



REGULAR MONTHLY BOARD MEETING

June 27, 2017

7:00 PM

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

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Regular School Board Meeting
June 27, 2017
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. LakeView Technology Supermileage Vehicle Club
 - B. Black History Bee, Black History Art and Writing Contest Winners
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- IX. Remarks by the President
- X. Superintendent's Report
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 - B. Consent/Approve 6
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Kenosha Unified School District
Kenosha, WI
June 27, 2017

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Berea	Maria	Finance Department	Senior Accounting Specialist	AST	05/15/2017	1	\$48,677.50
Appointment	Biehn	Kaitlin	Somers Elementary School	Grade 1	Instructional	08/28/2017	1	\$39,153.00
Appointment	Boresch	Lauren	Forest Park	Grade 4	Instructional	08/28/2017	1	\$39,153.00
Appointment	Cui	Jennifer	Department of Special Education	Special Health Care Nurse	Instructional	08/28/2017	1	\$42,724.00
Appointment	Deluca	Hailey	Student Support/Guidance	Psychologist	Instructional	08/28/2017	1	\$43,121.00
Appointment	Erdman	Alexander	Stocker Elementary School	Grade 4	Instructional	08/28/2017	1	\$40,939.00
Appointment	Filippis	Courtney	Lance Middle School	Science	Instructional	08/28/2017	1	\$43,121.00
Appointment	Giles	Brianne	Information Services	Helpdesk Assistant	AST	06/05/2017	1	\$42,099.20
Appointment	Heise	Jillian	Jefferson Elementary School	Library Media Specialist	Instructional	08/28/2017	0.5	\$32,276.00
Appointment	Hodges	Bridgett	Student Support/Guidance	Psychologist	Instructional	08/28/2017	1	\$46,096.00
Appointment	Hoffman	Paul	Indian Trail High School & Academy	Cross Categorical	Instructional	08/28/2017	1	\$51,190.00
Appointment	Kennedy	Ashlyn	Vernon Elementary	Grade 5	Instructional	08/28/2017	1	\$39,153.00
Appointment	Lindeman	Angela	Pleasant Prairie Elementary School	Kindergarten	Instructional	08/28/2017	1	\$59,390.00
Appointment	Maccari	Matthew	Fine Arts	Music/Band	Instructional	07/01/2017	1	\$42,724.00
Appointment	Massicotte-Kollar	Christina	Indian Trail High School & Academy	Earth/Space Science	Instructional	08/28/2017	1	\$26,232.51
Appointment	Millar Jackson	Jill	Jeffery Elementary School	Speech Therapist	Instructional	08/28/2017	1	\$77,026.00
Appointment	Morgan	Evelyn	Reuther High School	Math	Instructional	08/28/2017	1	\$39,153.00
Appointment	Nason	Amanda	Harvey Elementary School	Instructional Coach	Instructional	08/28/2017	1	\$75,691.00
Appointment	Olson	Melissa	Indian Trail High School & Academy	Cross Categorical	Instructional	08/28/2017	1	\$39,153.00
Appointment	Peplinski	Amber	Special Education & Student Support	Occupational Therapist	Instructional	08/28/2017	1	\$43,121.00
Appointment	Roscioli-Greco	Veronica	Fine Arts	Art	Instructional	08/28/2017	0.25	\$19,622.50
Appointment	Saulys	Jaclyn	Human Resources	Secretary II	Secretarial	05/09/2017	1	\$18.39
Appointment	Schultz	Ryan	Tremper High School	Chemistry	Instructional	08/28/2017	1	\$43,716.00
Appointment	Schwister	Kaitlin	Stocker Elementary School	Early Childhood	Instructional	08/28/2017	1	\$39,153.00
Appointment	Sevallius	Erin	Stocker Elementary School	4K Program	Instructional	08/28/2017	1	\$42,724.00
Appointment	Shircel	Denise	Information Services	Help Desk Technician	AST	05/11/2017	1	\$54,401.00
Appointment	Sinclair	Thomas	Southport Elementary	Cross Catagorical	Instructional	08/28/2017	1	\$70,602.00
Appointment	Tackett	Ron	Department of Special Education	Visually Handicapped	Instructional	08/28/2017	1	\$57,390.00
Appointment	Traske	Robert	Bullen Middle School	Grade 6	Instructional	08/28/2017	1	\$39,153.00
Appointment	Yusk	Megan	Tremper High School	French	Instructional	08/28/2017	1	\$39,153.00
Early Retirement	Islas	Barbara	Wilson Elementary School	Special Education	ESP	06/20/2017	1	\$17.62
Early Retirement	Salituro	Beverly	Strange Elementary School	Grade 1	Instructional	06/12/2017	1	\$78,490.00

Kenosha Unified School District
Kenosha, WI
June 27, 2017

The Human Resources recommendations regarding the following actions:

Early Retirement	Wieske	Laura	Department of Special Education	Secretary III (12 month)	Secretarial	06/30/2017	1	\$45,364.80
Early, Early Retirement	Aiello	Diane	Mahone Middle School	Grade 6	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Fritz	Rebecca	EBSOLA-Dual Language	Dual Spanish	Instructional	06/12/2017	1	\$78,490.00
Early, Early Retirement	Lenart	Judith	KTEC (East)	Physical Education	Instructional	07/21/2017	1	\$78,490.00
Early, Early Retirement	Rosales	Argelia	Lance Middle School	ESL Other Language	Instructional	06/12/2017	1	\$58,322.19
Early, Early Retirement	Sheehan	Sue	Harvey Elementary School	Grade 4	Instructional	06/12/2017	1	\$77,026.00
Early, Early Retirement	Vanderpoel	Susan	Indian Trail Academy	C.D.S.	Instructional	06/12/2017	1	\$59,390.00
Resignation	Aasen	Cynthia	Grewenow Elementary School	Home/School Parent Liaison	ESP	06/09/2017	1	\$14.49
Resignation	Alpaugh	Megan	Stocker Elementary School	4K Program	Instructional	06/12/2017	1	\$39,153.00
Resignation	Aselfine	James	Information Services	Technology Support Technical	Technical	07/05/2017	1	\$42,099.20
Resignation	Chico	Corbett	Jefferson Elementary School	Cross Categorical	Instructional	06/12/2017	1	\$39,153.00
Resignation	DaPra	Jamie	Washington Middle School	Art	Instructional	06/12/2017	1	\$42,724.00
Resignation	Elmblad	Elise	Frank Elementary School	Special Education - IDEA	ESP	06/09/2017	1	\$15.35
Resignation	Gonzalez	Mitzi	Jefferson Elementary School	Classroom (Title 1)	ESP	06/09/2017	0.49	\$15.46
Resignation	Goyette	Daniel	Tremper High School	Biology/Life Science	Instructional	06/12/2017	1	\$46,294.00
Resignation	Hand	Amy	Bullen Middle School	Intervention Specialist	Instructional	06/12/2017	1	\$46,294.00
Resignation	Hoel	Heidi	KTEC (East)	Math	Instructional	06/12/2017	1	\$39,153.00
Resignation	Ibarra	Lorraine	Jefferson Elementary School	Grade 3	Instructional	06/12/2017	1	\$39,153.00
Resignation	Koll	Mary	Somers Elementary School	Cross Categorical	Instructional	06/12/2017	1	\$71,208.00
Resignation	Konsinowski	Eugene	Facility Services	Night Custodian - Second Shift	Service	05/31/2017	1	\$21.35
Resignation	Miller	Jordin	Indian Trail Academy	Cross Categorical	Instructional	06/12/2017	1	\$39,153.00
Resignation	Musha	Jack	Frank Elementary School	Dean of Students	Instructional	06/12/2017	1	\$60,570.00
Resignation	Popp	Tracy	Frank Elementary School	E.D. (IDEA)	Instructional	06/14/2017	1	\$56,488.00
Resignation	Predaina	Johnathan	Lakeview Technology Academy	Technology Education	Instructional	06/12/2017	1	\$39,153.00
Resignation	Silva	Nidia	Indian Trail Academy	Head Secretary	Secretarial	07/07/2017	1	\$19.12
Resignation	Sutton	Sonya	Indian Trail Academy	Guidance Comprehensive High School	Instructional	06/12/2017	1	\$61,743.00
Resignation	Tanking	Kaitlin	Roosevelt Elementary School	Kindergarten	Instructional	06/14/2017	1	\$45,859.00
Resignation	Updike	Whitney	Wilson Elementary School	Multi-Age K/1	Instructional	06/12/2017	1	\$40,939.00
Resignation	Volden	Nicole	Harvey Elementary School	C.D.S. (IDEA)	Instructional	06/12/2017	1	\$39,153.00
Resignation	Wabalickis	Robin	Title III/BILNG	ESL Other Language	Instructional	06/12/2017	1	\$40,939.00
Resignation	Ward	Shawna	Indian Trail Academy	Library Media Specialist	Instructional	06/12/2017	1	\$67,383.00
Resignation	Workman	Andrew	Bullen Middle School	Math	Instructional	06/12/2017	1	\$39,153.00
Separation	Wright	Rita	Tremper High School	Special Education	ESP	06/01/2017	1	\$14.35

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD MAY 23, 2017

A regular meeting of the Kenosha Unified School Board was held on Tuesday, May 23, 2017, 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. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Mrs. Julie Housaman, Chief Academic Officer, 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, Chief Communication Officer, presented the FCCLA State Award Winners, the PTA Reflections Creative Arts Contest Winners, the Fox 6 Dose of Reality Teen Video Challenge Winners, the Cast and Crew of KUSD Theatre Arts Production of 1776 - International Thespian Festival Performance Selection, the State SkillsUSA Competition Award Winners, and the Future Business Leaders of America State Leadership Conference Winners.

There were no Administrative or Supervisory Appointments.

Mr. Wade introduced the student ambassador, Caitlyn Vazquez from Bradford High School, and she made her comments.

There was no legislative report.

Views and/or comments were made by the public.

Board members made their responses/comments.

Mrs. Coleman gave the Board President remarks.

Mrs. Housaman gave the Superintendent's Report.

Consent-Approve item XI-B – Minutes of the 4/24/17 Organizational Meeting, 4/24/17 Regular Meeting, and 4/24/17 Special Meeting and Executive was pulled from the consent agenda.

Board members then considered the following Consent-Approve items:

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

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

“It is recommended that the April 2017 cash receipt deposits totaling 449,262.95, and cash receipt wire transfers-in totaling \$2,844,760.75, be approved.

Check numbers 549868 through 550969 totaling \$7,520,190.76, and general operating wire transfers-out totaling \$271,530.37, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the April 2017 net payroll and benefit EFT batches totaling \$10,608,246.00, and net payroll check batches totaling \$5,931.02, be approved.”

Consent-Approve item XI-D – 2017-2018 Employee Handbook- Revised Addition (Second Reading) submitted by Mrs. Annie Petering, Chief Human Resources Officer, and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified School District (“the District”) has an employee handbook that is in effect until June 30, 2017. Each year, the Office of Human Resources reviews and updates the employee handbook.

Below are the recommended changes for the 2017-2018 employee handbook. We presented these changes during three feedback sessions on March 14 (7:30 a.m. to 9 a.m.), March 15 (3:30 p.m. to 5 p.m.), and March 22 (4:30 p.m. to 6 p.m.). We offered three dates with varying times so that individuals from varying work shifts were accommodated for ease of attending. On March 14, 2017, we had a total of three attendees. On March 15, 2017, we had a total of five attendees and eleven attendees on March 22, 2017. There were no questions or concerns posed as to the recommended changes.

The largest clean-up of the handbook took place in the last two years. So, it is our hope that in upcoming years there will be few changes, barring any updates in Board policy or federal and state laws.

This document was shared as a discussion item on March 28, 2017. The Board reviewed the revised edition as a first reading on April 24, 2017. Administration recommends that the School Board approve the 2017-2018 employee handbook presented this evening as a second reading.”

Consent-Approve item XI-E – Policy 6423 – Talent Development Program submitted by Mrs. Patricia Clements, Coordinator of Talent Development; Mrs. Housman; and Dr. Savaglio-Jarvis, excerpts follow:

“The September 2013 Curriculum Audit conducted by Phi Delta Kappa International stated that administration should “Provide draft policy language that offers clarity of expectations where needed to meet audit criteria” (page 322). In response to this finding, Policy 6423—Talent Development Program, which was last updated on January 29, 2002, was revised.

The revisions to the policy focus on the administrative recommendation in the September 2013 Curriculum Audit of Kenosha Unified School District as follows:

Revise board Policy 6423 to require ongoing review of district equity data for developing procedures for fast tracking students who lack sufficient skills for courses such as AP, Honors, etc. (page 321).

Policy 6423—Talent Development Program—(Appendix A) was revised to reflect this recommendation as well as current best practices from the field of gifted and talented education. More specifically, Kenosha Unified School District’s updated Talent Development Program Plan is based on research findings of exemplar gifted and talented programs and best practices in gifted education. The plan is built on the Wisconsin Response to Intervention (RTI) framework service model that embeds gifted services into what is occurring throughout the school or district, and it requires administration and teachers to consider the needs of gifted students when planning. Using standardized screeners that are free from cultural and linguistic bias, students may be identified for gifted services in the following areas: general intellect, specific academic, visual arts, performing arts, leadership, and creative thinking. The policy is aligned with the Wisconsin Administrative Rule P18.01(2) (t).2 requirements.

The Talent Development Program Plan outlines a multilevel system of support. The needs of most students are addressed by the classroom teacher through curriculum extensions and curriculum compacting. When testing indicates that a student should receive intense enrichment services, a differentiated education plan is written; and this plan will recommend either subject acceleration, grade level acceleration, or a talent development program.

Identification of Students for the Elementary Gifted and Talented Program On May 27, 1997, the U.S. Department of Education, Office for Civil Rights (OCR) received a complaint filed against Kenosha Unified School District. One component of this complaint was that minority students were underrepresented in gifted and talented programs. In response on November 11, 1997, the school board passed a resolution to identify the top 10 percent of the student population by gender and ethnic group for the second through fifth grade Magnet Program. The following motion has defined the current identification process for the elementary magnet program:

“ . . . in addition to the current Talent Development Program, consistent with the existing policies and fiscal responsibility, the district shall create classrooms through the eighth grade level which meet the needs of the top 10 percent of the student population by gender and ethnic groups as identified by widely recognized intelligent measures . . .” (Appendix B). This motion was seconded and passed.

The assessments utilized for identification (i.e., the Naglieri Nonverbal Ability Test 3 [NNAT3] and the Cognitive Abilities Test [CogAT-7]) were selected because they are free from cultural and linguistic bias. Legal counsel has affirmed that the selection and use of nonbiased screening tools ensures that the district is appropriately identifying students who meet the criteria for participation in the elementary gifted and talented program.

At the April 24, 2017, regular meeting the board of education approved the revised Kenosha Unified School District Policy 6423—Talent Development Program as a first reading. Administration recommends that the board of education approve revised Policy 6423 as a second reading on May 23, 2017.”

Mr. Kunich moved to approve the revised consent agenda. Mr. Wade seconded the motion. Unanimously approved.

Mrs. Housaman introduced the Board Approved Student User Fees and Recreation Department Fees for the 2017-2018 School Year submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“As a component of the budget development process, a review of the fees charged by the District is conducted every year. The administration is not recommending any changes to the 2017-18 student user fees; however there is one recommended change to the Recreation Department fees.

On December 15, 2015, as part of the Summer School 2016 Program Recommendations report, the Board approved moving both the Kenosha Youth Performance Arts Center (KYPAC) and the Summer Marching Band programs into Community Programs and Services (Fund 80). Starting with the 2017 summer school session, there will be an additional summer theatre offering called Summer Classics for high school students.

The additional theatre offering is an expansion of an existing program and does not require separate approval; however, there is a new fee listed on the official fee schedule that now requires Board approval.

On May 9, 2017, at the regularly scheduled standing committee meeting, the Audit/Budget/Finance Committee reviewed this report. There was no quorum present. However, Administration requests that the Board of Education approve the recommended changes in order to establish the fiscal year 2017-2018 student user fees and recreation department fees with the addition of the new fee for Summer Classics theatre for high school students.”

Mr. Wade moved to approve the recommended changes in order to establish the fiscal year 2017-2018 student user fees and recreation department fees with the addition of the new fee for Summer Classics theatre for high school students. Mrs. Snyder seconded the motion. Unanimously approved.

Mrs. Housman introduced the Talent Development Program submitted by Mrs. Clements, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“A special board meeting was held on Monday, February 13, 2017 to share options for a middle school program of service for identified gifted and talented students. Four options were presented along with the financial impact of each option. At the conclusion of this meeting the Board agreed that administration should proceed with Option B (2) – Cluster Grouping/Blended Learning Model. No additional funding is requested to move forward with this model. Additionally, the School Board requested information regarding the Gifted and Talented Teacher Advocate position.

In an effort to maximize the impact of a support role for gifted and talented education a teacher consultant position has been developed. An educator who has expertise around instruction and differentiation for gifted and talented students would be identified. The primary job functions for this position include working with the talent development department to facilitate identification of students and the development of differentiated learning activities for advanced learners; and to provide professional development for instructional staff.

Using standardized screeners that are free from cultural and linguistic bias, middle school students may be identified for advanced learner services. At the universal level, the needs of most students are met by the classroom teacher through differentiated core instruction. Select intervention services will be available for students identified for more specialized services. Most often these opportunities will be provided during a designated intervention/enrichment period. When testing indicates that a student should receive intense enrichment services, a GaTE plan is written to define individualized services based on what works best for each student.

Intense GaTE services will be provided through a blended learning program at Bullen, Lance, Lincoln, Mahone and Washington Middle Schools. For the 2017-2018 school year 6th grade students will be identified for the blended learning program using the fall, winter and spring MAP results and the WSAS results. Beginning with the 2018-2019 school year the identification process will also include the CoGAT and the Scales for Identifying Gifted Students (SIGS) completed by the school and home.

Administration recommends that the Board of Education approve the addition of a 1.0 Teacher Consultant – Talent Development. Administration recommends that the Board of Education approve the Talent Development Program Guide at the May 23, 2017, School Board Meeting.”

Mrs. Clements and Mrs. Brook Greno, eSchool Mathematics Teacher, gave a PowerPoint presentation which covered the following topics: talent development program philosophy, comparison of program costs, middle school site-based program, what is blended learning, a video by Heather Staker, KUSD 6th grade gifted and talented blended learning plan, 7th grade honors program, 8th grade honors program, 2017-2018 6th grade gifted and talented blended learning program, 2018 and beyond 6th grade gifted and talented blended learning program, teacher consultant - talent development, and annual program evaluation.

Mrs. Housman, Mrs. Clements, and Mrs. Greno answered questions from Board members.

Mrs. Snyder moved to approve the addition of a 1.0 Teacher Consultant – Talent Development and the Talent Development Program Guide. Mr. Kunich seconded the motion.

Roll call: Ayes: Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Noes: Mr. Falkofske and Ms. Stevens. Motion carried.

Mrs. Housaman introduced Resolution No. 332 – Authorizing the Issuance and Awarding the Sale of Approximately \$34,745,000 General Obligation Corporate Purpose Bonds, Series 2017A and Resolution No. 333 – Authorizing the Issuance and Sale of Approximately \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“At the April 25, 2016, regular School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy efficiency revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. On May 10, 2016, the Board held a special meeting where they unanimously approved an initial resolution authorizing General Obligation Bonds in an amount not to exceed \$74,990,000 in order to fund all of these projects. The initial resolution also called for a public hearing in connection with the debt issuance. A public hearing on the matter was held on May 24, 2016, with no objections to the projects or the debt issuance being expressed.

Phase 2 consists of a series of projects as detailed in the May 10, 2016, report presented by Mr. Patrick Finnemore, Director of Facilities. These projects are being performed over a six year time period and the administration is working closely with the District financial advisor, PMA Securities, Inc. to time the issuance of debt to align with project spending needs.

The first bond sale was unanimously approved by the Board on June 28, 2016, in the amount of \$28,495,000 to provide the necessary funds to complete the first project which includes Bullen Middle School and Lance Middle School. Coinciding with project progression, on March 28, 2017, the Board approved funding projects two and three with a combination of General Obligation School Improvement Bonds and a State Trust Fund Loan. The State Trust Fund Loan was approved by the Board of Commissioners of Public Lands in the amount of \$16,355,000 at their meeting held on April 18, 2017. The final piece of funding will be in the form of General Obligation School Improvement Bonds, Series 2017. These bonds complete the debt issuance needed to complete the Phase 2 series of energy efficiency projects and also refinance some existing debt that has been deemed advantageous to the District by the administration and the District financial advisors from PMA Securities, Inc.

Administration requests that the Board (1) approve Resolution No. 332 Authorizing the Issuance and Awarding the Sale of Approximately \$34,745,000 General Obligation Corporate Purpose Bonds, Series 2017A and Resolution No. 333 Authorizing the Issuance and Sale of Approximately \$1,965,000 Taxable General Obligation Refunding Bonds, Series 2017B provided at the May 23, 2017, regular School Board meeting, and (2) authorize the Board Officers and the District administration to execute all documents relating to the sale and issuance.”

