leadership

Ms. Belinda Grantham

Director of Pre-school

Ms. Lisa KC

Assistant Director Head Start

**BUDGET ASSUMPTION SUMMARY - EXPENDITURE****Title:** Head Start State Supplemental Grant**Budget Year:** 2014 - 2015**Department:** Early Education**Budget Manager:** Belinda Grantham**REQUEST**

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2014-2015 school year. The funding for this grant is \$335,954.85. It is designed to supplement the operating costs for the Kenosha Unified School District Head Start Program.

RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start Parent, Family, and Community Engagement Framework promotes family engagement and school readiness which directly correlates to the Kenosha Unified School District's Mission to assure every child experiences high quality, personalized learning success, and the Transformational Goals:

- Improve student achievement
- Expand collaborative partnerships with families, community, and industry
- Secure resources to support learning

This supports stronger attendance rates, higher academic performance and graduation rates in later years.

IMPACT

This supplemental grant will provide:

- Funding for staffing (teachers and educational support personnel) to serve 59 children within the requirement of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children.
- Funding for bus monitors.

BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	\$154,730
200's	Fringes	\$134,785
300's	Purchased Services	\$10,000
400's	Non-Capital Objects	\$36439.85

500's	Capital Objects	\$0
	TOTAL*	\$335,954.85

***To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.**

Is this a ☒ One-time or ☐ Recurring expenditure?

FUNDING SOURCES
Enter Funding Sources: Head Start State Supplemental Grant

Kenosha Unified School District
Kenosha, Wisconsin

July 22, 2014

Board Approved Fees for the 2014-2015 School Year

As a component of the budget development process a review of the fees charged is conducted every year.

The following changes to the 2014-2015 fee structure are being provided to the Board of Education for consideration.

Student Fees

School Year 2014-2015 Updates / Recommendations:

Administration is not recommending any change to the 2014-2015 Base User Fees.

The only change being recommended to the student fee schedule is the elimination of the 1:1 Electronic Device Program Fee which was set at \$30 per year. This recommendation is being made following a Wisconsin Department of Public Instruction (DPI) guidance bulletin that disallows fees for computers and Ipads.

Attachment A delineates the proposed 2014-2015 student fee schedule compared to the previous six (6) years.

District-wide Fee Procedures:

- All fees and payments for a student will be maintained in Infinite Campus by the school at which the student is primarily enrolled (with the school having access to create the fee based on the circumstances e.g., field trips, yearbook, clubs and activity accounts).
- Charter Schools are required to collect all applicable District required user fees according to the Board approved fee schedule, however Charter Schools will retain the fees as part of the charter agreements.
- All schools wanting to charge for workbooks or any other supplemental consumable materials, not covered by the base fees, must submit the fee to be reviewed and approved by the respective School Leadership Department prior to the allocation of any funds for the purchase of these materials, or the assessment of any such fees.

Collections, Waivers & Refunds:

- Base user fees are collected and due at the time of registration, or can be paid online with a credit card. Online payment access is usually available before the end of July, and registration usually occurs in late August. Unpaid fees are considered delinquent on December 1st of each school year.
- Students leaving the District during a school year will have a portion of that year's paid fees reimbursed based on *when* the student leaves. Students withdrawing from the District during the first semester (after the first 30 days), will have 50% of the Base User Fee reimbursed or applied toward any outstanding balance. Students withdrawing from the District after 30 days of the second semester will not have any fees reimbursed.