Mr. Hamdan distributed revised copies of the resolutions along with a copy of the sale summary and then introduced Ms. Michele Wiberg, Vice President of PMA Financial Network, Inc. Ms. Wiberg noted that the final borrowing amounts will be \$34,510,00 and \$1,895,000. She then presented the bid summaries, issue structures, energy efficiency financing plan, and the re-financing analysis.

Mr. Kunich moved to approve Resolution No. 332 Authorizing the Issuance and Awarding the Sale of \$34,510,000 General Obligation Corporate Purpose Bonds, Series 2017A, and Resolution No. 333 Authorizing the Issuance and Sale of \$1,895,000 Taxable General Obligation Refunding Bonds, Series 2017B, and authorize the Board Officers and the District administration to execute all documents relating to the sale and issuance. Mr. Falkofske seconded the motion. Unanimously approved.

Mrs. Housman introduced the Brompton School Charter Contract Renewal submitted by Mrs. Suzanne Loewen, Principal of Brompton, Dr. Bethany Ormseth, Chief of School Leadership; Mr. Hamdan; and Dr. Savaglio-Jarvis, excerpts follow:

“On May 13, 1997, the initial Brompton school proposal was presented to the Board of Education. At that time, the Board approved a three-year charter contract with the Brompton School. On May 23, 2000, the School Board approved a two-year renewal charter contract with the Brompton School. The two-year contract matched the time frame of the Brompton lease with Saint Elizabeth Parish. On February 26, 2002, the School Board approved a five-year charter renewal with a lease agreement with the Baptist Tabernacle Church. On May 22, 2007, the School Board approved a five-year charter renewal with a lease agreement with The Baptist Tabernacle. At this time, The Brompton School Governance Board requested an additional five-year charter renewal to continue as a KUSD charter school. The Governance Board requested approval to expand from a K-5 elementary school to a K-8 school. On April 23, 2012, The School Board approved a five-year charter renewal with a lease agreement inside a KUSD school and allowed the Brompton School Governance Board to expand the school from a K-5 school to a K-8 school.

The most recent charter renewal has identified needed changes in the following areas:

1. Replacement of individual names and positions
2. Updated practices of the Governance Board
3. Updated changes to the academic program
4. Updated description of the project based learning model
5. Added language regarding special education
6. Added language to teacher qualifications

On February 13, 2017, The Brompton School Governance Board voted on and approved the recommended changes to the contract.

The Brompton School Governance Board request that the Kenosha Unified School District Board of Education approve The Brompton School charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021.”

Ms. Stevens moved to approve the Brompton School charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Housman introduced the Head Start State Supplemental Grant for the 2017-2018 School Year submitted by Ms. Lisa KC, Assistant Director of Head Start; Ms. Luanne Rohde, Director of Early Education; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning Elementary; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

“The Head Start program provides comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This state grant provides funding for 59 high-risk children that will be three or four years of age on or before September 1, 2017. Funding for the Head Start State Supplemental Grant for the 2017-2018 school year is \$335,954. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and the Head Start Performance Standards.

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families. Children who qualify must reside within the boundaries of Kenosha Unified School District. Head Start provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families. This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

Funding received through the 2017-2018 Head Start State Supplement Grant will remain the same as the previous year, sustaining the funding reduction that occurred for the 2014-15 school year. At this time no revisions to program services are anticipated. The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 2 teachers
- 2.5 educational assistants
- 1 family service provider
- Meals and snacks for state funded Head Start children
- Supplies
- Software (Teaching Strategies GOLD™) that is used to assess the children’s progress
- Bus monitors for busses that transport Head Start children (required by Head Start Performance Standards).

Administration recommends that the school board approve the 2017-2018 Head Start State Supplemental Grant.”

Mr. Kunich moved to approve the 2017-2018 Head Start State Supplemental Grant. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Housaman presented the Open Enrollment Applicants for the 2017-2018 School Year submitted by Mrs. Renee Blise, Research Coordinator; Ms. Rohde; Ms. Susan Valeri, Chief of Special Education and Student Support; Dr. Ormseth; Mrs. Housaman; Mr. Kristopher Keckler, Chief Information Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“The Wisconsin Department of Public Instruction (DPI) requires school districts to allocate open enrollment allocations prior to the start of the open enrollment application period. The Wisconsin open enrollment application period began on February 6, 2017, and closed on April 28, 2017. Once the regular Open Enrollment process is over, students from a non-resident district may continue to apply for immediate admittance to a non-resident district if he/she meets one of the criteria as noted by the Alternative Open Enrollment Application process.

At the January 24, 2017, Board of Education Regular Meeting the Kenosha Unified School Board formally affirmed the availability of spaces for both general and special education students seeking entrance into the Kenosha Unified School District under the Open Enrollment Statute for School Year 2017-18. The School Board affirmed the availability of a total 205 spaces, 23 of which were designated for selected special education programs/services.

After receiving applications from the state’s Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, School Leadership, Special Education/Student Support and Early Childhood conferred to match available District spaces to the application pool of requests made by candidates seeking entrance into KUSD. Additionally, guidelines concerning student enrollment preferences and sibling preferences were also revisited.

With the close of this year’s open enrollment application window by DPI on April 28, 2017, all students in the OPAL system were listed on a master roster in alphabetical order. Each student was then assigned an applicant sequence number with the first person listed on the roster being tagged as number one and the remaining students who were on the OPAL listing were also assigned a sequence number.

As required by Wisconsin statute and Board policy, preference was given to students currently attending Kenosha Unified and their siblings. Each student was provided a lottery ranking even though a student’s denial may have been recommended in the application review process. This is done because some special education or expulsion records may not have been received from the resident district at the time of the selection process. A lottery ranking selection process was conducted separately for each grade. If there are more applicants than spaces available at a given grade then lottery rank is used to select which student gets their preference. School placements are also made on a random basis when no school preference or restriction is indicated on the OPAL application.

On May 9, 2017, a lottery meeting was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative from the Instructional Technology Services Department served as the

“unbiased” witness to the student assignment process and drew lots during the lottery process.

200 resident students from the Kenosha Unified School District have applied for admission to schools outside of KUSD under the guidelines of Open Enrollment. 93 non-resident students have applied for admission to the Kenosha Unified School District under the guidelines of Open Enrollment. Below is a listing of the applicants by grade level.

Administration recommends approval of applicants identified as numbers 01, 02, 04, 05, 06, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 24, 25, 26, 27, 31, 32, 35, 36, 37, 38, 39, 41, 42, 45, 46, 50, 52, 57, 58, 59, 61, 62, 63, 64, 66, 68, 69, 70, 71, 72, 73, 74, 77, 78, 79, 80, 81, 82, 83, 84, 86, 87, 88, 89, 91, 92 due to available space at the grade level and/or school requested or special education or related services required by the IEP.

Administration recommends denial of applicants identified as numbers 03, 07, 19, 22, 23, 28, 29, 30, 33, 34, 40, 43, 44, 47, 48, 49, 51, 53, 54, 55, 56, 60, 65, 67, 75, 76, 85, 90, 93 due to overcapacity at the grade level, special education related services required by the IEP, or school requested and/or expulsion or habitual truancy in the current or preceding two years.”

Ms. Stevens moved to approve Administration’s recommendation for approval of applicants identified as numbers 01, 02, 04, 05, 06, 08, 09, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 24, 25, 26, 27, 31, 32, 35, 36, 37, 38, 39, 41, 42, 45, 46, 50, 52, 57, 58, 59, 61, 62, 63, 64, 66, 68, 69, 70, 71, 72, 73, 74, 77, 78, 79, 80, 81, 82, 83, 84, 86, 87, 88, 89, 91, 92 due to available space at the grade level and/or school requested or special education or related services required by the IEP and deny the applicants identified as numbers 03, 07, 19, 22, 23, 28, 29, 30, 33, 34, 40, 43, 44, 47, 48, 49, 51, 53, 54, 55, 56, 60, 65, 67, 75, 76, 85, 90, 93 due to overcapacity at the grade level, special education related services required by the IEP, or school requested and/or expulsion or habitual truancy in the current or preceding two years. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Snyder presented the Donations to the District.

Mrs. Snyder moved to approve the Donations to the District. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Coleman introduced the Minutes of the 4/24/17 Organizational Meeting, 4/24/17 Regular Meeting, and 4/24/17 Special and Executive Session.

Mr. Falkofske noted that the adjournment motion contained in the 4/24/17 Regular Meeting Minutes notes Mr. Kunich as making and seconding the motion. He indicated that he seconded the motion and that the motion should be changed.

Mr. Falkofske moved to approve the Minutes of the 4/24/17 Organizational Meeting, 4/24/17 Regular Meeting, and 4/24/17 Special and Executive Session with the change of the adjournment motion in the 4/24/17 Regular Meeting Minutes to reflect Mr.

Falkofske as the person who seconded it. Mr. Kunich seconded the motion.
Unanimously approved.

Meeting adjourned at 9:38 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 7, 2017

A special meeting of the Kenosha Unified School Board was held on Wednesday, June 7, 2017, 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 5:31 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis 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. 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 Reviewing Finding/Order by Independent Hearing Officer.

Mr. Kunich moved that the executive session be held. Mr. Falkofske seconded the motion.

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

1. Reviewing Finding/Order by Independent Hearing Officer

Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 5:32 P.M. He presented information pertaining to three expulsions and answered questions from Board members.

Mr. Tenuta and Dr. Savaglio-Jarvis departed the meeting at 5:45 P.M.

Mr. Kunich moved to approve the recommendation of the Administrative Review Committee in relation to the first expulsion. Mr. Falkofske seconded the motion. Unanimously approved.

Mr. Kunich moved to approve the recommendation of the Independent Hearing Officer in relation to the second expulsion. Mr. Wade seconded the motion. Unanimously approved.

Mr. Wade moved to approve the recommendation of the Independent Hearing Officer in relation to the third expulsion. Mr. Kunich seconded the motion. Unanimously approved.

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

Meeting adjourned at 5:54 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 7, 2017

A special meeting of the Kenosha Unified School Board was held on Wednesday, June 7, 2017, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public, Discussion/Action on Resolution No. 334 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) – Bradford High School Project, Discussion/Action on Resolution No. 335 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) – Tremper High School Project, and Discussion on PLC/Prep Time Teacher Survey Results.

The meeting was called to order at 6:03 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis 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.

Views and/or comments were made by the public.

Mr. Tarik Hamdan, Chief Financial Officer, presented Resolution No. 334 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) – Bradford High School Project and Resolution No. 335 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) – Tremper High School Project submitted by himself and Dr. Savaglio-Jarvis, excerpts follow:

“At the April 25, 2016, regular School Board meeting, the Board approved a proposal to implement a Phase II series of energy efficiency projects using the energy efficiency revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation.

Phase II consists of a series of projects as detailed in the May 10, 2016, report presented by Mr. Patrick Finnemore, Director of Facilities. These projects are being performed over a six year time period and the administration is working closely with the District financial advisor, PMA Securities, Inc. to time the issuance of debt to align with project spending needs.

The first bond sale was unanimously approved by the Board on June 28, 2016, in the amount of \$28,495,000 to provide the necessary funds to complete the first project which includes Bullen Middle School and Lance Middle School. Coinciding with project progression, on March 28, 2017, the Board approved funding projects 2 and 3 with a combination of General Obligation School Improvement Bonds and a State Trust Fund

Loan. The State Trust Fund Loan was approved by the Board of Commissioners of Public Lands in the amount of \$16,355,000 at their meeting held on April 18, 2017. The final piece of funding in the form of General Obligation School Improvement Bonds, Series 2017 A/B. was approved by the Board on May 23, 2017. The State Trust Fund Loan and bonds complete the debt issuance needed for the Phase 2 series of energy efficiency projects.

Section 121.91(4)(o)1. of the Wisconsin Statutes provides that, upon the adoption by a school board of a resolution to do so, the District's revenue limit may be increased by the amount spent in that school year on a project to implement energy efficiency measures or to purchase energy efficiency products, including the payment of debt service on bonds or notes issued to finance an Energy Efficiency Project. Due to the adoption of new emergency rules issued by the Department of Public Instruction (DPI) at the end of September, 2015, school boards no longer need to pass a resolution to exceed revenue limit for the net debt service amount each and every year of the debt service; rather they can pass a resolution that encompasses all future related debt payments.

The attached resolutions to exceed the revenue limit for 20 years, on a non-recurring basis, are for the purpose of servicing debt issued to finance Projects 2 and 3 of the previously approved Energy Efficiency Projects in Phase II.

Administration requests that the Board approve Resolution No. 334 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) - Bradford High School Project and Resolution No. 335 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) - Tremper High School Project.”

Mr. Kunich moved to approve Resolution No. 334 to Exceed the Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) - Bradford High School Project. Mr. Falkofske seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Resolution No. 335 to Exceed Revenue Limit on Non-Recurring Basis (Debt Service Payments on Energy Efficiency Measures) - Tremper High School Project. Mr. Wade seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, presented the PLC/Prep Time Teacher Survey Results. He gave a PowerPoint presentation which covered the following topics: review of KUSD professional learning collaboration (PLC) time/preparation time survey format, current scheduled KUSD PLC format feedback, currently allocated preparation time feedback, analysis of text responses, and strategic accountability: commitments and next steps.

Questions from Board members were answered by Mr. Keckler and Dr. Savaglio-Jarvis.

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

Meeting adjourned at 7:38 P.M.

Stacy Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 7, 2017

A special meeting of the Kenosha Unified School Board was held on Wednesday, June 7, 2017, 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 7:58 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis 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. 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: Compensation and/or Contracts.

Mr. Falkofske moved that the executive session be held. Mr. Kunich seconded the motion.

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

1. Personnel: Compensation and/or Contracts

Dr. Savaglio-Jarvis updated Board members on a personnel compensation matter and then answered questions from Board members.

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

Meeting adjourned at 8:17 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 12, 2017

A special meeting of the Kenosha Unified School Board was held on Monday, June 12, 2017, 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 5:30 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens was excused.

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.

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

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

1. Litigation

Attorney Ronald Stadler, Mallery & Zimmerman, S.C., and Mr. Brian Knee, Litigation Manager from Community Insurance, arrived at 5:31 P.M. and updated Board members on a pending legal matter.

Attorney Stadler and Mr. Knee answered questions from Board members.

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

Meeting adjourned at 6:23 P.M.

Kathleen DeLabio
Executive Assistant

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 13, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 13, 2017, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Discussion/Possible Action on the Teacher Salary Structure.

The meeting was called to order at 6:00 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis. Mr. Tarik Hamdan, Chief Financial Officer, and Mrs. Annie Petering, Chief Human Resource Officer, 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 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.

Views and/or comments were made by the public.

Dr. Savaglio-Jarvis introduced the Teacher Salary Structure submitted by Mr. Hamdan, Mrs. Petering, and Dr. Savaglio-Jarvis, excerpts follow:

“In the fall of 2016, Kenosha Unified began the process of gathering various forms of data and feedback with the goal of developing an updated and financially feasible salary structure for district employees.

KUSD conducted a staff survey for those on a contract with the district. Staff in the teacher group make up approximately 75 percent of the overall organization. The goal of this KUSD survey was to capture as many teacher voices as possible; ensuring staff on a teacher contract had an opportunity to provide input. This survey was voluntary and anonymous. The survey was sent to 1,708 staff identified in the teacher group, of which, 1,361 responded within the window of October 27 through November 7, 2016.

A district committee was established shortly after this meeting to assist with the task of developing a salary structure model.

On March 6 the Board of Education approved the Philosophical Statement developed by the salary structure team. It reads, “The Kenosha Unified School District believes in recruiting and retaining highly qualified, diverse staff to ensure the success of every student. This requires that we honor applicable experience, professional growth, advanced degrees and certifications through a competitive compensation structure that is consistent, transparent, and sustainable.”

Consensus reached by the salary structure design team on May 24, 2017, allows administration to recommend that the Board of Education accept Phase I as presented

by Mr. Tarik Hamdan, chief financial officer, and Ms. Annie Petering, chief human resource officer at the June 13, 2017, special board meeting. NOTE: The teacher salary structure was developed on the premise that the state's biennial budget will provide additional funds to KUSD, which KUSD will use to support salary structures. If the estimated amount in the state's biennial budget changes, the board must approve administration reducing operational and/or school budgets to support any board-approved salary structures.

Based on the consensus reached by the team in May 2017, the administration also recommends that Phase II begins in the fall of 2017, for professional learning, hard to fill positions, additional credentials and other pertinent areas."

Mr. Hamdan and Mrs. Petering gave a PowerPoint presentation which covered the following topics: KUSD's journey-collection of transcripts, KUSD's journey-district survey, ranking of compensation factors, KUSD's journey-design team, allowable per member revenue increase/decrease, KUSD total enrollment trend, preliminary budget commitment, draft salary model, draft salary schedule 2017-2018, draft schedule 2018-2019, how does this compare, how does this compare to other districts, recommended tier movement, initial placement demonstration, questions and/or examples, what does this cost, budgetary considerations, and latest state budget proposal.

Mr. Hamdan and Mrs. Petering answered questions from Board members.

Mr. Kunich moved to approve Phase I of the teacher salary structure to go into effect for the 2017-2018 school year for those on a teaching contract, and knowing that the state biennial budget is not final, commit to reducing operational and/or school budgets to support the structure as approved should the state's funding be less than initially stated in February 2017. Mrs. Snyder seconded the motion.

Roll call: Ayes: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Mr. Kunich moved to grant approval for Administration to begin Phase II of the Teacher Salary Structure. Mr. Wade seconded the motion.

Roll call: Ayes: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

Meeting adjourned at 7:38 P.M.

Stacy Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
June 27, 2017

CASH RECEIPTS	reference	total
May 2017 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,006,216.61
District Municipalities	<i>tax settlement - May payment</i>	10,868,291.23
Johnson Bank	<i>account interest</i>	164.39
US Treasury	<i>interest refund - various bond issues</i>	252,837.05
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	152,127.42
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	31,698.89
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	29,289.45
HHS	<i>head start grant</i>	171,528.16
USAC	<i>USAC E-Rate</i>	1,704,035.54
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	18,697.23
Total Incoming Wire Transfers		15,234,885.97

May 2017 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	1,021,055.46
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TOTAL MAY CASH RECEIPTS

\$ 16,255,941.43

CASH DISBURSEMENTS	reference	total
May 2017 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>	\$ 7,060,351.93
WI Department of Revenue	<i>state payroll taxes</i>	709,019.28
WI Department of Revenue	<i>state wage attachments</i>	1,477.11
IRS	<i>federal payroll taxes</i>	2,693,602.42
Delta Dental	<i>dental insurance premiums</i>	236,729.78
Diversified Benefits Services	<i>flexible spending account claims</i>	27,033.16
Employee Trust Funds	<i>wisconsin retirement system</i>	2,247,449.26
NVA	<i>vision insurance premiums</i>	15,213.45
Various	<i>TSA payments</i>	311,310.81
<i>Subtotal</i>		13,302,187.20
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	197,753.68 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	705.03
Various	<i>returned checks</i>	225.50
<i>Subtotal</i>		365,350.88
Total Outgoing Wire Transfers		\$ 13,667,538.08

May 2017 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01010DP, 01011DP</i>	\$ 12,400.32
General operating and food services	<i>Check# 550970 thru Check# 552208 (net of void batches)</i>	7,305,183.62
Total Check Registers		\$ 7,317,583.94

TOTAL MAY CASH DISBURSEMENTS

\$ 20,985,122.02

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending May 15, 2017

Merchant Name	Total
MENARDS KENOSHA WI	\$ 18,613.90
CONVERGINT	\$ 17,789.91
HOTEL	\$ 15,414.39
TIMBER-LEE CHRISTIAN CENT	\$ 7,498.00
RESTAURANTS & CATERING	\$ 6,094.20
PAYPAL *PHANTOM R B	\$ 5,668.00
ULINE *SHIP SUPPLIES	\$ 5,472.42
AMAZON MKTPLACE PMTS	\$ 5,157.01
3654 INTERSTATE	\$ 4,922.51
TRANE SUPPLY-116407	\$ 4,846.36
AIRLINE	\$ 4,539.80
MARK S PLUMBING PARTS	\$ 4,104.96
PAYPAL *CREATEASKAT	\$ 3,763.60
MAYFAIR RENT A CAR KENO	\$ 3,733.59
JOHNSTONE SUPPLY	\$ 3,164.12
JOHNSON CONTROLS SS	\$ 2,940.80
EDS ARCHITECTURAL OPENING	\$ 2,853.00
IN *A BEEP, LLC	\$ 2,370.60
AMAZON.COM	\$ 2,294.46
VIKING ELECTRIC-MILWAUKEE	\$ 2,136.58
PROVANTAGE	\$ 1,921.43
MCMASTER-CARR	\$ 1,810.72
WW GRAINGER	\$ 1,788.81
IN *GAPPA SECURITY SOLUTI	\$ 1,680.00
KITCHEN CUBES LLC	\$ 1,660.00
EXPEDIA 7264067371770	\$ 1,574.06
TLF SUNNYSIDE FLORIST OF	\$ 1,482.66
HYDRO-FLO PRODUCTS INC	\$ 1,472.29
HIGHWAY C SVC	\$ 1,444.84
VEHICLE MAINT. & FUEL	\$ 1,417.47
CREATIVE SMARTS INC	\$ 1,410.00
MARCUS THEATRES EVENTS	\$ 1,406.00
WOODWORKERS HARDWARE - W	\$ 1,369.70
CHESTER ELECTRONIC SUPPLY	\$ 1,310.79
HAJOCA KENOSHA PC354	\$ 1,309.54
LEARNING FORWARD (LF)	\$ 1,240.00
HALLMAN LINDSAY PAINTS	\$ 1,169.21
CESA 6	\$ 1,100.00
SHERWIN WILLIAMS 703180	\$ 1,086.75
CLASS 1 AIR INC	\$ 1,054.26
JONES SCHOOL SUPPLY CO.,	\$ 1,028.48
RACINE ZOOLOGICAL SOCIETY	\$ 1,010.00
JENSEN LEARNING CORP	\$ 990.00
GFS STORE #1919	\$ 973.16
AMAZON.COM AMZN.COM/BILL	\$ 949.87
FITNESS FINDERS INC	\$ 888.22
VIKING ELECTRIC-DIST CTR	\$ 886.68

AIRGASS NORTH	\$	884.77
AUER STEEL - MILWAULKEE	\$	869.21
SUMMIT PROFESSIONAL ED	\$	839.96
IRIS USA INC	\$	828.00
PAYPAL *JKIEFER	\$	825.00
TOWN & COUNTRY GLASS INC	\$	801.89
IN *ECONO SEWER AND DRAIN	\$	790.00
SQ *LAKELANDCOM-COM / BAR	\$	789.11
BAUDVILLE INC.	\$	768.02
AED SUPERSTORE	\$	711.70
LOWES #02560*	\$	699.72
VIKING ELECTRIC-CREDIT DE	\$	687.13
INDUSTRIAL CONTROLS	\$	674.51
GUSTAVE A LARSON COMPANY	\$	673.78
TOP USA	\$	671.40
OTC BRANDS, INC.	\$	668.83
ALLIED ELECTRONICS INC	\$	642.32
FIRST SUPPLY LLC #2033	\$	636.30
BEACON ATHLETICS	\$	620.16
N AMER COUNCIL FR ONLN	\$	615.00
BB *MACC FUND	\$	600.00
MPM ADMISSIONS	\$	588.00
ZOOLOGICAL SOCIETY MIL	\$	587.00
NSPRA	\$	576.00
KENOSHA HISTORICAL	\$	576.00
PAYPAL *COOPERATIVE	\$	550.00
USPS.COM POSTAL STORE	\$	542.00
TEACHERSPAYTEACHERS.COM	\$	540.21
COSTCO WHSE #1198	\$	523.32
EXPEDIA 7262434369593	\$	521.85
EXPEDIA 7262434619998	\$	521.85
THELEN MATERIALS LLC	\$	518.63
WI SHS OWW STORE SALES	\$	510.00
SHEDD AQUARIUM WEB	\$	506.70
WM SUPERCENTER #1167	\$	506.53
LITTLE FLOWER YOGA	\$	495.00
SIMPLETRUTHS.COM	\$	475.00
METRO FARE AUTOLOAD	\$	470.00
EATALY CHICAGO MARKET	\$	455.00
WHS MUSEUM STORE	\$	415.00
INT'L SPY MUSEUM	\$	414.00
WAL-MART #1167	\$	411.08
BATTERIES PLUS KEN	\$	398.28
TEAM SPORTING GOODS	\$	384.25
CLB*TOP LADIES OF DIST	\$	370.00
SURVEILLANCE-VIDEO.COM	\$	360.63
EXPEDIA 7263584414067	\$	355.09
EXPEDIA 7263584750762	\$	355.09
EXPEDIA 7263585044349	\$	355.09
WISCONSIN SCHOOL MUSIC AS	\$	337.00
DOLLAR TREE	\$	325.17
PODS #58	\$	318.00
WISMATH	\$	315.00
BETTYMILLSC	\$	312.66
FERGUSON ENT #1020	\$	312.63

MOTION INDUSTRIES WI04	\$	297.05
REINDERS - BRISTOL	\$	287.44
DW DAVIES AND CO INC	\$	275.70
SHOPKO 31 00200311	\$	273.91
BSN*SPORT SUPPLY GROUP	\$	269.39
MINUTEMAN PRESS	\$	259.00
BABCOCK HALL DAIRY STORE	\$	256.50
THE VAC SHOP NORTH INC	\$	255.98
AT&T*BILL PAYMENT	\$	243.79
THE KEMPER CENTER, INC.	\$	243.00
IN *PRIDE SASH	\$	240.00
FACEBK CBW8YBSN72	\$	239.64
SHEDD AQUARIUM	\$	230.25
NATIONAL SCHOLASTIC PRES	\$	224.00
WEBCONNEX, LLC	\$	218.79
CROWN TROPHY	\$	207.45
TIEOUTLET COM	\$	200.00
VZWRLSS*MY VZ VN P	\$	194.51
AMER LIB ASSOC-IMIS	\$	187.00
CARNES COMPANY	\$	184.91
AVIS RENT-A-CAR 1	\$	184.23
SHRM*MEMBER600676570	\$	184.00
NATL CCL TEACHERS OF MATH	\$	177.92
PICK N SAVE 00068718	\$	177.86
HOBBY LOBBY #350	\$	174.61
GEMINI BUILDS IT	\$	170.75
WINDY CITY NOVELTIE	\$	170.67
SHERRYS CUSTOM TS	\$	170.50
NRA SERVSAFE	\$	169.73
WISCONSIN STATE READING A	\$	165.00
JONES SCHOOL SUPPLY	\$	158.27
WISCONSIN TAXPAYERS ALLIA	\$	147.85
USPS PO 5642807500	\$	147.00
BRICKYARD CERAMICS	\$	143.27
SAMS CLUB #6331	\$	133.73
JALENSKYS OUTDOOR	\$	130.00
SAMSClub #6331	\$	127.15
PICK N SAVE 00068783	\$	122.63
FASTENAL COMPANY01	\$	122.20
FARM & FLEET STURTEVANT	\$	120.75
FESTIVAL FOODS	\$	118.20
STU*STUMPS	\$	116.13
SHIFFLER EQUIPMENT	\$	109.06
FACEBK 8S5VMBAP72	\$	108.30
PIGGLY WIGGLY #004	\$	107.40
POLOLU CORPORATION	\$	106.46
WWW.THEDANCINGHORSES.COM	\$	105.00
PAYPAL *ILHOLOCAUST	\$	104.00
STEIN'S GARDEN & HOME 14	\$	102.63
NASSP E-COMMERCE	\$	101.40
EB ENGLISH LANGUAGE A	\$	97.92
ERN WEBINARS	\$	97.00
PAYPAL *INCLUSIONWI	\$	95.00
PLN*PRICELINE HOTELS	\$	91.97
LINEAR RUBBER PRODUCTS	\$	90.00

FLOOR CLEANING EQUIPMENT	\$	87.12
RLI*RENAISSANCE LEARN	\$	86.45
STATE OF WI DPI REGONLINE	\$	85.00
CROWN AWARDS INC	\$	82.99
WAL-MART #2452	\$	81.22
NAESP-PEAP	\$	81.00
TARGET 00022517	\$	79.27
TLF GURNEE FLOWERS BY BAL	\$	75.00
PP*100REALCLOT	\$	72.00
RAL*WI STATE PARKS	\$	69.65
KENOSHA FRESH MARKE	\$	69.38
NAT*GEO CATALOG	\$	68.58
EXPRESS BY SUPERSHUTTLE	\$	66.00
UPS*1ZFTJ8511597178626	\$	64.72
SQ *INNOVATIVE SCHOOLS NE	\$	62.00
UWM PLANETARIUM	\$	60.00
WAL-MART #2668	\$	57.68
SQ *SDE, INC.	\$	54.85
PICK N SAVE 00064071	\$	53.65
MENARDS RACINE WI	\$	50.94
ULTRAZONE LASER TAG	\$	50.00
FOREVER GIFTS	\$	47.89
GRUENHAGEN CONFERENCE	\$	45.00
PETSMART # 1636	\$	43.96
GLEN ERIN GOLF CLUB	\$	40.00
US FLAGSTORE	\$	38.49
VIKING ELECTRIC - KENOSHA	\$	37.72
HAJOCA ABLE DIST 353	\$	37.30
B&H PHOTO 800-606-6969	\$	35.95
FRANKLINCOVEYPRODUCTS	\$	35.35
SCHOLASTIC READING CLUB	\$	35.00
MEIJER STORE #284	\$	34.15
PIGGLY WIGGLY #344	\$	33.07
SMK*WUFOO.COM CHARGE	\$	29.95
WALGREENS #3153	\$	28.25
8009441126BROOKLYNBATTERY	\$	27.98
BARNES&NOBLE.COM-BN	\$	26.86
WALMART.COM	\$	26.39
ASSOC SUPERV AND CURR	\$	26.16
DG HARDWARE.	\$	22.17
PICK N SAVE 00068502	\$	20.79
SNAKECLAMP.COM	\$	19.84
GREEN LAKE CONFERENCE	\$	19.50
UPS*1ZJ5T8Z10300016812	\$	19.06
RIVERSIDE GOLF COURSE	\$	12.00
ARO LOCK & DOOR	\$	11.00
KENOSHA AREA BUSINESS	\$	10.00
SNAP&READ UNIVERSAL	\$	7.98
FACEBK 9S5VMBAP72	\$	7.72
SEARS ROEBUCK 2342	\$	5.98
TACTICS	\$	5.85
APL* ITUNES.COM/BILL	\$	5.26
GRC*WEN BY CHAZ DEAN	\$	(37.94)
DISCOUNTMUGS.COM	\$	(75.00)
PP*VICTORIA	\$	(83.29)

PARTY CITY	\$	(84.13)
ACCUBANKER	\$	(449.00)
SHAPE AMER-CNV	\$	(2,520.00)
US Bank Purchasing Card Payment - Individuals	\$	197,753.68

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 27, 2017

Administrative Recommendation

It is recommended that the May 2017 cash receipt deposits totaling \$1,021,055.46, and cash receipt wire transfers-in totaling \$15,234,885.97, be approved.

Check numbers 550970 through 552208 totaling \$7,305,183.62, and general operating wire transfers-out totaling \$365,350.88, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2017 net payroll and benefit EFT batches totaling \$13,302,187.20, and net payroll check batches totaling \$12,400.32, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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KENOSHA UNIFIED SCHOOL DISTRICT

June 27, 2017

Integrated Library Media and Technology Plan

The current Integrated Library Media and Technology Plan (formerly referred to as the Three Year Information & Technology Plan) expired at the end of the 2016-17 school year. Consistent with the Wisconsin Department of Public Instruction (DPI) expectations and past practice, a KUSD technology leadership committee (Appendix A) has spent the past several months utilizing district technology data and compiling updated standards for the development of a new plan. Several sub-groups provided input for further surveys and practical applications as part of the process. As of 2013, Wisconsin removed the formal requirement for school districts to develop and adopt new technology plans; however, DPI strongly encourages Local Education Agencies (LEAs) to continue the process for awareness and alignment to strategic goals and initiatives. Also, these plans are inclusive of the required planning expectations related to funds and projects for school libraries.

The development of this new plan incorporated a federally established model for quality technology integration. Utilizing the Future Ready Framework resource portal (<https://dashboard.futurereadyschools.org/framework/framework-overview>) as recommended by the DPI, Kenosha Unified aligned the results from the various surveys and resource audits to establish the goals listed in the plan. The Future Ready Framework listed seven separate categories, called “gears”, of collaborative leadership centered around and supporting professional student learning. For this new plan, KUSD will focus on five of the seven gears. Gears identified as “Use of Space and Time” and “Community Partnerships” are integrated within other gear goals, as DPI suggests as a possible pathway over the course of implementation.

The 7 Gears are as follows:

- *Curriculum, Instruction, and Assessment*
- *Use of Space and Time*
- *Robust Infrastructure*
- *Data and Privacy*
- *Community Partnerships*
- *Personalized Professional Learning*
- *Budget and Resources*

The KUSD Technology Leadership Planning Team completed the initial “Digital Learning Readiness Report” and received an overall score of 7.2 out of 10. This overall baseline data was then compared to the scores from each gear surveyed by different stakeholder groups. These results were further aligned to the 2016 Wisconsin DPI Digital Learning Plan (<https://dpi.wi.gov/digital-learning>), which assists school districts in developing their local goals related to quality technology integration and support. Based on that review, the proposed goals were established and listed below. Each gear lends



itself to a specific function while at the same time all of the areas should align to the current mission, vision and goals for school districts.

To accomplish this change process, strong leadership is crucial for district superintendents and their leader teams. In preparation for developing this framework, the KUSD superintendent has supported and signed the respective Future Ready District Pledge (http://futureready.org/about-the-effort/take-the-pledge/?search=&field_56d9bc8f9f5a0=WI). This pledge presents a commitment to improving the technology integration and overall support for quality digital learning. Currently, over 3,100 school superintendents representing over 19.2 million students have signed this pledge. Based on a desire to define evidence-based approaches to manage this process, the U.S. Department of Education and the American Institutes for Research (AIR) published a rubric on the characteristics of Future Ready Leadership (<https://tech.ed.gov/leaders/research/>). Kenosha Unified leadership will continue to review and integrate the strategies for improved digital learning when possible.

Recommendation:

On June 13, 2017, the Curriculum/ Program Committee reviewed and approved to forward the 2017-2020 Integrated Library Media and Technology Plan to the June 27, 2017, regular Board meeting. Administration recommends that the School Board approve the 2017-2020 Integrated Library Media and Technology Plan.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kris Keckler
Chief Information Officer

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Ann Fredriksson
Coordinator for Instructional Technology & Library Media

2017-20 Integrated Library Media and Technology Plan

Curriculum, Instruction, and Assessment

GOAL 1.1

Educators will base curriculum, instruction, and assessment on the clear expectation that all students graduate prepared for college and the workplace.

RECOMMENDATION

Support students' learning in academic standards and college and career readiness by leveraging tools and resources available to help students meet learning goals and outcomes.

PRIORITY ACTIVITIES

- Adopt the Wisconsin Information Technology and Literacy standards expected to launch Fall 2017. The state standards will integrate ISTE [NETS 2016 Student Standards](#) and the updated AASL Student Learning Standards (to be released in Fall 2017).

GOAL 1.2

All students have access to qualified school library media teachers who have the capacity to partner with classroom teachers to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.

RECOMMENDATION

Support the building of instructional partnerships as teachers and library media teachers design engaging curriculum and use collaborative spaces augmented with digital tools and resources.

PRIORITY ACTIVITIES

- Continue training to support [Future Ready Librarians'](#) (Appendix B) professional practice, programs, and spaces.

Personalized Professional Learning

GOAL 2.1

Teachers, administrators, and other educational professionals are self-directed in their professional practices using technology to optimize teaching and learning.

RECOMMENDATION

Ensure educators have access to high quality digital professional learning resources and collaboration tools by creating digital professional learning communities and professional development sessions eliminating the confines of geography and time.

PRIORITY ACTIVITIES

- Provide resources, tools, and partnerships to support facilitators in delivering face-to-face, online, and blended professional learning programs for staff members of all content areas and levels.
- Maximize access to local, regional, and statewide opportunities for educators to learn and share their professional learning activities.
- Promote and participate in ongoing local, regional, state, and national opportunities to meet educators' range of instructional technology needs.

GOAL 2.2

Educators collect data on their use of technology for learning and use it to monitor professional growth.

RECOMMENDATION

Ensure teachers, administrators, technical staff, and support staff can demonstrate understanding and application of the digital learning competencies.

PRIORITY ACTIVITIES

- Develop a self-assessment that identifies teachers' skill levels in technology proficiency standards established by International Society of Technology in Education (ISTE).
- Conduct a teacher self-assessment that identifies teachers' skill levels in technology proficiency standards.
- Develop and implement digital learning competencies for all district leaders.

Data and Privacy

GOAL 3.1

Staff is familiar with state and federal legislation regarding the safety, security, and privacy of data.

RECOMMENDATION

District will update policies and procedures related to data usage, privacy, and security.

PRIORITY ACTIVITIES

- Create/update local policies (Appendix C), procedures, and practices to address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet based on the Family Educational Rights and Privacy Act ([FERPA](#)) and the Wisconsin Pupil Records Statute ([118.125](#)).
- Develop and/or adopt data management and security plans. Plans will include communication, implementation, oversight, and evaluation practices.
- Continue to provide digital privacy and security and digital footprint lessons and activities through the school library media digital citizenship instruction.
- Provide professional learning and training required to ensure educators are prepared to meet responsibilities related to data. Training will be based on a clear understanding of the data sets available in the district, the questions asked and answered through data, data roles and responsibilities, data uses in the district, and definitions of data literacy.

GOAL 3.2

Educators in the system are data-literate and understand the potential uses and misuses of data in the teaching and learning process and act accordingly.

RECOMMENDATION

Review and update curricula annually to make effective use of evidence and data-based decision making. Data systems used by districts must meet educator and parent needs, and are understandable to them so they can support student learning.

PRIORITY ACTIVITIES

- Provide training opportunities to educators and administrators on the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. Primary of this is the annual notice and requirement by all district staff to review and acknowledge the Non-Disclosure and Confidentiality Agreement (Appendix C).

Technology, Networks, and Hardware

GOAL 4.1

All schools are able to meet student and staff bandwidth demand at all times throughout the school day.

RECOMMENDATION

Implement [SETDA benchmarks](#) to ensure sufficient bandwidth to the edge of the building and develop an internal network and technical support sufficient to support student learning goals.

PRIORITY ACTIVITIES

- Annually assess internal networks to ensure they are sufficient to support student learning goals (Appendix D). Develop network annually as needed, making use of E-Rate and other available funding.
- Provide technical support sufficient to ensure student learning and staff work is not impeded by downtime.

GOAL 4.2

District leaders prepare comprehensive plans that document policies; ensure accuracy with current inventories; define upgrade and replacement schedules; identify annual budgets; and outline environmentally responsible disposal policies.

RECOMMENDATION

Assist school districts as they develop and redevelop infrastructure to support digital learning environments and district operations.

PRIORITY ACTIVITIES

- Establish formalized and working partnerships among DPI, other agencies and educational organizations, and the private and nonprofit sectors to focus on resource acquisition to enable implementation of the recommendations.
- Routinely perform needs assessments and updates of integrated school library media and technology plans in alignment with broader district-level strategic planning using tools available through DPI or other sources.

Budget and Resources

GOAL 5.1

Funding for digital learning is integrated across multiple budget areas, including instruction, building facilities, technology, staffing, utilities, etc., where appropriate.

RECOMMENDATION

District works to identify and secure viable funding sources for short and long-term technology purchases.

PRIORITY ACTIVITIES

- Explore and utilize any available state and regional funding opportunities such as the FCC's Connect America Fund, new E-Rate initiatives, Technology for Educational Achievement (TEACH), Wisconsin Public Service Commission (PSC) broadband expansion grants, the DOA BadgerNet, and others as they become available.
- Explore providing internal staff, onsite support, and offsite network management. Make full use of E-Rate Category 2 options for funding maintenance and network management (Appendix E).
- Reuse refreshed hardware to fill other district needs
- Sell back or trade in older technology to help fund new devices (Appendix E)
 - Infrastructure refresh every 5-7 years
 - Access point refresh every 5-7 years
 - Switches, controllers, routers, servers, and other network equipment refreshed every 7 years
 - Staff and student devices every 4-6 years

GOAL 5.2

Ensure sufficient technical and instructional support in every school.