- Students entering the District after the start of the school year will only be charged a prorated Base User Fee depending on full quarters that they are in the District. All other fees will be assessed based on the actual usage during that school year.
- After a student leaves the District, either by graduation or transferring to another school district, these outstanding fees remain in the student receivable database until paid.
- Current year fee waivers: It is the expectation that all students be able to pay the student fees. Only in special circumstances will the current year's required user fees be waived with a recommendation of the Principal. This waiver can be done directly in Infinite Campus at the school office.
- Prior year fee waivers: Requests for waiver of a prior year's fees must be submitted to the Finance Department in writing and are reviewed on a case-by-case basis. Lost book fees, lost library book fees, Food Service fees, Youth Options fees, and vandalism/damage charges are never waived. The District also has a long-standing practice of not charging student fees for foster children and students housed in a homeless facility.
- Each school site is responsible for the collection of fees assessed to students at that site throughout the school year. Every attempt should be made by school staff to collect outstanding student balances. The District will actively pursue collection for all delinquent fees, but will not prohibit a student from graduating or participating in the graduation ceremony.
- When a student/parent/guardian is due a refund for any reason, the reimbursement of the fees will only be made when the amount is greater than \$25. All refund amounts less than \$25 will be maintained on the student's account and used to pay additional fees (i.e., academic fees, fieldtrips, fundraisers and fines) incurred during the school year or the next school year. If there are any outstanding fees on the student's account (or his/her sibling(s)' account), the amount requested for refund will be applied to those fees first. Refunds to students leaving the District will be made upon request, regardless of dollar amount.

Building Use Fees

District practice has been to consider the consumer price index (CPI) for the Chicago, Kenosha and Milwaukee urban area, and the District's overall costs to maintain facilities. In addition, the District has taken into consideration square footage and building amenities. Attachment B is a comparison of the prior six (6) years of building use fees compared to the proposed building use fees.

The Facilities Department has overhauled and streamlined the fee schedule in order to implement the new "School Dude" software for on-line rentals. Some fees have been consolidated and they are now more consistent between buildings. This simplified rate schedule also includes an additional 1.9% increase to account for CPI changes.

Recreation Fees

Administration is recommending no change to adult recreation fees for activities through the Recreation Center. No change is recommended for student fees for other activities organized by the Recreation Center. See Attachment C for a comparison indicating the recreation fees for the last six (6) years and the proposed fees for fiscal year 2014-2015.

Administrative Recommendation

Administration requests that the Board of Education accept the recommendation to establish the fiscal year 2014-2015 fees for Students, Building Use and Recreation at the indicated rates.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Student Fees
Proposed Fees for the 2014-2015 School Year

BASE USER FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
High School	\$ 32	\$ 62	\$ 62	\$ 62	\$ 64	\$ 67	\$ 67
Middle School	55	70	70	70	72	72	72
Elementary School	43	43	43	43	44	44	44
Pre-School ⁽¹⁾	-	22	22	22	22	22	22

⁽¹⁾ Base User Fee includes individual project materials and workbooks

GRADE LEVEL FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Language Art Fee for 7th & 8th Grade Transfer Student	\$ 20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Writer's Inc. (9th Grade)	18	24	24	24	-	-	-

PROGRAM FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
1:1 Electronic Device Program	\$ 30	\$ 30	\$ 30	\$ 30	\$ 30	\$ 30	\$ -
Kenosha Military Academy Leadership	25	25	25	25	25	25	25

COURSE FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Art (6th grade)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Art (7th and 8th grade only)	-	-	-	-	-	-	-
Art (High School Advanced Placement Classes)	35	-	-	-	-	-	-
Art (High School Regular Classes)	15	-	-	-	-	-	-
Extended Day Class (\$1 earmarked for Building)	10	-	-	-	-	-	-
Family and Consumer Science (High School)	25	-	-	-	-	-	-
Family and Consumer Science (6th Grade)	-	-	-	-	-	-	-
Family and Consumer Science (7th Grade)	-	-	-	-	-	-	-
Family and Consumer Science (8th Grade)	-	-	-	-	-	-	-
Health Class Fee (HS) for Red Cross Workbook/materials	3.00	-	-	-	-	-	-
Physical Education Fee (High School)	24	24	24	24	24	-	-
Physical Education Fee (Middle School)	15	15	15	15	-	-	-
Science (Advanced Placement HS Classes)	25	-	-	-	-	-	-
Science (Honors HS Classes)	15	-	-	-	-	-	-
Science (Regular HS Classes)	10	-	-	-	-	-	-
Technology Education (High School)	15	-	-	-	-	-	-
Technology Education (LakeView Academy)	30	30	30	30	35	35	35
Technology Education (Seventh & Eighth Grades)	8	-	-	-	-	-	-
Technology Education (Sixth Grade)	5	-	-	-	-	-	-