RECOMMENDATION

Develop sufficient technical and instructional support, characterized by a positive service orientation, in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

PRIORITY ACTIVITIES

- Annually evaluate technology needs, effectiveness, and expandability

Appendix A

KUSD Technology Leadership Committee

Julie Housaman	Chief Academic Officer
Kristopher Keckler	Chief Information Officer
Robert Neu	Director of Title 1/CLC Programs
Scott Kennow	Regional Coordinator of Leadership and Learning - Elementary
Annie Fredriksson	Coordinator of Instructional Technology and Library Media
James Hanrahan	Coordinator of Operations and Applications Support
Jennifer Navarro	Coordinator of Professional Learning
Jenny Schmidt	Coordinator of Special Education and Student Support
Angela Becker	Network Manager
Travis Ciesielski	Technology Support Program Manager
Christine O'Regan	Library Media Teacher Consultant
Mary Salani	Instructional Technology Teacher Consultant
Page Kessler	Instructional Technology Teacher
Lorena Danielson	Library Media Teacher
Deidre Olson	Library Media Teacher

Appendix B

Future Ready Librarian Plan

FUTURE READY LIBRARIANS

Facebook.com/
FutureReadySchools

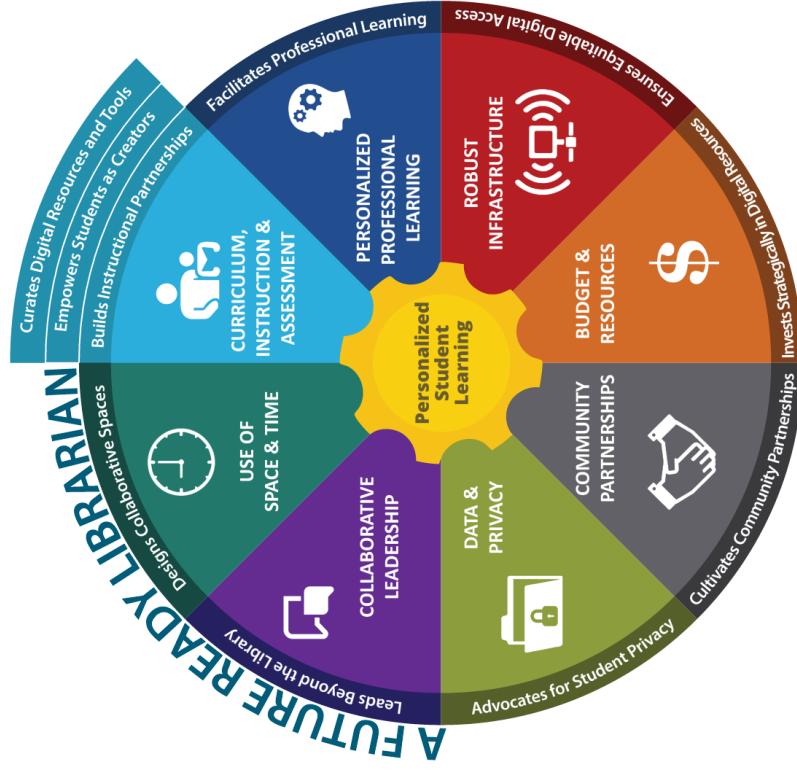


@FutureReady
#FutureReady



As schools seek to become Future Ready, it is necessary to identify and cultivate leadership beyond district and building leaders. School librarians lead, teach and support their school's and/or district's Future Ready Schools (FRS) goals through their professional practice, programs and spaces. Derived from the FRS framework, these principles both describe how librarians can support schools in this transition and identify specific ways in which librarians can themselves become more Future Ready. By aligning with strategic initiatives like FRS, librarians can better connect their practices, programs and spaces to educational innovation in schools. If properly prepared and supported, school librarians are well positioned to be at the leading edge of the digital transformation of learning.

Acknowledging that the current state of school libraries and librarians ranges widely from state to state and even from school to school, these principles are predicated on a core belief that in a Future Ready school, all students have equitable access to qualified librarians, digital tools, resources and books. In support of these goals, partnerships and support of public librarians and libraries are welcome and encouraged.



www.FutureReady.org/Librarians

FUTURE READY LIBRARIANS

Designs Collaborative Spaces
Use of Space and Time




Provides flexible spaces that promote inquiry, creativity, collaboration and community.

Builds Instructional Partnerships
Curriculum, Instruction and Assessment



Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology.

Empowers Students as Creators
Curriculum, Instruction and Assessment



Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration and authentic, real-world problem solving.

Curates Digital Resources and Tools
Curriculum, Instruction and Assessment




Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develop the digital curation skills of others.

Facilitates Professional Learning
Personalized Professional Learning



Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology competencies, etc.)

Ensures Equitable Digital Access
Technology and Infrastructure



Provides and advocates for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.

Invests Strategically in Digital Resources
Budget and Resources




Leverages an understanding of school and community needs to identify and invest in digital resources to support student learning.

Cultivates Community Partnerships
Community Partnerships




Cultivates partnerships within the school and local community (families and caregivers, non-profit organizations, government agencies, public and higher education libraries, businesses, etc.) to promote engagement and a lifelong learning process.

Advocates for Student Privacy
Data and Privacy



Teaches and promotes student data privacy through their instruction and role as educational leaders.

Leads Beyond the Library
Collaborative Leadership



Participates in setting the district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

Kenosha Unified Future Ready Librarians Documented Evidence of Accomplishment in Each Gear

Designs Collaborative Spaces	Builds Instructional Partnerships	Empowers Students as Creators	Curates Digital/Print Resources and Tools	Facilitates Professional Learning
<ul style="list-style-type: none"> Redesigning our (most) spaces based on LLC Makerspaces Google Apps for Education 	<ul style="list-style-type: none"> PLC Curriculum writing (Annie Check) Digital Citizenship AASL standards (research, other curricular standards for our field) Mirrored curriculum with the ELA CC Standards and Sequence (elem and mid) 	<ul style="list-style-type: none"> Statewide reading programs Makerspaces flexible/multiple physical and digital spaces See Ensures Equitable Digital Access 	<ul style="list-style-type: none"> Core Collection Online Resources Resource Fair Policies and practices -selection/collection development of digital/print, weeding Video conferencing 	<ul style="list-style-type: none"> Conference attendance Conference presentation AASL program evaluation tool Building level PD One on one training PLNs
Ensures Equitable Digital Access	Invests Strategically in Digital/Print Resources	Cultivates Community Partnerships	Advocates for Student Privacy	Leads Beyond the Library
<ul style="list-style-type: none"> Circulates mobile hotspots (at home) Circulate devices 24/7 access to information Google Apps for Education(word processing software) 	<ul style="list-style-type: none"> Core Collection Digital/print Resources Conscious effort to strategically purchase technology/devices and tools 	<ul style="list-style-type: none"> Partnering with public libraries, neighboring school district, universities (tally) Service projects (survey LMTs), library aides Parent organizations (fundraising efforts for books and digital tools and resources) Night time events (reading/literacy nights, student clubs and activities) 	<ul style="list-style-type: none"> Digital Citizenship scope and sequence Password change 	<ul style="list-style-type: none"> Encourage/ support citywide, statewide and national/international committee memberships (tally) Participates in building leadership committees

Appendix C

KUSD Technology Related Policies

Policy ID	Policy Title	Date of Last Update
<u>3531.1</u>	Copyrighted Materials	2/24/2015
<u>4226</u>	Staff Technology Acceptable Use	3/22/2016
<u>5435</u>	Electronic Devices	2/22/2011
<u>6330</u>	Privacy Rights in District Programs	1/29/2002
<u>6610</u>	Selection of Instructional Materials	2/24/2017
<u>6620</u>	Library Resources	4/23/2012
<u>6633</u>	Student Technology Acceptable Use Policy	3/22/2016
<u>6634</u>	Assistive Technology	11/22/2005

Starting with 2016-17school year, all KUSD staff must sign the annual agreement related to data privacy and use.

KUSD Employee Non-Disclosure and Confidentiality Agreement

I understand that my access to data, information, and records (all hereinafter referred to as Information) maintained in the manual and automated information and records systems of the Kenosha Unified School District (all hereinafter referred to as Information Systems) is limited to my need for the Information in the performance of my job duties. By my electronic confirmation (eSignature) below, I affirm that I have been advised of, understand, and agree to the following terms and conditions of my access to Information contained in Information Systems.

1. I will use my authorized access to Information Systems only in the performance of the responsibilities of my position as a member of Kenosha Unified's (KUSD) faculty or staff.
2. I will comply with all controls established by KUSD regarding the use of Information maintained within the Information Systems.
3. I will avoid disclosure of Information to unauthorized persons without the appropriate consent of the Information owner except as permitted under applicable District policy and/or Federal or State law. I understand and agree that my obligation to avoid such disclosure will continue even after I leave the employment of Kenosha Unified.
4. I will exercise care to protect Information against accidental or unauthorized access, modifications, disclosures, or destruction.
5. When discussing Information with other employees in the course of my work, I will exercise care to keep the conversation private and not overheard by others who are not authorized to have access to such Information.
6. I understand that any violation of this Agreement or other District policies related to the appropriate release or disclosure of Information may result in one or more sanctions including immediate termination of my access to Information Systems, disciplinary action up to and including dismissal from employment, criminal penalties, or civil liability.

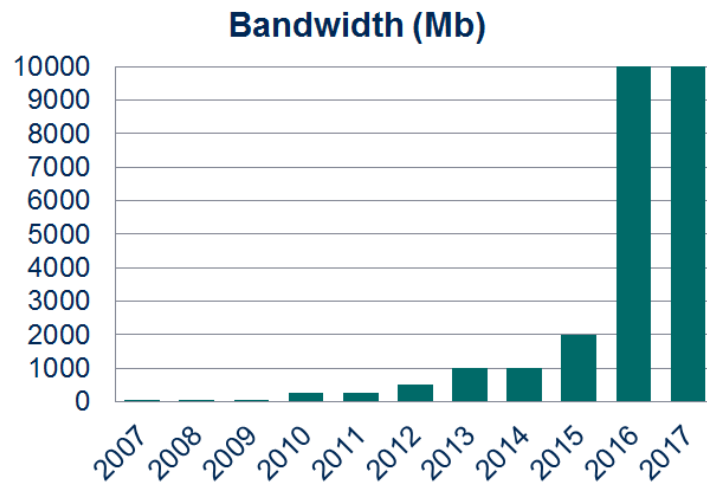
I affirm that I have been given the opportunity to review federal Family Education and Rights Privacy Act (FERPA), Wisconsin Statute 118.125 (Pupil Records), and KUSD Policy 6470 Student Records, and I further affirm that I have had an opportunity to seek further guidance.

eSignature: _____ Date stamp: _____

Appendix D

KUSD Bandwidth Data

Historical bandwidth to the Internet



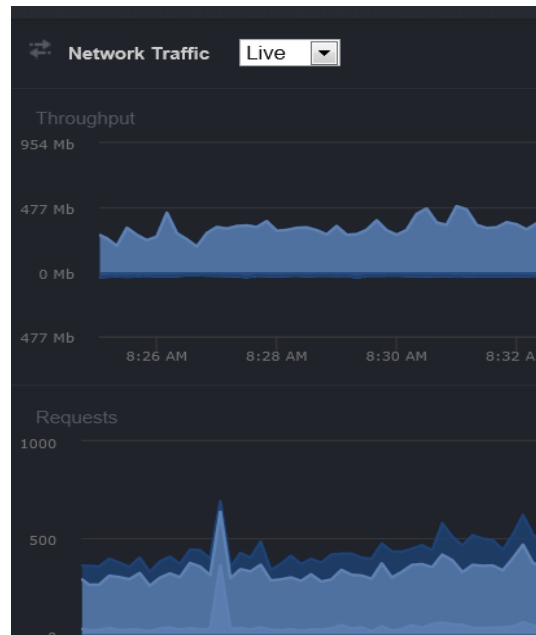
September 2016

May 2017

Daily network traffic



Implemented load balancing to improve network traffic



Appendix E

KUSD Instructional Technology Resource Inventory

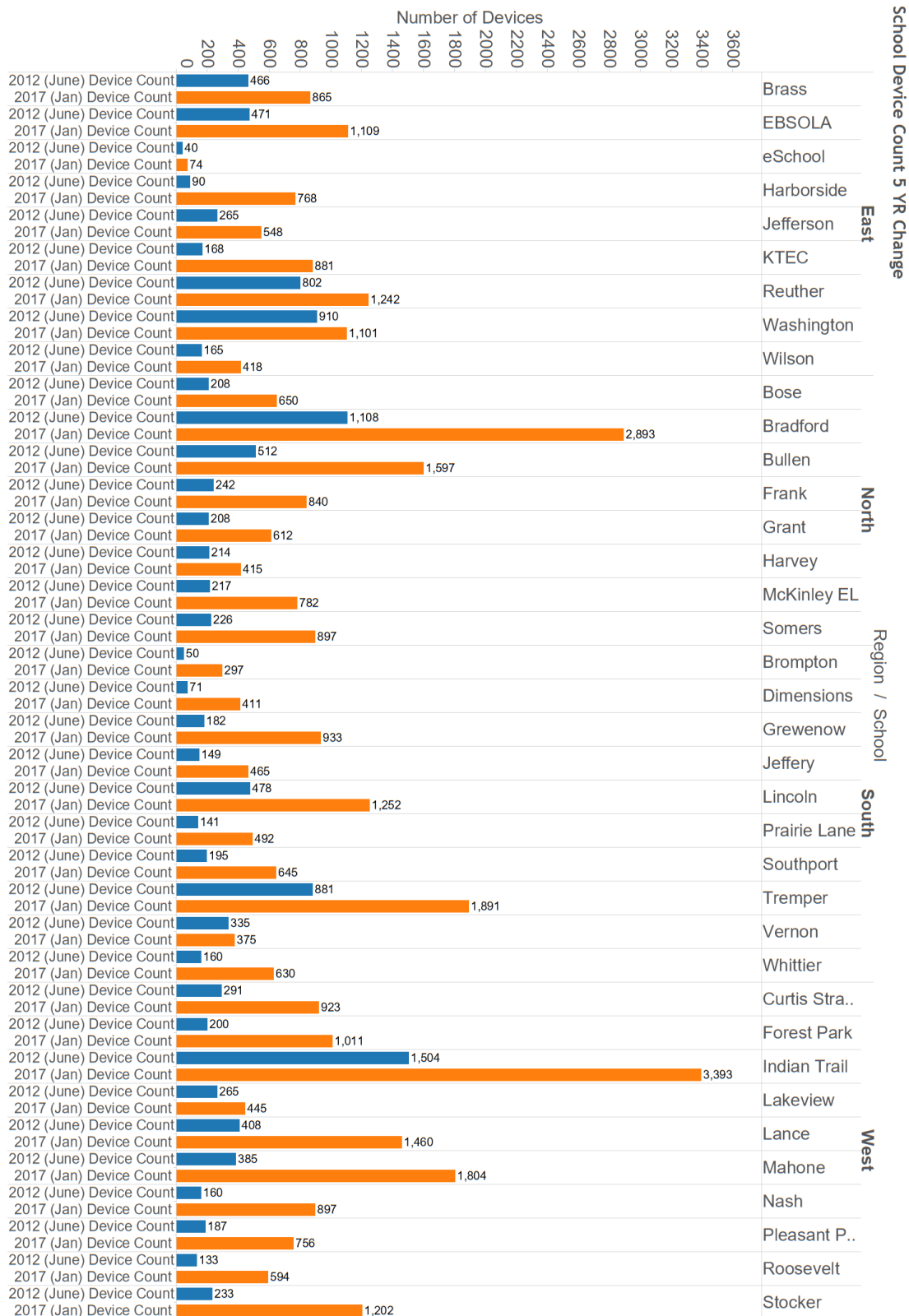
KUSD utilized applicable E-Rate funding to help improve the overall network infrastructure by implementing the following:

- Upgrading the Core fiber infrastructure switching environment. This will increase the internal bandwidth from 10Gbs to 20Gbs and provide redundancy by adding an additional switch to all WAN/LAN locations.
- Upgrading LAN switches in all schools, which will increase the speed to each location from 1Gbs to 10Gbs. This will reduce the total number of switches, provide ease of management and improve power consumption.
- Installing a wireless access point in every instructional classroom within the district. Providing this environment ensures each device will have a stronger, stable and more reliable connection.
- Upgrading the final district locations related to wired consistency.
- Total cost for project completion: **\$2,427,159.23**
 - E-Rate total reimbursements covered by federal grant: **\$1,941,727.38**
 - Financial obligation of the district as one-time expense: **\$485,431.85**

Kenosha News Article related to KUSD utilization of E-Rate funds:

http://kenoshanews.com/news/kusd_receives_2_million_to_help_upgrade_digital_equipment_490458653.php

Technology device inventory by region and school location (5-year change)



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**Kenosha Unified School District
Kenosha, Wisconsin**

June 27, 2017

ADOPTION OF THE NATIONAL COALITION OF CORE ARTS STANDARDS

Background

The National Core Arts Standards (NCCAS) for dance, media arts, music, theatre, and visual arts were created in a transparent inclusive process engaging over 130 arts educators as writers and 6,000 reviewers. These prekindergarten through twelfth grade-by-grade standards were written to guide educators seeking to provide quality arts education for America's students, define artistic literacy, and support twenty-first century skills and college-and-career readiness. The NCCAS were officially launched on June 4, 2014 (Appendix A).

The National Coalition for Core Arts Standards is an alliance of national arts and arts education organizations dedicated to ensuring quality standards-based arts opportunities for all students. Members include the American Alliance for Theatre in Education, Americans for the Arts, Educational Theatre Association, National Art Education Association, National Association for Music Education, National Dance Education Organization, NCCAS Media Arts Committee, and Young Audiences Arts for Learning.

**NATIONAL COALITION OF CORE ARTS STANDARDS CONTEXTUAL
INFORMATION**

- The new standards are a reimagining of the 1994 National Standards for Arts Education, which served as the foundation for the Wisconsin Model Academic Standards for the Arts as well as the Kenosha Unified School District Arts Standards (last revised in 2000).
- The NCCAS were developed using an Understanding by Design framework.
- The NCCAS were developed with full knowledge of the current trends in education, including Common Core.
- The NCCAS unify all areas of fine arts under one document so all disciplines are speaking the same language.
- The College Board conducted and published research in 2011 on behalf of the NCCAS to aid in the development of the new standards. This research also included review of international arts education standards.
- Currently, all major arts education organizations have adopted and endorsed the NCCAS.

- Wisconsin Department of Public Instruction, Wisconsin School Music Association, and Wisconsin Art Education Association are backing the NCCAS and are creating crosswalk documents to aid districts that are shifting to the new standards.

PHILISOPHICAL/ORGANIZATIONAL HIGHLIGHTS OF THE NATIONAL COALITION OF CORE ARTS STANDARDS

- The NCCAS framework is built upon four artistic processes. The standards are then embedded under these broad areas of learning.
- The focus of the standards is on artistic literacy and evidence of student learning as it relates to the artistic processes.
- The NCCAS does not organize standards as lists of what students should know and be able to do. Rather, the NCCAS treats standards as measurable and attainable learning events based on artistic goals.
- The NCCAS is not a curriculum but, rather, a conceptual structure that affords better quantification of achievement in the arts.

STRUCTURE OF THE NATIONAL COALITION OF CORE ARTS STANDARDS

Four Artistic Processes. (Excerpt from <http://www.nationalartsstandards.org/content/conceptual-framework>)

The artistic processes are the cognitive and physical actions by which arts learning and making are realized. Inspired by the 1997 National Assessment of Education Progress (NAEP) Arts Education Assessment Framework, the National Core Arts Standards are based on the artistic processes of:

- Creating
- Performing/producing/presenting
- Responding
- Connecting

Each of the arts disciplines incorporates these processes in some manner. These processes define and organize the link between the art and the learner.

The identification of these artistic processes was informed by two studies conducted by the College Board: *A Review of Selected State Arts Standards* and *International Arts Education Standards: A Survey of the Arts Education Standards and Practices of Fifteen Countries and Regions*. The former reviewed a series of recently revised arts education standards from states and large districts nationwide, noting trends in the structure and organization of these standards as well as finding commonalities among their guiding philosophies. The researchers found that

the NAEP framework was a significant source of influence in many recent standards revisions. The framework of creating, performing, and responding became a foundational element for the structure and content of the standards of several states: Michigan, Minnesota, New Jersey, and Washington, among others. In the other study, College Board researchers reviewed the recently created standards of 15 countries worldwide. In 14 of the studied countries, the skills of creating, performing, and responding were found to form the core of these international examples as well though the terminology varied.

Next Steps

The move to adopt the NCCAS is not meant to be an opportunity to throw out the current standards and start over. As teachers have begun exploring the NCCAS, it has become apparent that the task at hand is more of reorganizing and recategorizing what is currently in place. There is a high level of motivation for this, and many teachers have commented that they feel the structure and organization of the NCCAS makes sense and will lead to better quantification of student learning. The process of reviewing the current materials, with the goal of refining the scope and sequence in each of the fine arts disciplines and examining assessment practice, has resulted in a natural evolution of the discussion to implement the new standards.

All fine arts departments have been working with the NCCAS, and there is agreement that as each course or grade level is revised (based on the curriculum revision timeline), the new NCCAS standards will be used (Appendix B).

The implementation of the NCCAS will offer an opportunity to improve student achievement in all areas of fine arts through language unification, enhanced organizational elements and a focus on artistic literacy. The purpose of this update is to formally adopt the NCCAS so that the new standards can be used to guide continuing curriculum work.

This informational report was presented at the June 13, 2017, Curriculum/Program Standing Committee meeting and is shared this evening for the School Board's information.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Scott Plank
Coordinator of Fine Arts

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Kenosha Unified School District
Kenosha, Wisconsin

June 27, 2017

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 May 23, 2017 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 Contract 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. The Purchase/Contract Rationale is attached.

Vendor	Program/Product	Amount
Schenck S.C.	Provides annual financial audit services in accordance with general accepted accounting principles. Our independent auditor will be used for fiscal years ending June 30, 2017, 2018, 2019, with renewal options for 2020 and 2021.	\$43,800.
Compass Learning/Edgenuity	Contract renewals for 22 schools for credit recovery and intervention learning activities. Program includes professional development and new content.	\$266,520.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Ms. Lisa Salo
Accounting Manager

Mr. Robert Hofer
Purchasing Agent

Ms. Julie Housaman
Asst. Superintendent Teaching and Learning

Ms. Ann Fredriksson
Coordinator Library Media & Instruction

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: Schenck S.C.

Purchased Good/Program: Audit Services

Start Date/Date Needed: Anticipated start date June 2017

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

The purpose of the proposed purchase is to contract for annual financial audit services with an independent auditor for fiscal years ending June 30, 2017, 2018, 2019 with renewal options for 2020 and 2021.

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

	Audit Year				
	2017	2018	2019	Option Years	
				2020	2021
Audit of Basic Financial Statements, including assistance with GASB 34 entries, submission of 1506-AC, 1506-FB, and 1506 (paper)	\$ 28,600	\$ 29,200	\$ 29,900	\$ 30,720	\$ 31,600
Audit of Federal and State Financial Assistance under OMB Circular A-133 and State Single Audit Guidelines, including preparation of the Data Collection Form	9,000	9,200	9,400	9,600	9,800
	\$ 37,600	\$ 38,400	\$ 39,300	\$ 40,320	\$ 41,400
Preparation of Annual Financial Report, due annual to the District by October 1st (draft) and November 1st (final) ⁽¹⁾	Included	Included	Included	Included	Included

⁽¹⁾ District would be responsible for preparing the management discussion and analysis. Schenck would format and include in District's Annual Financial Report.

Audit of School District membership counts, if required by the Wisconsin Department of Public Instruction	\$ 6,200	\$ 6,200	\$ 6,200	\$ 6,200	\$ 6,200
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The funding source is from the Board of Education's local budget.

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?

The District is required to have an annual audit performed in accordance with accounting principles generally accepted in the United States of America, the standards set forth for financial audits in the U.S. General Accounting Office's (GAO) Government Auditing Standards, the provisions of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards and the State Single Audit Guidelines issued by the Wisconsin Department of Administration and Governmental Accounting Standards Board statements. Completion of this audit provides assurance that the District's financial statement information is accurate. The audit also provides transparency to the appropriate stakeholders.

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

Anticipated start date in June 2017.

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

Appropriate Leadership Signature Theresa Had Date 5/4/17

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/Edgenuity

Purchased Good/Program: Annual Renewals and Professional Development

Start Date/Date Needed: July 1, 2017

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

In August 2016 Compass merged with Edgenuity. Compass was the leader in the K-8 market and Edgenuity was the leader in the 6-12 market. Together they offer a comprehensive K-12 solution for schools. Our current support from the company remains in place; however, some of the products have shifted slightly to better fit our needs. Kenosha schools will continue to utilize credit recovery and intervention options through this company.

1. **Renewal/Credit Recovery Course contracts:** Currently, the district has 22 schools utilizing Compass Learning/Edgenuity for credit recovery and intervention learning activities. Each year, schools need to renew their hosted basic support and secure access to credit recovery courses. This support provides database management, maintenance and version updates, helpline support, and remote access for our K-8 schools. The K-8 renewals also encompass the NWEA Test Translator Service which imports the scores from MAP assessments. This allows the Pathways part of the program to personalize the activity levels to promote growth. Our high schools will utilize the Edgenuity Digital Library of credit recovery courses along with MyPath Math and Reading for intervention options. The following is a list of schools utilizing Compass/Edgenuity products: Bradford, Brass, Bullen, Dimensions, EBSOLA, eSchool, Grant, Harborside, Hillcrest, Indian Trail, Jefferson, Jeffery, KTEC, LakeView, Lance, Lincoln, Mahone, McKinley, Reuther, Somers, Tremper, and Washington.
2. **Professional Development:** Throughout the school year, school administrators may choose to purchase tailored professional development from Edgenuity to address the current needs of their staff. The cost associated with an on-site or virtual day of professional development is \$1500. It is estimated that half of the K-8 schools will purchase a day of professional development. With the switch to Edgenuity credit recovery courses, the district will secure 5 training days for aligning Edgenuity courses to KUSD curriculum and training high school teachers utilizing the new courses in Fall 2017.
3. **New Content:** Some middle schools are considering potential upgrades to the Edgenuity middle school product that will increase their renewal costs by \$4000-\$6000. The expected renewal cost for the district middle schools is expected to total approximately \$55,000.

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

1. Total Cost for K-8 Renewals including NWEA Test Translator Service: \$82,620
 - a. Funded by school operational and Title 1 budgets
2. Total Cost for K-8 Professional Development – Estimate \$10,500
 - a. Funded by school operational and Title 1 budgets
3. Total Cost for high school credit recovery courses plus training: \$173,400.
 - a. Funded by Teaching and Learning budget

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?

Credit Recovery: Compass/Edgenuity courses assess student knowledge of content and then prescribe lessons based on individual student 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.

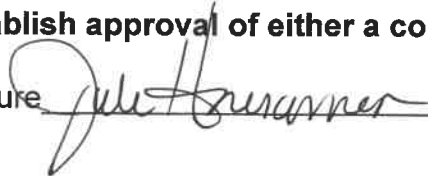
Intervention: Compass Learning Pathways and Edgenuity My Path identifies current proficiency levels along with skill and concept gaps with targeted students. With the import of current MAP assessment scores, the programs can personalize the instruction to reintroduce or reinforce knowledge and skills to promote learning.

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

1. All annual renewals are based on a July 31 date. This allows for uninterrupted use in summer school.
2. Schools may or may not choose to secure professional development from Compass Learning/Edgenuity. If administrators feel there is a need for professional development, they will secure a day with them to address the particular need.
3. Anticipated start dates for the new schools purchasing content would be the first week of the 2017-2018 school year.

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

Appropriate Leadership Signature



Date

5/18/17

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**Kenosha Unified School District
Kenosha, Wisconsin**

June 27, 2017

**HEAD START FEDERAL GRANT COST-OF-LIVING
ADJUSTMENT REQUEST**

At the March 28, 2017, meeting the School Board approved the Head Start Federal Grant for the 2017-2018 school year. Since that time the Kenosha Unified School District Head Start Program has received notification of a Supplemental Federal Head Start Cost-of-Living Adjustment (COLA) Grant award of \$20,615.

Application for the base award amount of \$2,025,018 was submitted by the due date of April 1, 2017. Application for the separate Cost-of-Living Adjustment (COLA) Grant is due June 30, 2017.

Approval from the Board of Education is requested to submit and implement the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) Grant for the 2017-2018 school year. The funding of this grant is \$20,615. As stated in the program instruction memorandum, (Attachment A), COLA funds are to be used to increase staff salaries and fringe benefits to pay for higher operating costs. KUSD Head Start will use these monies to off-set the increases in the cost of employee health benefits for the 2017-2018 school year. Current insurance costs will increase by 7.4%, resulting in an increase of \$39,618. Using COLA funds will reduce the increased costs to the district by \$20,615. Head Start Federal funds currently pay for 33 staff positions.

Grant Title

Supplemental Head Start Federal Cost-of-Living Adjustment Grant

Funding Source

U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2017 to June 30, 2018

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2017. 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

330 eligible Head Start Students

Fiscal Impact

See Attachment B - Fiscal Impact Statement.

Program Services

All Head Start staff is employed through the Kenosha Unified School District and follow the contract agreements for their work classification. The monies that are provided in the Supplemental Cost of Living Adjustment Grant will be dedicated toward the increases in health/dental benefit costs.

Staff Persons involved in preparation of the grant application:

Luanne Rohde, Director of Early Education

Lisa KC, Assistant Head Start Director, Chavez Learning Station

Administrative Recommendation

Administration recommends that the School Board approve the Supplemental Federal Head Start Cost of Living Adjustment Grant award of \$20,615.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of
Leadership and Learning

Ms. Luanne Rohde
Director of Early Education

Ms. Lisa KC
Assistant Director Head Start



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | Region V | 233 North Michigan Avenue, Suite 400, Chicago, IL 60601 | www.eclkc.ohs.acf.hhs.gov

May 31, 2017

Tamarra Coleman, Board President
Kenosha Unified School District #1
3600 52nd Street
Kenosha, WI 53144

Re: Grant No. 05CH8317

Dear Ms. Coleman:

The Consolidated Appropriations Act, 2017, contains an increase of approximately \$85 million for programs under the Head Start Act for Fiscal Year (FY) 2017. A portion of the increase provides a cost-of-living adjustment (COLA) of 1.0 percent to assist grantees in increasing staff salaries and fringe benefits and offsetting higher operating costs.

The following table reflects the amount of the COLA for the Head Start and/or Early Head Start programs in FY 2017.

Common Accounting Number (CAN)	COLA Amount
Head Start Program Operations	\$20,615
Early Head Start Program Operations	
TOTAL	\$20,615

Submission Requirements

Program Instruction ACF-PI-HS-17-02, dated May 12, 2017, informed Head Start and Early Head Start grantees and delegate agencies of the intended uses of these funds and announced the opportunity for grantees to apply for the funds. Please review the Program Instruction carefully to ensure your supplemental application meets the requirements for funding and contains all of the necessary information.

The supplemental application is due June 30, 2017 and must be submitted in the Head Start Enterprise System (HSES) at <https://hses.ohs.acf.hhs.gov/hsprograms>. Please select the Financials tab, Application tab, Fiscal Year 2017 and the budget period to add the 'Supplement' amendment type. For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Please ensure the program narrative, budget and detailed budget justification submitted in the application documents demonstrate:

- An increase of 1.0 percent in the hourly rate of pay for each Head Start/Early Head Start employee and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- The rationale if employees are receiving less than the 1.0 percent COLA or differential COLA increases;
- The provision of the 1.0 percent increase to all delegate agencies and partners or justification if the full percentage is not provided to delegate agencies and partners;
- The planned uses for the balance of the COLA funds to offset higher operating costs;
- Each source of non-federal match, including the estimated amount per source and the valuation methodology; and
- A detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal match requirement.

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the supplemental application must be provided. The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. If you have any questions or need assistance, please contact Erin Lutz, Program Support Specialist, at (312) 980-3407 or erin.lutz@acf.hhs.gov or Margaret Harrell, Grants Management Specialist, at (312) 353-4720 or margaret.harrell@acf.hhs.gov. Thank you for your cooperation and timely submission of the grant application.

Sincerely,



Heather Wanderski
Supervisory Program Specialist
Office of Head Start

cc: Sue Savaglio-Jarvis, Superintendent
Luanne Rohde, Head Start Director

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: COLA – Supplemental Head Start Grant

Budget Year: 2017-2018

Department: Early Education

Budget Manager: Luanne Rohde

REQUEST

Approval from the Board of Education is requested to submit and implement the Supplemental Head Start Federal Grant – Cost of Living Adjustment for the 2017-2018 school year. The funding for this grant is \$20,615. It is designed to fund cost of living adjustments to the salaries and benefits of Head Start employees.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic social/emotional and health needs of low-income three and four year old children and their families. Children who qualify must reside within KUSD boundaries. Providing these children a base of strong academic skills, self-esteem, and a love of learning will lead to stronger attendance, academic performance, and higher graduation rates.

IMPACT

All Head Start staff is employed through Kenosha Unified School District and follow the contract agreements for their work classification. The monies that are provided in this cost of living adjustment will be dedicated to offset the increased costs in health insurance benefits for the 2017-2018 school year.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	
200's	Fringes	\$20,615
300's	Purchased Services	

400's	Non-Capital Objects	
500's	Capital Objects	
	Indirect Cost	
	TOTAL	\$20,615

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

FUNDING SOURCES

Select Funding Sources:

Head Start Federal Grant – COLA

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 27, 2017

Harborside Academy Charter Contract Renewal

On March 27, 2007, the initial Harborside Academy charter contract was presented to the Board of Education. At that time, the Board approved a five-year charter contract with Harborside. In 2012, the School Board approved a second five-year renewal charter contract. At that time, Harborside moved to the Reuther Central High School facility and merged with Paideia Academy. The Harborside Academy Governance Board requests that the Kenosha Unified School District Board of Education approve a third charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycles 2017-2019 and 2019-2021. This current charter renewal has identified needed changes in the following areas:

1. Replacement of individual names and positions
2. Updated practices of the Governance Board

On May 9, 2017, The Harborside Academy Governance Board voted on and approved the recommended changes to the contract.

Recommendation

The Harborside Academy Governance Board request that the Kenosha Unified School District Board of Education approve The Harborside School charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Chief of School Leadership

Tarik Hamdan
Chief Financial Officer

William Haithcock
Principal Harborside Academy

~~May 22, 2012~~ **June 27, 2017**

GENERAL INFORMATION

This agreement is made as of the **27th** day of **June 2012 2017** by and between the Board of Education for the Kenosha Unified School District ~~No. 1~~ (“**KUSD Board**”) and Harborside Academy.

The Harborside Academy Governance Board requests that the Kenosha Unified School District Board of Education approve the charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycles 2017-2019 and 2019-2021.

District Policies and Procedures **will be followed** unless stipulated differently in other provisions in this contract or provided by law.

KUSD/Harborside Mission Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

~~Mission Vision Harborside Academy, an Expeditionary Learning (EL)/Paideia School~~ **EL Education Network School**, that utilizes the best practices of the **EL Education and Paideia** models of teaching in a small, personalized setting in order to ~~impel and~~ prepare students for the 21st Century. Harborside students will have a sense of the larger community that they are part of, and their importance within it.

Administrative Services

Sponsors The sponsors will be William Haithcock, ~~Dan Tenuta~~ **Kim Fischer** and ~~Jennifer Seydel, Ph.D~~ **Mia Chmiel**.

Person(s) in Charge The person responsible for administrative leadership of ~~the~~ Harborside Academy will be **the school principal**, Mr. William Haithcock. He will serve as full-time Principal/Director of the school. ~~Mr. Haithcock will~~, working closely with the **Harborside Academy Governance Board (Harborside Governance Board)** to ensure that the educational goals of ~~Harborside Academy~~ **the school** are carried out. He will be responsible to the **KUSD Board of Education** for meeting the terms of the contract, and financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring **and evaluating** of all personnel, ~~and~~ handling student discipline, ~~Mr. Haithcock will be responsible for~~, **and** overseeing secretarial/clerical procedures such as attendance and health records. He will oversee the administration of assessment and evaluation of programs ~~and all staff~~. If the Principal/Director should leave his position, ESC central office personnel, in consultation with the ~~Harborside Academy~~ **Harborside Governance Board**, will choose a replacement.

Status **Harborside Academy will function as an instrumentality charter school authorized by the Kenosha Unified School District (KUSD).**

CHARTER SCHOOL PROGRAM DESCRIPTION

Curriculum Curriculum will be ~~chosen~~ **determined** by the staff of each school in conjunction with the mission and educational program of the school and aligned with the ~~mission standards~~ of the KUSD. Harborside's ~~curriculum~~ **instructional program** is centered upon ~~an~~ **a rigorous** interdisciplinary, thematic curriculum. Flexible scheduling and team planning throughout the academic programs allows for frequent collaboration and coordination between disciplines. Advanced Placement and honors courses are offered based upon student interest and readiness. Teachers at Harborside will use instructional methods **that promote deep understanding, higher order thinking and student independence for all learners.** ~~with all students that are often reserved for students in honors courses or programs for gifted learners. Harborside will have a rigorous academic program that is very demanding.~~ Each semester of work that meets or exceeds **all** course standards will earn credit.

~~During~~ **In** grades ~~6—12~~ **six through twelve**, all students will be expected to successfully complete the following:

Grades 6 - 8

- ~~6 credits (3 years) of humanities (English and social studies)~~
- 3 credits (3 years) of English**
- 3 credits (3 years) of social studies**
- 3 credits (3 years) of mathematics
- 3 credits (3 years) of science
- 2 credits (3 years) of foreign language (0.5 in 6th grade, 0.5 in 7th grade, 1.0 in 8th grade)
- 1.5 credits (3 years) of health/physical education
- 3 years of Crew
- ~~An~~ 1.5 credits of additional ~~6-8~~ Elective ~~C~~redits (i.e.e.g. art, music)

Grades 9 - 12

- ~~4 years of humanities (English and social studies) 8 credits~~
- 4 credits (4 years) of English**
- 3.5 credits (3.5 years) of social studies**
- 3 credits (3 years) of mathematics ~~3 credits~~
- 3 credits (3 years) of science ~~3 credits~~
- 2 credits (2 years) of a foreign language (unless excused by a parent/guardian)
- 2 credits (2 years) of health/physical education ~~2 credits~~
- 4 years of Crew**
- Additional ~~9-12~~ elective credits are added to required courses, ~~including 4 years of CREW,~~ to achieve 23.5 minimum credits for graduation. **Harborside seniors will be required to take a minimum of five credits plus Crew per semester to be considered full-time students.**

Grades Harborside Academy is a grade six through twelve college preparatory school whose graduates will attend post-secondary education. Targeted enrollment will be approximately ~~46 to~~ 50 students per grade level in grades six through eight, and approximately 110 students per grade level in grades nine through twelve. The school, which will enroll approximately ~~578~~ **590** students in ~~grades 6-12~~, offers a rigorous academic program within a personalized learning environment, and prepares all students for success in college and beyond. Immersed in an ethos of service and teamwork, Harborside Academy students are challenged to take the reins of

community leadership and to understand and meet the demands of the modern workplace.

Educational Program

Instructional Practice

Innovative teaching methodologies ~~that focusing~~ on active participation and student engagement will be used ~~on a regular basis~~ at Harborside Academy. Strategies from the ~~Expeditionary Learning and Paideia models~~ **EL Education model** will be blended, varied, and memorable to create powerful learning experiences ~~on a regular basis~~. Strategies ~~used that will be used within our classrooms will include:~~ (*Socratic*) Seminar, Conceptual Models, Text Rendering, World Café, Gallery Walks, **BBK Building Background Knowledge (BBK)** Workshops, Didactic Instruction, and student ~~Coaching Techniques~~. While this is not an exhaustive list, ~~of strategies or protocols that will be used in our classes, it represents our style of teaching.~~ **it represents strategies that characterize Harborside's instructional practice.**

Harborside Academy will use its organizational structures and systems to help students attain these **skills dispositions and skills outlined in Wisconsin Statutes 118.01.188.01.** ~~in the most efficient manner possible.~~ Harborside's staff will **embrace** ~~emphasize~~ the school's small size, ~~the~~ **its** commitment to interdisciplinary teaching, and the field-based experiences ~~that are~~ at the core of ~~Expeditionary Learning-EL Education~~. The structures to ~~accomplish~~ **foster** these skills in a highly effective manner will include the following:

- Learning Expeditions: Learning expeditions are the core experience within the academic program. ~~Learning expeditions which~~ explore content and skills within ~~at least two~~ major disciplines during an in-depth examination of a compelling topic. Often that topic will start with issues or events of local interest that relate to larger areas of study, and conclude in a student-completed product ~~that has value~~ valuable to an external audience (e.g. a research project on local water quality culminating in a presentation to the City Council). ~~on the students' findings, implications, and recommendations.~~
- Schedules Harborside Academy will organize the **master** schedule to promote and support deep, ~~personal, and rigorous teaching and learning~~ understanding, higher order thinking, and student independence. Classes are taught within a flexible schedule, ~~and the school calendar is organized by~~ semesters. The Daily schedules and the school calendar feature opportunities for extended days.
- Heterogeneous grouping All students will ~~be expected to~~ complete their courses and demonstrate academic mastery at a high level. Teachers and school staff will support students who seek additional challenges beyond the shared curriculum. (*Exceptions, where students might be organized into classes based on academic ability and prior skill development, might include a student working towards credit in an honors or AP level course.*)
- College-Bound Expeditionary Learning schools **EL Education Network Schools** believe that all of their students should pursue post-secondary education, ~~and should~~ considering a college or university education as their primary goal upon graduation.
- Student-led Family-Teacher Conferences Harborside Academy insists upon students taking an active role ~~within~~ their education. The family conference is a cornerstone activity within that process. During these conferences, students lead a discussion of their accomplishments, needs, and goals as learners based upon work **and feedback** they have collected.
- Eighth, Tenth and Twelfth Grade Passage Portfolios The Passage Portfolio is a collection of a student's work in his or her courses accompanied by pieces of self-assessment and reflection. All students must successfully complete ~~this event~~ before moving on to the next grade level or graduation. During their Passage ~~Portfolio event~~, students discuss **their learning and their readiness for the next level of school** with staff and family ~~what they have learned and community. why their work demonstrates their~~

~~readiness to move on to the next level of school their readiness.~~

- Senior Project A Senior Project will be designed by each student around a particular passion or field of interest. **Each project will have a connection to service and to the curriculum-service and curriculum connections.** ~~Student Partnership Coursework and personal interests will~~ may likely inform the specific topic and/or passion that the senior will pursue in more depth. Seniors will be coached through this process ~~through~~ **during** their senior Crew.
- Adventure Education **Each year**, all students will participate in a multi-day off-campus wilderness adventures. Supervised by trained staff and chaperoned by teachers and school staff, ~~this experience is~~ **these experiences are** designed to build community and teach important lessons related to the school's vision? **EL Education philosophy?** ~~philosophy and pedagogy.~~
- Service Harborside Academy **high school** students are required to complete ~~less at least than 15~~ **fifteen** hours of community service each school year. **Middle school students must complete at least ten service hours per year.** This work is ~~reflected as~~ accounts for ten percent of each student's Crew grade. Student service hours are turned in each year **to Crew teachers** by the end of ~~final exams~~ **the school year**. Service hours can be accrued the summer before the school year begins. Service hours beyond the required ~~15~~ cannot be rolled over to the next school year. **Students who record more than 100 service hours during their high school career will receive a special distinction on their diploma.**
- Summer School Harborside Academy will participate in KUSD summer school programming. Harborside's summer school program will continue to run with Reuther and will be a standards-based program designed to re-teach skills that students did not learn throughout the traditional school year. **All Harborside Academy students who fail classes throughout the school year will be expected to make up those credits in summer school.**
- Special Education Harborside Academy will ~~do everything within its power~~ **actively work** to recruit and maintain a student demographic that is similar to other schools within the community. Therefore, Harborside will offer special education services to students with an Individualized Education Plan. A full continuum of services ~~will~~ may not be provided, but an inclusive model of support will be provided for Harborside Academy in the same manner that is provided for all other students within KUSD. As agreed upon by the ~~KUSD Board of Education~~ in 2009, special education costs are included in the District's ~~20%~~ **twenty percent** of the budget.