ATHLETIC FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Athletic Catastrophic Insurance (MS, HS)	\$ 3.25	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Athletic Fee High School ⁽²⁾	55	55	55	55	75	75	75
Athletic Fee Middle School ⁽³⁾	25	25	25	25	50	50	50
Hockey Participation Fee	-	-	-	-	-	900	900

⁽²⁾ Fee per sport, \$10 earmarked for building athletic uniforms, \$150 max per student, \$300 per family

⁽³⁾ Fee per sport, \$5 earmarked for building athletic uniforms, \$100 max per student, \$200 per family

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Student Fees
Proposed Fees for the 2014-2015 School Year

OTHER SCHOOL FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Activity Fee ⁽⁴⁾	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15	\$ 15
Music Activity Fee ⁽⁵⁾	30	30	30	30	30	30	30
Instrument Usage ⁽⁶⁾	50	50	50	50	50	50	50
Parking ⁽⁷⁾	50	50	50	50	50	50	50
After School Program (per day)	5	5	5	5	5	-	-

⁽⁴⁾ Activity Fee (HS, \$30 max. per student, \$60 max. per family; for debate, forensics, academic decathlon, cheerleading, robotics and other competitive events)

⁽⁵⁾ Music Activity Fee (HS, \$60 max. per student; \$120 max. per family; for jazz ensemble, chamber orchestra, madrigal singers, golden strings, theater and drama)

⁽⁶⁾ Instrument Usage (MS, HS - \$50 max. per student, \$100 max. per family)

⁽⁷⁾ Parking (HS, \$30 for only second semester, students taking classes at multiple buildings will receive complimentary passes with proof of permit from their home school)

SUMMER SCHOOL FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Elementary and Middle Schools	\$ 20	\$ 20	\$ 20	\$ 20	\$ -	\$ -	\$ -
High Schools	20	20	20	20	-	-	-
Gear-Up (MS, HS)	10	10	10	10	-	-	-

MISCELLANEOUS SCHOOL FEES	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fines for Lost or Damaged Locks (MS, HS)	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9	\$ 9
Copy of Student Records (per page)	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Copy of Student Transcripts	5	5	5	5	5	5	5
Lost I.D./Library Card (MS/HS)	6	1.50	1.50	1.50	1.50	1.50	1.50
I.D. Card Lanyard Replacement	2	0.50	0.50	0.50	0.50	0.50	0.50
Schedule Change (not required for Graduation)	5	-	-	-	-	-	-
Library Fines and Breakage Charges	At Cost						
Students Unable to Pay	Per School Board Policy						

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Building Use Fees
Proposed Fees for the 2014-2015 School Year