Electives

Student Partnership- ~~During first or second semester~~ Juniors and ~~S~~seniors may choose to work with a teacher to design and prepare a student partnership. Student partnerships ~~may include a compelling topic, a strong reading and writing component, powerful fieldwork, and/or a product that reflects deepened understanding of the content studied and the skills learned during this-~~ are internship-type experiences. Student partnership experiences may happen off-campus at local businesses.

Enrichment Intensives ~~These~~ **Enrichment** intensives are ~~1/4 credit~~ **non-credit**, weeklong courses ~~that last all day.~~ Students at Harborside Academy ~~could~~ can engage in a range of activities, including interest-based topics such as, **but not limited to:** anthropology, ~~E~~exercise and ~~S~~sports ~~S~~science, or archeology. Enrichment intensive courses will be selected and designed by Harborside staff and will be reflected by specific name on a student's electronic transcript. Enrichment intensive courses will be optional for second semester seniors who ~~that~~ are on track to graduate ~~on time~~. Harborside Academy has the autonomy to create and add enrichment intensive courses to ~~their the electronic-course~~ catalog for scheduling.

Academic Intensives ~~These~~ **Academic** intensives are non-credit, weeklong courses designed for remediation

~~and are non-credit courses~~ that allow for credit recovery depending on students' academic progress. Students ~~that who~~ are failing any course or character-Habits of Success (HoS) grade at the time of intensives will take a zero credit academic intensive. Harborside staff will track data relating to academic intensives. **Data will be kept identifying the total number of students taking this course per grade level, the total failing grades per grade level, and the total passing grades earned during intensives, ~~and the total passing grades earned during academic intensives.~~ ~~due to successful completion of contracts may be reviewed by the Harborside Governance Board.~~**

Crew Harborside Crews are teams of students and an adult advisor who meet **daily regularly** to discuss academic issues, share accomplishments, ~~problem-solve~~ and solve individual or school dilemmas. **They also** organize student work for ~~exit~~ conferences, portfolios, exhibitions, **or passages**. Critical to the school's goal of knowing all students well, Crew both cares for students and ~~holds them accountable while at the same time giving~~ **gives** them ~~an~~ opportunities to know themselves and each other better.

Articulated & Transcribed Credit Courses Harborside will participate in articulation agreements between KUSD and Gateway Technical College (GTC). Harborside has worked with the staff at GTC to offer transcribed credit courses. Description of the courses agreed to by Harborside and GTC are contained in the **Harborside** Governance Board's continuing resolutions as defined by Harborside Governance Board Policies. Harborside may seek articulated and transcribed credit courses at other accredited institutions of higher education.

Honors Programming Harborside Academy students in grades 6 – 8 will have the option to complete honors level assignments in their core subject classes. Weighted honors credits will be offered at Harborside Academy for grades 9 - 12. With the exception of math, chemistry, physics, and Advanced Placement classes, all honors level classes will be heterogeneously grouped. ~~Weighted honors and Advanced Placement courses will be limited to core academic courses (math, science, social sciences, and English). None of the elective or Enrichment Intensive courses will be offered at the honors level.~~ **Select elective courses will be offered for honors credit, including: 9 – 12 music (instrumental and choral), 9 – 12 yearbook, 9 – 10 ceramics, 10 biotech, 11 – 12 drawing, 11 – 12 painting and printmaking, 11 – 12 Principles of Engineering.**

AP Courses ~~also Harborside Academy will offer be offered~~ **AP Courses** to ~~J~~juniors and ~~S~~seniors at ~~Harborside Academy~~ in areas where certified staff is available and enough students are interested. Similar to other KUSD high school students, if their schedule permits, Harborside students will be allowed to travel to another school to take an AP course that is not offered at Harborside.

School Calendar Harborside Academy will generally follow the KUSD calendar. However, the unique educational program ~~of each school at Harborside~~ **may** necessitates flexibility when scheduling the school day and calendar. ~~A possible example,~~

Intensive elective classes are one example of how the Harborside calendar is unique. There will be a staff work day before intensives start each semester for final exam grading and grade reporting. (This is a challenging and long day, but Harborside teachers are required to grade final exams and submit grade results by 11:00 am on the teacher work day so that all students can, therefore, be scheduled into the correct elective, academic or Habits of Success (HoS) intensive which start the following day. Most KUSD teachers are afforded 2-3 weeks to grade final exams and submit grades. However, due to intensives, this timeframe is not possible for Harborside teachers.)

Parent conferences **are another example of how the schedule is different at Harborside.** ~~will reflect the process used at the local middle schools.~~ **Conferences at Harborside follow the student-led conference**

format and will, therefore, be individually scheduled for all students in grades 6-12. All staff are required to spend a full 7 seven hours in the evenings to effectively accommodate all students' conferences. ~~Therefore, there will be a full day off to make up for two evenings (7 hours) of conferences.~~ Harborside will also have possible calendar variations due to passage experiences **presentations, celebration of learning/work exhibition nights and student camps.** These requirements again impact staff expectations as all staff are expected to ~~to stay late seven hours (spread over two evenings) to conduct passages, and seven hours to conduct two 3 ½ hour celebrations of learning. and a~~ All staff are expected to stay overnight to supervise and conduct student activities at all camp experiences. Due to these variations in the student schedules, the Harborside staff calendar will vary accordingly including one day off in the month of January. *(Remember that Harborside students take final exams the week before intensive electives start. Therefore, the three half days in the KUSD calendar established for final exams at the comprehensive schools are not conducive to the Harborside intensive schedule. As a result, the three half days for finals are condensed into one full day and a singular half day. This allows the Harborside Board to move the district work day up one day in the calendar. Friday of exam week is then allocated to reconcile a portion of the extra time that the Harborside staff is required to contribute due to participation in student led conferences, passage presentations, work exhibitions and camps.)*

Harborside Academy, similar to other choice schools in Kenosha, will be dismissed at ~~2:25~~ **2:30 pm** every day so that high school students are able to take shuttle busses back to their ~~district-boundary school to take advantage of district bussing. District transportation is not available to students in grades 6—8.~~ **For the remainder of the school calendar, all students and staff** at Harborside, grades 6-12, will follow the **current KUSD high school calendar** ~~Conference dates, including staff development days. etc., for the entire school will somewhat reflective of the district high school calendar to meet student transportation needs.~~ Harborside Academy's student/teacher contact minutes may not reflect the district or state norms.

The Design Principles and Core Practices

All ~~Expeditionary Learning~~ **EL Education Network** Schools adhere to a common set of beliefs and structures for teaching and learning. The design principles express the philosophy of education and core values of ~~Expeditionary Learning~~ **EL Education**. Drawn from the work of Outward Bound's founder, Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

- ~~The p~~**Primacy of s**~~Self-d~~**Discovery** Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In ~~Expeditionary Learning~~ **EL Education Network S**schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- ~~The H~~**Having of W**~~wonderful~~ **I**~~ideas~~ Teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- ~~T~~**he R**~~esponsibility for~~ **L**~~earning~~ Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an ~~Expeditionary Learning~~ **EL Education Network S**school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
- ~~E~~**m**~~pathy and e~~**C**~~aring~~ Learning is fostered best in communities where students' and teachers' ideas are respected ~~and where there is with?~~ mutual trust. Learning groups in **EL Education Network Schools** are small in ~~Expeditionary Learning~~ **EL Education Network Schools**, with a caring adult looking after

the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

- Success and ~~F~~Failure All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn ~~disabilities~~ challenges into opportunities.
- Collaboration and ~~e~~Competition Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.
- Diversity and ~~i~~Inclusion Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In ~~Expeditionary Learning~~ **EL Education Network Schools** schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
- ~~T~~he Natural ~~W~~orld A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
- Solitude and ~~r~~Reflection Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and ~~with~~ adults.
- Service and ~~e~~Compassion We are Crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, ~~and~~ ~~o~~One of an ~~Expeditionary Learning~~ **EL Education Network School's** school's primary functions is to prepare students with the attitudes and skills to learn from and be of **service**.

Core Practice Benchmarks The Core Practice Benchmarks describe ~~Expeditionary Learning~~ **EL Education** in practice: what teachers, students, school leaders, families, and other partners do in fully implemented ~~Expeditionary Learning~~ **EL Education Network Schools** schools. The five core practices: ~~learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures curriculum,~~ **instruction, assessment, culture and character, and leadership** work in concert and support one another to promote high achievement through active learning, character growth, and teamwork.

The Core Practice Benchmarks serve several purposes. They provide a comprehensive overview of the ~~Expeditionary Learning~~ **EL Education** practices, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating implementation.

Learning expeditions will be implemented throughout the curriculum. Within the expeditions, teachers will design compelling topics and create guiding questions that will drive the instruction. Teachers will link projects to the learning and ask students to design high quality products. Teachers will also connect learning to the real world by incorporating fieldwork, local expertise, and service learning into the classroom. Students at Harborside will be asked to produce and present high quality student work.

Teachers will also use an active pedagogy within their classrooms. Effective instructional practices will be used schoolwide. Teachers will teach reading and writing across the disciplines. They will teach inquiry-based math, science, and social studies. Teachers will also use effective assessment practices like portfolio assessment and standards-based assessment.

Building a positive school culture and fostering character ~~will also be~~ is critical to the success of this school.

Staff will ensure equity within the school and uphold high expectations for student behavior by establishing a building-wide plan for discipline and ~~by establishing~~ consistent school procedures for the students to follow. The students will also be expected to follow a more stringent dress code where **blue** jeans, sweats, and t-shirts are not allowed.

~~This school~~ **Harborside** will also emphasize adventure and fitness. Students will participate in yearly Outward Bound Experiences where they will leave campus with the staff. Students will be able to participate in active learning ~~activities~~ that emphasizes academic excellence and team building. The school staff will also strive to develop a professional community that engages families in the learning process.

The staff at Harborside Academy will provide effective leadership in curriculum, instruction, and school culture. The staff will also create the structures necessary to accomplish these lofty goals. For example, students in good academic standing, **with parent permission**, will be dismissed early on ~~Wednesday~~ **Friday** afternoons so that staff can work ~~together to prepare learning expeditions~~ **with students**. ~~(Students who are not in good academic standing will be required to remain for the full length of the day to work in an intervention-type setting with the school Principal and/or Counselor.)~~ Staff members will also participate in mandatory summer training sessions and attend in-services/workshops in order to be trained in EL Education's ~~School's~~ methodology. ~~When the budget permits, a staff member titled an Instructional Guide will be hired to help staff to acquire the specific skills necessary to teach within this model.~~

Methods of Measuring Student Progress

Student Evaluations Students will be assessed on their mastery of Learning Targets (which are based on KUSD Standards and Benchmarks) and ~~character~~ **Habits of Success** grades.

The Harborside Academy school assessment and graduation process prepares students to do the kinds of work required in college and the workplace. Students graduate and receive a diploma from Harborside Academy by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals, but will include: tests, quizzes, papers, projects and labs as well as portfolios, presentations, performances, and exhibitions (portfolios and work exhibitions are described in more detail below).

Portfolios

From EL Education Core Practices, <http://eleducation.org/resources/core-practices>:

1. Students archive and organize their work across subject areas using a system that has been agreed upon schoolwide. Students then select specific work for student-led conferences, presentations of learning, and/or passages. 2. Students' portfolios demonstrate proficiency of content and skills over time. They also show students' growth and proficiency regarding habits of scholarship. 3. Portfolios include rubrics linked to learning targets for major projects and assignments. 4. Students' portfolios include multiple drafts, self-reflections, and feedback from teachers that show how their work has improved and how they have met the learning targets.

Passages 1. Passages (i.e., portfolio presentations, presentations of learning) require students to take part in traditions that confirm their readiness to move forward in all realms of achievement. 2. Passages may include students sharing: ~~articulating~~ their current levels of proficiency in core subjects, ~~sharing~~ exemplary work from different subject areas, ~~sharing~~ artistic, athletic, and ~~technology~~ **technological** accomplishments, service learning contributions outside of school ~~and service learning contributions~~, ~~and or~~ growth and proficiency with relational and **Habits of Success** performance ~~character~~. 3. The school schedules specific time for passages (e.g., ~~third, fifth, eighth, and tenth~~, **and twelfth** grades) for all students. 4. Students, with teacher support,

analyze their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets, and habits of **success scholarship**, and readiness for passage. 5. Teachers support students in showcasing their progress and demonstrating their readiness for passage. 6. Teachers support students in practicing presentation skills, such as eye contact, clear articulation of ideas, ~~use of~~ technology use, and presenting evidence to support their statements.

~~A portfolio is a collection of work showing what a student has been thinking about, working on, learning to do and knowledge gained. It may contain written work, artwork, audio or videotapes of performances, photographs of three-dimensional constructions, and more. A portfolio does not include every bit of work; instead, it is a selection made by the student with teacher help. EL high schools have a portfolio system including Classroom Folders, a CREW Portfolio, and Eighth Grade Passage, Tenth Grade Passage and Twelfth Grade Passage. Each part of this system has a different purpose and audience.~~

~~*Classroom Folders* As pieces of work are completed, students will store both drafts and final products in their Classroom Folder. The purpose of Classroom Folders is to gather and organize student work. Students select work from their Classroom Folders to put in CREW portfolios.~~

~~*CREW Portfolio* The CREW Portfolio will include evidence of student learning and achievement in these areas: academic and elective coursework, the school's character traits and character learning targets, Adventure and Fitness (e.g.: a Wellness Plan), independent literacy, and post-secondary preparation (e.g.: resume creation, reference letter gathering). The student will choose pieces from the CREW Portfolio to include in eighth grade, and tenth grade passage and senior portfolios, as well as college applications.~~

~~*Eighth and Tenth Grade Passage Portfolio* In order to graduate to the next grade level, all students must engage in a portfolio assessment process that simulates the tasks and process that students will be asked to engage in during the eleventh and twelfth grades. We call this the "passage" portfolio because it is a gateway to being a senior student. Students who are capable of fulfilling the requirements for the Passage Portfolio demonstrate that they are capable of success at the next level. Each student presents his or her Passage Portfolio to a panel that includes members of the school community as well as members of the community beyond the school building. The Eighth Grade and Tenth Grade Passage Portfolio may contain the following sections:~~

~~Author Introduction, including personal statement~~

~~Selections from CREW Portfolio.~~

~~*Senior Passage* The Senior Passage includes a portfolio prepared by each student in twelfth grade that highlights the student's work over the course of his or her career at Harborside including their senior project. The Senior Passage has two purposes: one, to show that the student has met the graduation standards of our school, and two, to help the student prepare for post-secondary plans. Each student will present his or her Senior Passage to a panel made up of members of the school community as well as members of the community outside the school building.~~

~~Graduation portfolios may contain the following sections:~~

~~Author Introduction, including personal statement and résumé~~

~~Selections from CREW Portfolio~~

~~Senior Project~~

Celebration Exhibitions A **celebration of learning, or work exhibition**, is a public demonstration that lets students show parents, teachers, and community members ~~of the community~~ what they are learning and doing in

school. The exhibit may include be: artwork, research, results from an experiment, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The exhibition is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school.

Academic Grading Language and Scale ~~Each Harborside Academy course will be built around *learning targets*. A learning target is a description of what students need to understand or be able to do by the end of the course. Learning targets are based on district standards, and written in student accessible language so they can be used to guide student self-assessment. Learning targets also take the sometimes abstract language of the standards and place them in a concrete context.~~ **Harborside Academy will utilize a standards-based grading model. Each Harborside Academy course will be built around *power standards*. Power standards are based on district standards, which are bundled together, using a commonality of skills and written in student accessible language so they can be used to guide student self-assessment.**

~~That progress will be tracked through a series of more specific learning targets such as, “I can write an editorial article about the current plans for reclamation of Rocky Flats that uses evidence to be persuasive.” This target makes sense to students and if students meet this target, they have clearly made progress toward the standard. Teachers will use short-term, daily learning targets to support power standards. Learning targets take the abstract language of the district standards and place them in a concrete context. For example, “I can write an editorial article about the current plans for reclamation of Rocky Flats that uses evidence to be persuasive.” This target makes sense to students and if students meet this target, they have clearly made progress toward the standard.~~

~~When teachers give feedback to students about their progress toward a target they will use the following language which correlates with the following scoring system.~~

How their evidence of understanding relates to the target	The grade point associated with that level of progress toward the target	The letter grade associated with that level of progress toward a target
Exceeds the target	4	A
Meets the target	3	B
Partially meets the target	2	C
Does not meet the target	0	F/ INC

When teachers provide feedback to students about their progress toward a standard, they will use the following language and scoring system:

How their evidence of understanding relates to the target	Standard – Based Grade	Associated Letter Grade shown on report card at semester
Mastery toward standard	4	A
Proficient toward standard	3	B
Developing toward standard	2	C
Does not meet expected standard	0	F/ INC

~~For each major assessment, teachers will develop rubrics (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4.~~ **For each major assessment, teachers will develop rubrics (often with student input) that explain the requirements that students will have to attain in order to meet or exceed the standard.**

What specifically do these grades say about student achievement on a particular assessment or a learning target**standard**?

~~0 = Does Not Meet the Learning Target~~ **Does Not Meet Expected Standard:** A “0” is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student does not demonstrate substantive progress towards meeting the standards or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or **that** they have not genuinely attempted to meet the rubric criteria.

~~2 = Partially Meets the Learning Target~~ **Developing Toward Standard:** A “2” is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment, but needs more time to achieve competency. This may mean a student has met the majority of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria.

~~3 = Meets the Learning Target~~ **Proficient Toward Standard:** A "3" is given when the student’s work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All* of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.

~~4 = Exceeds the Learning Target~~ **Mastery Toward Standard:** A "4" is given when the student’s work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an ~~Exceeds~~ **Mastery**.

Student report cards and transcripts will reflect academic letter grades A, B, C, or F equivalent to other KUSD students. (As in the past, Harborside will not have a D in the academic grading scale. Scores below a

seventy percent? will be result in a failing grade.)

Pre-ACT Standardized Testing All Harborside students will participate in the ACT EXPLORE ~~ASPIRE~~ (9th grade requirement of KUSD) and the ACT PLAN ~~ASPIRE~~ (10th grade requirement of Harborside) test.

Harborside Academy will pay for the ACT PLAN tests as part of the student fees.

~~Do we also add MAPS testing?~~ **Harborside students will participate in all district testing including the MAP tests in grades 6-10, the WI Forward exam in grades 6-8 and 10, the ACT Aspire in 9th and 10th grades and the ACT in 11th grade.**

~~Character~~ Habits of Success Grades As evident in our practices and procedures, Harborside Academy places an important value on students demonstrating high ~~character~~ Habits of Success in all they do both at school and in the community. In such, students are not only graded on academic performance, but ~~character trait~~ development of **Habits of Success** as well. The ~~character~~ **Habits of Success** grading system was built on a set of targets that students at Harborside helped to develop. These targets include:

Learning Target #1: I am a ~~RESPONSIBLE~~ student **with INTEGRITY.**

Learning Target #2: I am a RESPECTFUL student.

Learning Target #3: I am a COOPERATIVE student

Learning Target #4: I am a ~~TRUSTWORTHY~~ student **with TENACITY**

Learning Target #5: I am a positive LEADER.

Learning Target #6: I use HUMOR appropriately.

Because of the importance of these ~~character~~ **Habits of Success** grades, students receive two grades for each course they are enrolled in at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a ~~character~~ **Habits of Success** grade which they earn by demonstrating behavior in the ~~6-character~~ **six Habits of Success** learning targets. *Students must **earn a C- or better, both academically and in Habits of Success** pass both grades with a C- or better to earn credit for the that course.* Specifics relating to ~~character~~ **Habits of Success** grades can be found in **the Harborside** Governance Board's continuing resolutions.

Annual Testing Students at Harborside Academy will participate in annual state Standardized testing.

Report Cards - Student Transcripts, Honor Roll- ~~Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who meet the learning targets in all of their classes by the final day of the semester will be recognized for achieving Honor Roll.~~ **Details regarding honor roll are contained in the Harborside Governance Board's continuing resolutions.**

Report cards will be completed ~~quarterly~~ **on a semester basis**. Transcripts are available upon request. ~~as they are at other district high schools. Harborside Academy transcripts will not reflect class rank. This information will always be made available to students applying for scholarships, but may not be included as a statistical category unless p~~ **Parents or students may request who desire** class rank to be included on the transcript ~~may request it.~~ **Harborside Academy will follow a modified version of the KUSD Cum Laude system that is reflective of the percent of possible AP and honors level courses that are available to students.**

GOVERNANCE AND STRUCTURE

Advisory/Governance The **Harborside** Governance Board will work to support the educational philosophy of

Harborside Academy and will conduct activities consistent with its mission. The Harborside Governance Board will ensure ~~that~~ the Harborside Academy Charter is upheld, ~~and will~~ monitor, and provide guidance for Harborside Academy, an instrumentality charter school of Kenosha Unified School District. The ~~Harborside Academy~~ **Harborside Governance Board** will oversee the attainment of the instructional outcomes of the school and ~~will ensure that the school is in the~~ compliance with its charter and mission. The ~~board~~ **Harborside Governance Board** will have authority over Harborside Academy's policies ~~that are agreed upon within as stated in the~~ this charter agreement.

Methods to Ensure Parental Involvement Harborside Academy parents are important partners in the educational programs at all charter schools. ~~The governance structure of the school must address parent involvement. Parents are involved in Tthe school's Governance Board making them a critical part of the decision making process.~~ **process. Opportunities for parents to participate in Harborside culture include, but are not limited to: helping with fieldwork, chaperoning camp, student led conferences, passages, celebrations of learning, PTSO, receiving daily announcements via email, and attending Harborside Governance Board meetings.**

Employee Status Harborside Academy employees are considered KUSD employees and, therefore, are entitled to ~~the~~ same wages and benefits as other KUSD employees.

Teacher Qualifications All staff members of Harborside Academy will meet the requirements for charter school personnel set by the State of Wisconsin and ~~by District~~ **KUSD** policy. Teachers will be expected to have an aptitude for ~~Expeditionary Learning and/or Paideia~~ **the EL Education** model of teaching. Appendix A contains the teacher job description used for hiring staff. Harborside Academy staff will be interviewed and hired by the Principal.

Teacher Transfers Any teacher transferring into Harborside Academy must agree with the philosophy and expectations in the job description attached to this document as Appendix A. The teacher and school principal at Harborside Academy must agree that the teacher can and will meet the expectations in order to successfully complete the job requirements as described within the job description. If the principal feels that a transferring teacher is unwilling or is ~~not~~ **unprepared** to perform the duties assigned within the job description, that teacher will not be placed at Harborside Academy.

Student Health and Safety All applicable health and safety policies will be adhered to including fire and safety drills. OSHA safety procedures will be in place.

Racial/Ethnic Balance Goals and Methods Enrollment at Harborside Academy is open to all students in Kenosha Unified School District in grades six through twelve. The traditional geographic boundaries that exist in KUSD schools do not affect Harborside Academy. Harborside Academy will not deny access to any student based on gender, **gender expression**, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability. Equitable access for all students has been a priority for this planning team. Steps taken include:

- ☐ **On the School Selection form, students are not asked to identify their gender, gender expression, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability. Students simply list their name and contact information. From that point, the student names are entered into a random lottery process. Selection of students is completely random.**

- ☐ In order to promote equal student representation, Harborside Academy will carefully plan all

recruitment efforts so that everyone in the community has a chance to learn about the school. Parent information meetings will be held at each of the middle and elementary schools in KUSD. **Information about the school will also be mailed to all fifth graders, currently not enrolled in KUSD charter schools.**

Students ~~accepted~~ **selected** in the lottery will be given a designated time period to sign and return the Harborside Academy acceptance letter/contract. Students who do not return that form by the designated date will be denied admission and replaced by a student on the waiting list.

Student Acceptance Once a student has been admitted to Harborside Academy, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period. If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system. The waiting list will be established for students who are not accepted through the initial lottery process. If the lottery process is not needed and there are more spaces left open after the enrollment period, additional students will be accepted on a first come, first served basis. Siblings of current students will be exempt from the lottery (If a sibling is enrolled at the time of the lottery, interested students **who apply** will be automatically accepted into grades 6 – 12.). Children of Harborside Academy staff members or ~~Harborside gGovernance bBoard~~ members **who apply** are also exempt from the lottery (However, the number of students in this situation cannot exceed ~~2%~~ two percent of the total school population.). All transfer students ~~that~~ **who** are interested in attending Harborside Academy must have earned a minimum of ~~5~~ **five** credits by the end their ~~freshman~~ **first year of high school**, ~~10~~ **ten** credits by the end of their ~~sophomore~~ **second year of high school**, and ~~17~~ **seventeen** credits by the end of their ~~third~~ **junior year of high school** in order to be considered for acceptance. (*Specific credits also matter. Harborside must be able to create a schedule for the student that depends on the availability of the specific courses needed.*) This is necessary to maintain the continuity of the unique educational progression.

~~As a charter school, Harborside Academy will maintain autonomy and academic latitude over instructional pace and order. However, district standards and benchmarks are still used. The items listed above will be accomplished through the standards and benchmarks associated with multiple history courses including American History, World History, U.S. Government and pPolitics, psychology, and sociology. Mandatory courses in physical education, health, math, science, and language arts courses will help students to achieve most of the remaining skills listed in Wisconsin Law section 118.01. Individual counseling, Crew classes, and an optional junior level internship student partnership classes will also play a big role in helping students to achieve these skills that they will need to succeed in adult life.~~

Level of aAutonomy/wWaivers of sSchool dDistrict pPolicy Deviations from the district policy include: student and staff calendars, grading policy--standards-based (including Habits of Success grades and a unique grading scale), the order that district standards are taught, dress code, staff job description and hiring autonomy (as outlined above), budget autonomy (carry over), curriculum options (if purchased by the school) and elective courses/ intensives.

CRITERIA

Student Discipline/Behavior Policies All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive notification of unique rules and regulations.

Discipline Procedure Due process procedures will be followed in reaching any discipline decision including

removal from Harborside Academy.

~~Bullying Pledge~~ All students at Harborside Academy (grades 6-12) will be required to sign a bullying pledge ~~within their CREW class.~~

Public School Alternatives/ Voluntary Attendance No student is required to attend Harborside Academy. Students who do not attend Harborside Academy will attend their attendance area school or another choice school. **These schools include: Tremper High School, Indian Trail Academy and High School, Bradford High School, Lakeview Technology Academy, Reuther Central High School and the Kenosha E-School.**

Tuition No tuition will be charged. Charter schools choose whether to collect student fees to defray costs of instructional materials, field trips/activities or consumable materials.

FINANCIAL OPERATIONS

Financial and Programmatic Operations

Financial Records All operational and personnel funds will flow through the District and follow all KUSD policies and procedures. A record for all transactions will, therefore, be available as financial records of the district. Financial records, including an activity account, will be maintained at ~~the~~ Harborside Academy and will be available for review. All of the financial ~~and programmatic~~ operations of Harborside Academy will be available for review by District staff or any outside auditor employed by the District.

Description of School Facility The facility used to house the school ~~will be~~ is ~~presently~~ owned and maintained by KUSD located at 913 57th Street, Kenosha, WI 53140. ~~This facility is a traditional school building with classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.~~

Liability of Insurance Liability insurance coverage for Harborside Academy is provided by KUSD and is the same as that which is provided for all KUSD schools.

Effect on the Liability of the School District The charter school will adhere to all federal, state, and local laws and regulations (pertaining to liability) and to the ~~KUSD~~ Board's insurance and risk management requirements. ~~The~~ Harborside Academy and the Governing Board will comply with the KUSD Code of Ethics.

Funding Payment by KUSD Based on the official third Friday attendance, KUSD will credit Harborside Academy ~~eighty percent (80%) of the per student allocation, as determined by the State, will go to Harborside.~~ **eighty percent of the current year maximum revenue per member as determined by the state revenue limit formula.** Carryover of funds is permitted. The remaining **twenty percent (20%)** of the ~~per member cost~~ **will be allocated directly to KUSD as reimbursement maximum revenue per member** for administrative or other services furnished to ~~the~~ Harborside Academy. KUSD will pay and offset, against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of Harborside Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by ~~the~~ Harborside Academy. Any other funds raised by Harborside Academy from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of Harborside Academy ("Discretionary Account") following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Harborside Academy in the

operation of the school as follows. **In the event of District-wide budget reductions, a planning session will be held between KUSD and Harborside in order to determine how the charter school can share the burden of the overall financial loss.**

Allocation of Federal Funding Harborside Academy qualifies for federal funding in the same manner as other KUSD schools. For example, special education funds and title funds are assigned to Harborside using the same criteria as other KUSD schools.

Offsets KUSD may offset part or all of any amount that Harborside Academy exceeds the Direct Cost Budget ~~that for which~~ it is liable ~~for~~. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget **without prior approval of the chief financial officer**).

Purchasing All supplies and equipment of ~~the~~ Harborside Academy shall be requisitioned and purchased following standard financial procedures and District policy. This ~~would~~ includes the periodic audit of the school capital assets in conformance with District policy.

KUSD Services As part of the twenty percent of per member-cost **revenue**, KUSD will provide agreed upon services. These include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast / lunch program, facility repairs, and inclusion in all federal and state programs at the school's discretion.

Nonsectarian-Harborside Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. Harborside Academy faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

Non-Discrimination Statement Harborside Academy will not deny access to any student based on gender, **gender expression**, race, religion, national origin, ancestry, pregnancy, **marital** or parental status, sexual orientation, color, or physical, mental, emotional or learning disability.

Termination of Contract The Harborside Academy Charter Contract may be terminated by the **KUSD** Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement ~~If both parties~~ **Both parties** (KUSD and Harborside Academy) must agree in writing to termination.

Contract Violation If the KUSD Board determines that Harborside Academy is in violation of the contract.

Educational Goals If the KUSD Board determines that students enrolled in ~~the~~ Harborside Academy have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps ~~the~~ that Harborside Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Harborside Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, ~~the~~ Harborside Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management If the **KUSD** Board determines that Harborside Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Statute 118.40 If the Board determines that Harborside Academy has otherwise violated Wisconsin Statute 118.40.

Insolvency If the **KUSD** Board determines that Harborside Academy revenues are insufficient to pay its expenses as they come due, **insolvency could be enacted.**

In the event of contract termination, the **KUSD** Board shall recover all funds advanced to Harborside Academy under the contract to which Harborside Academy is not entitled. The decision of the Board shall be final.

Fees paid to the Authorizer

~~Twenty percent of the state issued per pupil amount will be retained by the Kenosha Unified School District (Authorizer) to cover a variety of costs including (but not limited to): purchasing, central office administration, educational accountability and support, payroll and other district level supports.~~

Harborside Academy will pay a yearly fee for bussing to the Kenosha Unified School District. From 2014 to 2016 this fee has ranged from \$29,628.60 to \$31,668.00 dollars based on the exact costs incurred by the district.

Harborside Academy will pay a yearly fee to the Kenosha Unified School District to cover half of the costs of the school liaison officer. From 2014 to 2016 this fee has ranged from \$40,696.15 to \$40,892.50 dollars based on the exact costs incurred by the district.

Harborside Academy will also pay a yearly fee to the Kenosha Unified School District of \$155,000.00 for the use of the facility located at 913 57th St.

OTHER

Student Records Copies of standardized testing results and all records required by KUSD policy or law will be maintained in the Harborside Academy office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Admission Requirements Students wishing to attend Harborside Academy ~~in the Paideia Middle School House middle school~~ will register by returning a student interest form. ~~Interested~~ **High school students wishing to attend Harborside** will express interest through the district high school selection form. If more students express interest in grades ~~six 6~~ or ~~nine 9~~ than ~~there are~~ **the number of** open spaces, a random lottery will be used. ~~Paideia house Harborside Academy middle school~~ students in eighth grade ~~that who~~ are moving into ~~9th~~ **ninth** grade will be awarded automatic placement into the high school as long as they submit the proper selection/ interest form by the designated date.

Criteria for Granting a High School Diploma **In order to qualify for and be granted a high school diploma, Harborside Academy students must complete the same graduation requirements as other Kenosha Unified School District Students. (These requirements are outlined in the charter school program description on page two of this document.)**

Discontinuance of Student Enrollment As with the other Kenosha choice schools, students ~~that who~~ are enrolled to attend Harborside Academy after April 1st of any given year have made a commitment to attend the school for at least one year. However, once that commitment has passed, no student will be compelled to attend

Harborside Academy. Attendance at Harborside Academy is based on student and parent choice.

~~Non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the Harborside Academy.~~

Students that fail to achieve a minimum number of academic credits, **or students for whom we cannot build a schedule**, will not be allowed to return to Harborside Academy due to the school's schedule and inability for students to make up missing credits. ~~Students that fail all core credits at Harborside during any first semester will be asked to transfer back to their attendance area school at semester. (This allows them to start a new set of classes at semester.)~~ Students ~~that~~ **who** earn fewer than the **total cumulative** credits listed below will also be asked to return to their home school at the end of the year. (Note: completing credits through summer school is allowed.)

6th Grade – 5 MS credits
7th Grade – 10 MS credits
8th Grade – 15 MS credits
9th Grade – 5 credits
10th Grade – 10 credits
11th Grade – 17 credits

If these rules conflict with a student's IEP, **504**, or **CSI** or ~~SIF~~ agreement, the IEP, **504**, or **CSI** or ~~SIF~~ agreement will take precedence.

Transportation Transportation will be offered at this charter school for high school students only in the same manner that it is provided to students that attend other local choice high schools. Transportation costs are to be paid from within the Harborside Academy budget. **Transportation is not available in Middle School, grades six through eight.**

Terms of the Contract The term of the Harborside Academy Charter Contract, as a KUSD instrumentality charter, shall be a period of five (5) years commencing on the 1st day of July, ~~2012~~**2017**.

~~District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law,~~

District Policies and Procedures will be followed unless stipulated differently in other provisions in this contract or provided by law.

Notice Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To the Board: To: Harborside Academy

~~Dr. Michele Hancock~~
Dr. Susan Savaglio-Jarvis
Superintendent of Schools
Kenosha Unified School District
3600 52nd St.
Kenosha, WI 53140

~~Mr. David Buggs~~
Mr. Ed Carlson
Harborside Governance Board President
Harborside Academy
913 57th St.
Kenosha, WI 53144

Telephone: 262 359-6300

Telephone: 262 359-8400

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

For Kenosha Unified School District:

June __ / __ 27 / __ 2017
Tamarra Coleman
KUSD Board of Education
President

June __ / __ 27 / __ 2017
~~Dr. Michele Hancock~~ **Dr. Susan Savaglio-Jarvis**
Superintendent of Schools

For Harborside Academy:

June __ / __ 27 / __ 2017
Mr. William Haithcock
Principal
Harborside Academy

June __ / __ 27 / __ 2017
~~Mr. David Buggs~~ **Mr. Ed Carlson**
Governance Board President
Harborside Academy

~~The staff at Harborside Academy will participate in district textbook adoptions and associated training/curriculum development. The curriculum at Harborside Academy will cover meet or exceed the standards and benchmarks of KUSD while the school reserves the right to determine the order of delivery to better suit the needs of Harborside Academy students. The staff at Harborside Academy will participate in district textbook adoptions and associated training/curriculum development. Materials for unique aspects of the Harborside's EL program will be chosen by the staff of Harborside Academy in conjunction with the mission/vision of the school and aligned with the mission of the KUSD. Harborside Academy math classes in grades six through Algebra II will use College Preparatory Mathematics (CPM) curriculum.~~

~~Methods of Attaining Educational Goals~~

~~Instructional Framework~~

~~-
Within Wisconsin charter school law, section 118.40 (1M) (1) 4 states that this charter contract should include methods that the school will use to enable pupils to attain the educational goals under s. 118.01. Within 118.01, schools are challenged to provide pupils the following:~~

- ~~Basic skills, including the ability to read, write, and arithmetic calculation.~~
- ~~Analytical skills, including the ability to think rationally.~~
- ~~A basic body of knowledge basic body of knowledge that includes concepts of literature, fine arts, mathematics, natural sciences..~~
- ~~Knowledge in computer sciences.~~
- ~~Vocational skills~~
 - ~~An understanding of the range and nature of occupations.~~
 - ~~Preparation to compete for entry for entry level jobs.~~
 - ~~Positive work attitude and habits.~~
- ~~Citizenship~~
 - ~~An understanding of the basic levels of government.~~
 - ~~A commitment to the basic values of government.~~
 - ~~The skills to participate in political life.~~
 - ~~An understanding of the function of organizations in society.~~
 - ~~Knowledge of the importance of biological and physical resources.~~
 - ~~Knowledge of state, national, and world history.~~
 - ~~An understanding of different value systems and cultures.~~
 - ~~At all grade levels, an understanding of human relations with regard to American Indians, Black Americans and Hispanics.~~
- ~~Personal development~~
 - ~~Skills needed to cope with social change.~~
 - ~~Knowledge of the human body and the reasons to maintain lifelong health.~~
 - ~~Knowledge of the practice of physical education.~~
 - ~~Knowledge of the vitamin content of food and the nutritional value of dairy products.~~
 - ~~Knowledge of physiology, hygiene, and sanitation.~~
- ~~An appreciation of artistic and creative expression.~~
- ~~The ability to construct personal ethics and goals.~~
- ~~Knowledge of morality and personal responsibility.~~
- ~~Knowledge of the prevention of accidents and the promotion of safety.~~
- ~~Sound decision making skills including knowledge of the conditions which may cause and the signs of suicidal tendencies.~~
- ~~Knowledge by which pupils can recognize and avoid physical or psychologically or abusive situations.~~

Human Resource Use Only
Position Number: Salary Range Min: Effective Date:

Harborside Academy Job Description

POSITION IDENTIFICATION

Position Title: (Subject) Harborside Teacher Position
Division: Kenosha Unified School District
Workweek: Mon-Fri (Hours) 7.5 hours per contracted day

SUPERVISORY RELATIONSHIPS

Reports to: Principal
Directly Supervises:

POSITION PURPOSE

You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required coursework within your assigned module of education and level. You will create a quality classroom environment in accordance with the standard of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

ESSENTIAL DUTIES

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
 - Follow all established hallway and outdoor supervision routines as designed by the school Principal.
 - Follow established school-wide discipline plan and procedures.
3. Demonstrate knowledge of and skills in using a variety of instructional methods, including those

required within the ~~Expeditionary Learning Schools and/or Paideia~~ **EL Education** model. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners using interdisciplinary teaming, integrated instruction, and inclusive instruction strategies, and maximize student engagement. There must be a clear commitment to the ~~Expeditionary Learning and/or Paideia~~ **EL Education** model of instruction.

4. Assessing and evaluating student learning, responding to individual learner's needs and reporting student progress.
 - Provide written communication to parents about student progress at least three times a quarter.
 - Facilitate the development of accurate portfolios for all students.
 - Plan and implement student-led conferences, **Celebration of Learning/work** exhibition nights and passage presentations.
 - Maintain accurate standards-based grading system.
 - Adherence to “7 practices” of student engaged assessment as defined by ~~Expeditionary Learning~~ **EL Education Network** Schools.
 - **Maintain accurate Habits of Success/grading records.**
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communication with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning.
 - Must be available for, and willing to travel for summer workshops, conferences, and trainings that are required within the ~~Expeditionary Learning and/or Paideia~~ **EL Education** model.
 - Must also be available for all paid summer staff planning sessions.
 - Must be available for staff development opportunities and team meetings that are offered during the contracted day. These will include activities held during early dismissal ~~Wednesday~~ **Friday** afternoons and during professional period meetings that will be held during daily non-student contact/planning time.
 - The Harborside staff is required to participate in an ~~overnight~~ off-site staff retreat. ~~at the start of each school year.~~
7. Full-time staff must participate in all off-site activities, including all overnight “Outward Bound”/**camp** experiences, without additional pay. *(Please understand, these events are outdoor adventure-based trips that include camping, canoeing, cycling, rock climbing, etc...)*
8. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Harborside Academy.
9. Must be willing to effectively plan and lead “Intensive” elective courses offered within the daily teaching schedule.
10. Must effectively plan and **lead** Crew class. (Crew is our version of Advisory class.)
11. Demonstrate knowledge of and skills in use of technology in planning, instruction, and for professional

purposes. Be willing to pursue technology training for professional development and classroom use.

12. Must be willing to follow KUSD dress code.

OTHER DUTIES

Perform other duties as assigned by the Principal.

MINIMUM POSITION QUALIFICATIONS

Education: Bachelor's Degree or higher

Experience: No experience required

Certifications/Licenses: Certified/Certifiable to teach in Wisconsin

Other Requirements: Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; may be waived based on previous work experience and other needs of the district.

KNOWLEDGE, SKILLS, & ABILITIES

Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas.

BACKGROUND CHECKS

Condition of Employment

PHYSICAL DEMANDS

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable features.

The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 27, 2017

Dimensions of Learning Academy Charter Contract Renewal

On April 24, 2000, the Board of Education first approved the request for charter school approval for the Dimensions of Learning Academy. This charter was renewed in 2005, 2010, and 2015.

Provided for the Board's review is a contract for renewal. Specific details about the Dimensions of Learning Academy are in the attached contract.

The updated charter has minor revisions. The revisions reflect the change in the length of the charter from two years to five years.

The charter contract renewal has been reviewed and is recommended by the staff and Advisory Council.

This year, the Dimensions of Learning Academy had 223 students in grades K-8. There is one principal, twelve full-time teachers, as well as an art teacher (.8 FTE).