Swimming Pools			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bradford	Initial charge		\$ 213	\$ 213	\$ 218	\$ 218	\$ 229	\$ 236	\$ 240.50
	Rental fee per hour*		59	59	60	60	63	65	66.00
Reuther	Initial charge		106	106	109	109	115	119	121.50
	Rental fee per hour*		30	30	30	31	33	34	34.50
Tremper	Initial charge		156	156	160	160	168	174	177.50
	Rental fee per hour*		38	38	39	39	41	43	44.00
Vernon	Initial charge		62	62	64	64	67	70	71.50
	Rental fee per hour*		17	17	17	17	18	19	19.50
* Partial Hour Fees 75% of Hourly Fee Listed									
Gymnasiums			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
High Schools									
Bradford Fieldhouse	Rental fee per hour	with locker*	\$ 177	\$ 177	\$ 181	\$ 181	\$ 190	\$ 198	\$ 201.33
	Rental fee per hour	without locker	162	162	166	166	174	180	183.50
Indian Trail Fieldhouse	Rental fee per hour	with locker*	-	-	-	-	211	219	222.83
	Rental fee per hour	without locker	-	-	-	-	195	201	205.00
Indian Trail Upper Gym	Rental fee per hour		-	-	-	-	37	44	45.00
Reuther	Rental fee per hour		44	44	45	45	47	51	52.00
Tremper Competition Gym	Rental fee per hour	with locker*	79	79	81	81	99	106	107.33
	Rental fee per hour	without locker	65	65	67	67	85	88	89.50
Tremper PE Center	Rental fee per hour	with locker*	62	62	64	64	99	138	140.33
	Rental fee per hour	without locker	48	48	50	50	85	120	122.50
Tremper Upper Gym	Rental fee per hour		-	-	-	-	35	37	37.50
* Locker Room Rental Fee \$17.83 per Hour FY 2014/15									
Middle Schools									
Bullen	Rental fee per hour		51	51	52	52	55	57	58.00
Lance	Rental fee per hour		45	45	46	46	48	57	58.00
Lincoln	Rental fee per hour		42	42	43	43	45	51	52.00
Mahone	Rental fee per hour		55	55	56	56	59	88	89.50
Washington	Rental fee per hour		47	47	48	48	50	51	52.00
Elementary Schools									
Bose	Rental fee per hour		34	34	35	35	37	37	37.50
Brass, EBSOLA, Nash & Stocker	Rental fee per hour		40	40	41	41	43	44	45.00
Forest Park & Southport	Rental fee per hour		32	32	33	33	35	37	37.50
Frank, Pleasant Prairie & Somers	Rental fee per hour		34	34	35	35	37	44	45.00
Grant	Rental fee per hour		29	29	30	30	32	37	37.50
Grewenow, Harvey, Jeffrey, Strange & Vernon	Rental fee per hour		33	33	34	34	36	37	37.50
Jefferson, Roosevelt & Wilson	Rental fee per hour		31	31	32	32	34	37	37.50
McKinley & Prairie Lane	Rental fee per hour		30	30	31	31	33	37	37.50
Whittier	Rental fee per hour		38	38	39	39	41	37	37.50
Auditoriums			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
High Schools									
Bradford	Rental fee per hour	Performance	\$ 96	\$ 96	\$ 98	\$ 98	\$ 103	\$ 106	\$ 108.00
	Rental fee per hour	Rehearsal	66	66	68	68	72	74	75.50
Indian Trail	Rental fee per hour	Performance	-	-	-	-	150	155	158.00
	Rental fee per hour	Rehearsal	-	-	-	-	100	109	110.50
Reuther	Rental fee per hour	Performance	85	85	87	87	96	106	108.00
	Rental fee per hour	Rehearsal	68	68	70	70	76	74	75.50
Tremper	Rental fee per hour	Performance	89	89	91	91	96	106	108.00
	Rental fee per hour	Rehearsal	70	70	72	72	76	74	75.50
Middle Schools									
Bullen	Rental fee per hour		75	75	77	77	81	65	66.00
Lance	Rental fee per hour		59	59	60	60	63	65	66.00
Lincoln	Rental fee per hour		59	59	60	60	63	84	85.50
Mahone	Rental fee per hour		75	75	77	77	81	84	85.50
Washington	Rental fee per hour		51	51	52	52	55	65	66.00

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Building Use Fees
Proposed Fees for the 2014-2015 School Year

Miscellaneous Areas			2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
High Schools									
Bradford	Rental fee per hour	Cafeteria	\$ 63	\$ 63	\$ 63	\$ 63	\$ 66	\$ 68	\$ 69.50
	Rental fee per hour	Commons	41	41	42	42	44	46	47.00
Hillcrest MS/HS	Rental fee per hour	Cafeteria	30	30	31	31	33	-	-
Indian Trail	Rental fee per hour	Cafeteria/commons	41	41	42	42	90	93	95.00
Lakeview Technology	Rental fee per hour	Cafeteria	37	37	38	38	40	38	48.00
	Rental fee per hour	Classrooms	40	40	41	41	43	44	45.00
Reuther	Rental fee per hour	Cafeteria	40	40	41	41	44	38	48.00
Tremper	Rental fee per hour	Cafeteria/commons	53	53	54	54	66	68	69.50
Other High School Classrooms	Rental fee per hour	Classrooms	39	39	40	40	42	44	45.00
Middle Schools									
Bullen	Rental fee per hour	Cafeteria	32	32	33	33	35	42	48.00
Lance	Rental fee per hour	Cafeteria	32	32	33	33	35	42	48.00
Lincoln	Rental fee per hour	Cafeteria	36	36	37	37	39	42	48.00
Mahone	Rental fee per hour	Cafeteria	37	37	37	37	58	68	69.50
Washington	Rental fee per hour	Cafeteria	34	34	35	35	38	42	48.00
Other Middle School Classrooms	Rental fee per hour	Classrooms	39	39	40	40	42	44	45.00
Elementary Schools									
Bose, Grewenow, Southport & Strange	Rental fee per hour	Cafe/multi-purpose	33	33	34	34	36	38	45.00
Brass, EBSOLA, Nash & Stocker	Rental fee per hour	Cafe/multi-purpose	36	36	37	37	39	42	48.00
EBSOLA, Frank, Nash, Pleasant Prairie, Somers, Stocker, Whittier and Brass	Rental fee per hour	Classrooms	39	39	40	40	42	44	45.00
Frank	Rental fee per hour	Cafe/multi-purpose	45	45	46	46	48	44	45.00
Jefferson	Rental fee per hour	Cafe/multi-purpose	32	32	33	33	35	37	37.50
Jeffrey, Roosevelt, & Wilson	Rental fee per hour	Cafe/multi-purpose	31	31	32	32	33	38	37.50
Pleasant Prairie & Whittier	Rental fee per hour	Cafe/multi-purpose	38	38	39	39	41	42	48.00
Somers & Vernon	Rental fee per hour	Cafe/multi-purpose	42	42	43	43	45	38	45.00
Other Elementary Schools (not listed)	Rental fee per hour	Multi-purpose	30	30	31	31	33	44	45.00
	Rental fee per hour	Classrooms	35	35	36	36	38	44	45.00
Other									
Bradford, Indian Trail, Tremper, EBSOLA ONLY	Rental fee per hour	Kitchen	45	45	46	46	48	50	51.00
Education Support Center (ESC)	Rental fee per hour	Board room	36	36	37	37	39	41	42.00
	Rental fee per hour	Computer room	71	71	73	73	77	79	80.50
Other Schools Computer Rooms	Rental fee per hour	Computer room	70	70	72	72	75	79	80.50
Various Outdoor Facilities	Per activity/per day	Outdoor facilities	19	19	19	19	20	20	20.00
Permit Fee			20	20	20	20	20	20	20.00

KENOSHA UNIFIED SCHOOL DISTRICT
Historical Schedule of Recreation Department Fees
Proposed Fees for the 2014-2015 School Year

Adult Basketball	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Team Fee	\$ 374	\$ 374	\$ 383	\$ 383	\$ 394	\$ 394	\$ 394
Player Fee	38	38	39	39	40	40	40
Trophy Fee	8	8	8	8	8	8	8

Adult Softball	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Team Fee	\$ 288	\$ 288	\$ 288	\$ 288	\$ 297	\$ 297	\$ 297
Player Fee	38	38	38	38	39	39	39
Trophy Fee	8	8	8	8	8	8	8

Adult Volleyball	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Team Fee	\$ 122	\$ 122	\$ 125	\$ 125	\$ 129	\$ 129	\$ 129
Player Fee	23	23	23	23	24	24	24
Trophy Fee	8	8	8	8	8	8	8

Swim Fees	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Employee Swim	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Student Player Fees	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Instructional Swim	\$ 20	\$ 20	\$ 20	\$ 5	\$ -	\$ -	\$ -
Competitive Swim	25	25	25	25	25	25	25
Basketball	20	20	20	-	-	-	-
Tennis	20	20	20	-	-	-	-
Weight Training	20	20	20	20	20	20	20
Baseball/Softball	-	-	-	-	-	-	-
Soccer	-	-	-	-	-	-	-

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 22, 2014

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
July-August**

July

- July 4, 2014 – Fourth of July Holiday – ESC Closed
- July 8, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- July 22, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

August

- August 12, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- August 25, 2014 – All Staff Report
- August 26, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

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