RECOMMENDATION

The Dimensions of Learning Academy Advisory Council and staff request that the Kenosha Unified School District Board of Education approve the Dimensions of Learning Academy charter agreement for the five year period of 2017-2022 with the agreement to review the funding portion of the charter after the State of Wisconsin has finalized the biennial budget for the budget cycle 2017-2019 and 2019-2021.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Chief of School Leadership

Mr. Scott Kennow
Coordinator of Elementary Leadership

Ms. Diana Pearson
Principal, Dimensions of Learning Academy

Kenosha Unified School District
Kenosha, Wisconsin

DIMENSIONS OF LEARNING ACADEMY CHARTER CONTRACT RENEWAL

This agreement is made as of the, **23rd day of May 2017**, between the Board of Education for the Kenosha Unified School District No. 1 (“Board”), 3600 52nd Street, Kenosha, Wisconsin 53144 and the Dimensions of Learning Academy.

Term of the Contract

The term of the Dimensions of Learning Academy Charter School Contract shall be a period of ~~two (2)~~ **five (5)** years commencing on the 1st day of July, ~~2015~~ **2017**, with a revised agreement for a successive ~~two (2)-~~ **five (5)** year period.

Administrative Services

1. Dimensions of Learning Academy Sponsors. The sponsors will be Diana Pearson and Lori Waters.

2. Person(s) in Charge: Administrative Services.

A. Person(s) in Charge. The person in charge of the Dimensions of Learning Academy will be Diana Pearson. She will serve as full-time Principal of the school. Ms. Pearson will work closely with the Advisory Council to ensure that the educational goals of the Dimensions of Learning Academy are met. She will be responsible to the Board of Education for meeting the terms of the contract, as well as for financial accountability, serving as an instructional leader overseeing the educational program delivery and staff development necessary to carry out the mission of the school. Other responsibilities will include serving as a building manager overseeing daily operation of the school, handling student discipline, overseeing secretarial and clerical procedures including attendance, correspondence and health records, administering assessment and evaluation programs and employment of staff. Central office personnel in consultation with Dimensions of Learning Academy Advisory Council will be expected to follow the same hiring practice for KUSD administrators in the event of the departure of the Principal. The KUSD Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval. All records of the Dimensions of Learning Academy shall be made available to and be made part of the records of the Kenosha Unified School District.

B. Advisory Council. An Advisory Council appointed by the sponsors will meet monthly to assist in developing, implementing, and effectively using school procedures and resources. The Advisory Council of 9-12 members will be made up of the Principal, 2-3 parents, 2-3 students, 2-3 teachers, and 2-3 community members. The members of the Advisory Council shall serve one (1) year terms and will be eligible for reappointment to the Advisory Council upon expiration of their term.

C. Nonsectarian. The Dimensions of Learning Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The Dimensions of Learning Academy facility, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

3. Academic Program.

A. Grades Covered by the Dimensions of Learning Academy. The Dimensions of Learning Academy will educate students through eighth grade. Smaller school size will allow for effective personalized instruction and active learning experiences.

B. Mission. The Dimensions of Learning framework is an extension of a comprehensive research-based framework on cognition and learning. The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area. It will guide and inform decisions and protocols about what will take place within the Dimensions of Learning Academy.

C. Curriculum. The curriculum will be developed based upon, at a minimum, the achievement of the Academic Content Standards as established by Kenosha Unified School District. Curriculum materials and teaching strategies will be chosen by the Dimensions of Learning Academy staff in conjunction with the mission and academic program of the school and aligned with the mission of the Kenosha Unified School District. The curriculum will include reading, language arts, math, science, and social studies as the core subjects. The core subjects will be taught in an integrated manner whenever possible. In addition, music, art, physical education, world language and health will be taught and integrated into the core subjects as appropriate.

4. Methods of Attaining Educational Goals.

A. Dimensions of Learning Academy Instructional Framework. The vision for use of Dimensions of Learning on a school-wide basis can be readily implemented in a school dedicated to communicating and planning through the Dimensions of Learning model. These five “dimensions” will provide a focus for teaching and learning: positive attitudes and perceptions about learning, acquiring and integrating knowledge, extending and refining knowledge, using knowledge meaningfully, and productive habits of mind. The Dimensions of Learning framework helps educators plan instruction that takes into account all five of these critical aspects of learning using appropriate matches of methods with content. Standards-based curriculum, instruction, and assessment are used in conjunction with this framework.

There are assumptions about learning which are implicit in the Dimensions of Learning model. These assumptions describe a valuable set of instructional aims. They are:

- Instruction must reflect the best of what we know about how learning occurs.
- Learning involves a complex system of interactive processes that include five types of thinking which are represented by the five dimensions of learning.
- Teaching should include the nurturing of attitudes, perceptions, and mental habits that facilitate learning.

- There is a need for both teacher-directed and student-directed learning.

In addition to these assumptions, learner-centered principles and developmentally appropriate practices will provide guidelines for increasing student achievement. The Dimensions of Learning Academy will organize the academic program around an aligned, standards-based process for developing curriculum, instruction, and assessment. The foundation for learning is based upon a defined set of knowledge. This knowledge is organized in two categories of standards which will be integrated in a holistic approach to instruction. The curriculum will be organized around the Academic Content Standards established by the Kenosha Unified School District and around Lifelong Learning Standards. This is a rigorous curriculum well-defined by grade level specific standards. The focus is on cumulative and spiraling acquisition of knowledge and skills in each subject. It includes a focus on thinking and communication skills.

B. Instructional Practice. The Dimensions of Learning framework includes fourteen specific thinking processes which students will use in order to apply and refine knowledge. Students will be presented with the following processes with which to reason about the knowledge they acquire:

Comparing	Classifying
Analyzing Perspectives	Error Analysis
Deduction	Induction
Abstracting	Constructing Support
Decision Making	Problem Solving
Invention	Experimental Inquiry
Investigation	Systems Analysis

Consideration of whether standards and benchmarks are declarative or procedural will also be used to inform instructional decisions. Instructional practices with the greatest research-based effect on student achievement will be in use regularly. This instruction will include practices such as the use of graphic organizers, strong vocabulary development, homework, and student feedback about learning. Field trips which support the targeted grade level standards will be incorporated into instruction.

The Dimensions of Learning Academy will use instructional materials based on the district standards. Many materials will be drawn from sources such as non-fiction and fictional works, magazine articles, essays, digital technology, manipulatives, and other materials. The following criteria will be used for selecting materials: 1) alignment with the school's targets for each grade, 2) subject accuracy, 3) clarity, and 4) vocabulary and ideas that build from grade to grade.

The academic program will be implemented utilizing the following additional materials and instructional practices:

- Math manipulatives will emphasize the development of conceptual mathematical understanding as well as a balanced approach to the mastery of math computation skills.
- Hands-on learning will be based upon the complex reasoning process of experimental inquiry within themes of science, technology, engineering, art, and mathematics (STEAM).

- Students' literacy skills will be developed through the ability to apply reading, writing, vocabulary and spelling skills in tasks that involve thinking and reasoning.
- Technology use will be embedded within the learning process, not an end in itself (e.g., to facilitate the writing process). Technology will be used to research specific knowledge and to communicate this knowledge to others.
- Skill in accessing information will be developed through the use of the Kenosha Public Library.
- Flexible grouping and regrouping for instruction will be based upon personalized learner needs.
- Homework will be a consistent expectation for students in all grades.

C. Electives. Electives such as Band, Orchestra, and Choir will be offered. Other subject areas may be incorporated as they fit the topics of instruction and according to available resources.

D. School Calendar. Dimensions of Learning Academy will generally follow the Kenosha Unified School District **student** calendar. **Instructional staff will follow the KUSD instructional staff calendar.** However, the unique program of the school may necessitate flexibility in scheduling the school day. Any changes to the school calendar will be endorsed by the Advisory Council with notice sent to parents and the District.

5. Methods of Measuring Student Progress.

A. Student Evaluations. The achievement of students is evaluated in terms of their attainment of the academic standards. Progress reports will provide ongoing evidence of progress in academic and lifelong learning standards over time.

B. Annual Testing. Using the same standardized norm reference tests that are used throughout the District at each respective grade level will assist the Board of Education in assessing the success of the Dimensions of Learning Academy.

C. Progress Reports. A standards based progress report is issued at the end of each quarter. Grades K-5 will use progress reports without letter grades for each subject. Grades 6-8 will use letter grades for each subject. The progress report is developed by the Dimensions of Learning Academy staff to meet the specific educational requirements of the curriculum.

6. Governance Method/Parental Involvement.

A. Governance Method. The Dimensions of Learning Academy is an instrumentality of the Kenosha Unified School District No. 1 and unless otherwise acknowledged is governed in accordance with the standard policies and procedures of the District. The teachers and other staff are subject to the direction and control of the District.

B. Parental Involvement. Parents and the business community of Kenosha will be invited to participate in the process of educating the students, as well as to share ideas with the

teachers and the Advisory Council. As needed, other ad hoc advisory and support groups including teachers, students, parents, and community members will be created to assist the teachers and the Advisory Council with the development of school procedures and programs. Volunteers from parents, business community members, and retirees will be encouraged and their work is recognized as necessary to the support of the Dimensions of Learning Academy mission. Parents will sign the “Responsibility for Learning” parent agreement and by doing so signify their understanding of the expectations for parent involvement.

C. Discrimination Statement. The Dimensions of Learning Academy will not discriminate in admissions or deny participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

7. Teacher Qualifications

A. Teacher Qualifications. All Dimensions of Learning Academy staff will meet the employment requirements for instructional personnel as set by the State of Wisconsin and by District policy. In addition to instructional staff, all persons employed or working at the Dimensions of Learning Academy will be screened as required by law and by District policy. All Dimensions of Learning Academy staff will be interviewed and hired by the Principal and/or Advisory Committee designee following the established hiring guidelines of the District.

B. Employee Status. All full-time Dimensions of Learning Academy staff shall be employees of KUSD and entitled to all of the rights and benefits of other similarly situated employees of KUSD following already established salary schedules and benefit programs.

8. Student Health and Safety

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills held monthly and tornado procedures reviewed and practiced annually. OSHA safety procedures will be in place.

9. Racial/Ethnic Balance Goals and Methods.

Enrollment is open to all students in the covered grades throughout the District. No student will be denied admission to the Dimensions of Learning Academy based on race or ethnic heritage. The Dimensions of Learning Academy seeks a student community that reflects the greater KUSD area in racial/ethnic, and gender balance.

10. Admission Requirements.

A. Applications Required. Parents and students are required to apply for admission. The completed application requires a Student Enrollment Form completed by a parent/guardian, also a Parent Statement for Admission, and a Responsibility for Learning Parent Agreement. Parents are asked to share information about each student they are registering with regards to personal interests, strengths, and needs. They are also asked about the academic goals for improvement they have for each student. Students must complete a Student Application which allows an opportunity to share personal interests and strengths and a Responsibility for Learning

Student Agreement. The application is designed to begin a positive relationship between the school learning community and each learner as well as their parent(s)/guardian(s). Clarity about expectations regarding responsibility for learning will enhance the learning environment for students.

B. Student Acceptance. Once a student has been admitted to the charter school through the appropriate process, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who can not be accommodated during the enrollment period and will be continued through the third Friday of September. Students will be selected through a lottery system. Lottery exemptions will be made for kindergarten siblings of currently enrolled students. Specifically, the following categories of applicants may be exempted from the lottery: (1) siblings of students already admitted to or attending Dimensions of Learning Academy; and (2) children of the charter school's staff.

C. Discontinuance of Student Enrollment. No student will be required to attend the Dimensions of Learning Academy. Students will be assisted in enrolling in their attendance area school at the request of a parent. Since attendance at the Dimensions of Learning Academy is contingent upon students' and parents' choice, non-compliance with the district policies and Code of Conduct will serve as basis for consideration of transfer from the academy.

11. Student Discipline.

A. Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations, including the establishment of a dress code, may be developed upon recommendation of the Advisory Council. All students and their families will receive a copy of any rules and regulations. Due process procedures will be followed in reaching any decision for removal.

B. Discipline Procedures. Discipline rules and regulations address behavior necessary to ensure a positive learning environment and the development of lifelong learning habits. Responsibility for Learning Agreements will be provided and must be signed by both parent/guardian and student in order to complete the registration process.

12. Financial and Programmatic Operations.

A. Tuition. The Dimensions of Learning Academy shall not charge any tuition, provided that activity and other fees similar to the type and amount charged by KUSD to similarly situated students in other District schools shall not be considered tuition. Dimensions of Learning Academy will collect and expend student fees at the building level for the purpose of defraying instructional materials such as workbooks, assignment notebooks, field trips, copies, student activities, competitions, subscriptions, and other student expenses.

B. Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the academy. The Dimensions of Learning Academy budgeting practices will adhere to District requirements for budget preparation.

C. Financial Records. All operational and personnel funds will flow through the District. A record of all transactions will, therefore, be available as financial records of the

District. Financial records, including an activity account, will be maintained at the Dimensions of Learning Academy and will be available for review by the Board, District staff or any outside auditor engaged by the District.

D. Payment Funding by KUSD. For each kindergarten through 8th grade student enrolled at the Dimensions of Learning Academy on the official third Friday in September membership count, KUSD will credit the Dimensions of Learning Academy for eighty percent (80%) of the ~~per member cost~~ **current year maximum revenue per member, as determined in the State Revenue Limit Formula for KUSD** received from the state for the applicable school year ("Direct Cost Budget"). In the event KUSD is facing budget reductions, a planning session will be held between KUSD and Dimensions in order to determine how the charter school can share the burden of the overall financial loss.

For Preschool students enrolled at Dimensions of Learning Academy on the official third Friday in September membership count, KUSD will credit Dimensions of Learning Academy with eighty percent (80%) of a prorated per member revenue determined by the State for the applicable school year. The prorated membership revenue is the per member revenue authorized by the State multiplied by the student's full time equivalency for membership purposes. The remaining twenty percent (20%) of the per member cost per student in the District shall be allocated directly to KUSD as reimbursement for administrative services furnished to the Dimensions of Learning Academy and shall be otherwise unavailable to KUSD. KUSD will pay, and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expense for the Dimensions of Learning Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Dimensions of Learning Academy. Any other funds raised by the Dimensions of Learning Academy from outside sources shall be delivered to and maintained by KUSD in a separate account subject to the sole discretion of Dimensions of Learning Academy ("Discretionary Account"). Carry over of funds from one year to the next is permitted. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by the Dimensions of Learning Academy in the operation of the school as follows:

- (1) 25 percent on the 1st day of July immediately preceding the school year;
- (2) an additional 50 percent on the 1st day of October during the school year;
- (3) the remaining 25 percent on the 1st day of January during the school year.

E. Offsets. KUSD may offset part or all of any amounts in the Discretionary Account against any amounts by which the Dimensions of Learning Academy exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Dimensions of Learning Academy is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Account.

F. Purchasing. All supplies and equipment of the Dimensions of Learning Academy shall be requisitioned and purchased following standard financial procedures and District policy.

G. Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Dimensions of Learning Academy Office.

Administrative and student records will be maintained and available for review as permitted by Board policy and law.

H. Transportation. Transportation is the responsibility of the parent(s) or guardian(s) of the student(s).

I. KUSD Services. As part of the District's twenty percent (20%) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These include district-wide services such as inclusion in textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, facilities services maintenance and repairs and inclusion in all federal or state programs at the school's discretion. Dimensions of Learning Academy, at the District's discretion, may also be included in other programs offered by the District.

13. Public School Alternatives.

No student will be required to attend Dimensions of Learning Academy. Students who are not admitted will attend their regular attendance area school in the district.

14. Description of School Facilities/Liability Insurance.

A. Description of School Facility. The Dimensions of Learning Academy will be located at the corner of 63rd Street and 25th Avenue in the former St. Thomas Aquinas Church/School building.

B. Liability Insurance. Liability insurance coverage for the Dimensions of Learning Academy is provided by the District and is the same as that which is provided for all District schools.

C. Exercise of Purchase Option. The obligation to fully purchase the building has been met as established through the Dimensions of Learning Academy's business plan. The school will have the right to continue using the facility for the duration of the existence of Dimensions of Learning Academy on a rent-free basis.

15. Termination of Contract.

The Dimensions of Learning Academy Contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

A. Mutual Agreement. Both parties agree in writing to the termination.

B. Contract Violation. The Board determines that the Dimensions of Learning Academy has violated this contract.

C. Educational Goals. The Board determines that students enrolled in the Dimensions of Learning Academy have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. 118.01 (the Wisconsin statute defining public school educational goals and expectations). If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the

additional steps the Dimensions of Learning Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the Dimensions of Learning Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Dimensions of Learning Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

D. Fiscal Management. The Board determines that the Dimensions of Learning Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

E. Violation of WI Stat. 118.40. The Board determines that the Dimensions of Learning Academy has otherwise violated Wis. Stat. 118.40 (the Wisconsin statute authorizing and governing charter schools).

F. Insolvency. The Board determines that the Dimensions of Learning Academy revenues are insufficient to pay its expenses as they come due. In the event of contract termination, the Board of Education shall recover all funds advanced to the Dimensions of Learning Academy under the contract to which the Dimensions of Learning Academy is not entitled. The decision of the Board shall be final.

Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To the Board:

Dr. Sue Savaglio-Jarvis
Superintendent of Schools
Kenosha Unified School District
Educational Support Center
3600 52nd St.
Kenosha, WI 53144
Telephone: 262-359-6320
Facsimile: 262-359-7672

To Dimensions of Learning Academy:

Diana Pearson
Principal
Dimensions of Learning Academy
6218 25th AV
Kenosha, WI 53143
Telephone: 262-359-6849
Facsimile: 262-359-3134

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**THE BOARD OF EDUCATION
THE KENOSHA UNIFIED
SCHOOL DISTRICT**

**DIMENSIONS OF LEARNING FOR
ACADEMY**

By: _____

By: _____

KENOSHA UNIFIED SCHOOL DISTRICT

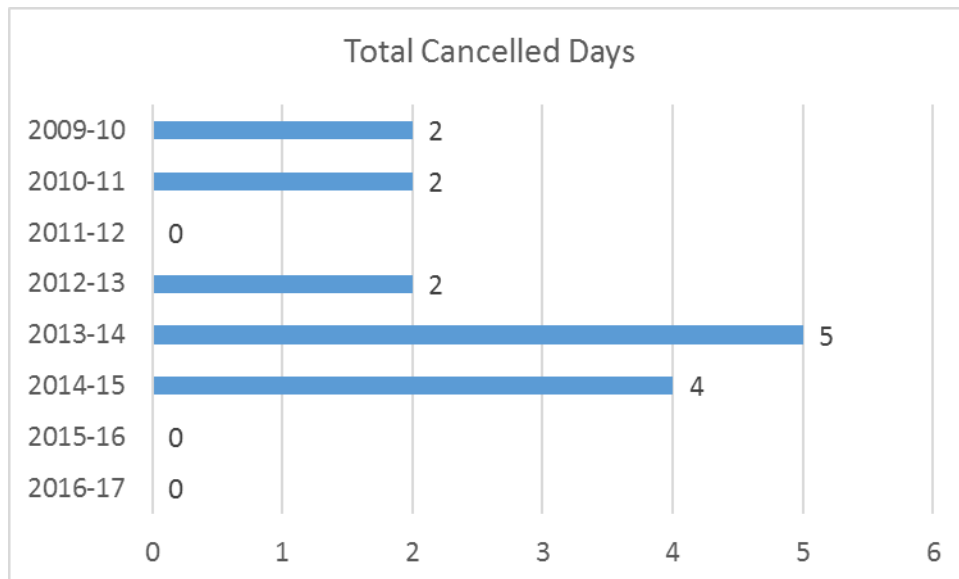
June 27, 2017

Policy and Rule 3643 – Emergency School Closings

Kenosha Unified administration continues to review and monitor the calendar modifications related to school closings across the district. The number of instructional days lost to inclement weather has decreased in recent years.

Based on a School Board request from a few years ago, the practice to “bank” instructional days to ensure fulfillment of the Wisconsin requirement for instruction minutes was expanded from 2 full days to 3 full days. This request was based mainly from the information relevant to identified school closings.

For the last few years, KUSD has not utilized all of these days. As noted in the chart below, the previous 8 years produces an average of less than 2 days utilized each year for district-wide closings. The proposal is to reduce the current practice of banking days from 3 to 2.



Administrative Recommendation:

KUSD administration recommends that the School Board approve the revised Policy & Rule 3643 Emergency School Closings as a first reading at its June 27, 2017, regular school board meeting and a second reading at its July 25, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

POLICY 3643
EMERGENCY SCHOOL CLOSINGS
(Inclement Weather)

Only the superintendent of schools or his/her designee is authorized to determine whether schools shall be closed in inclement weather.

A public announcement of school closings shall be made through the various available media. Schools are expected to be open following their regular schedules if no public announcement is made to the contrary by 5:30 a.m. on any given day. Schools may be open when bus transportation or food services are not in operation.

All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather. The superintendent reserves the right to close the district for *all* students and employees if deemed necessary.

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10)	[School day definition]
121.02(1)(f)	[School district standard; minimum number of school days and hours of instruction/authority to close schools for inclement weather]
121.56	[Safe student transportation]
118.15	[Compulsory school attendance]

CROSS REF.: 3511 Transportation
5310 Student Attendance
6210 School Year Calendar
Employee Handbook
Crisis Response Manual
Emergency Operations Plan

AFFIRMED: Sept. 24, 1991

REVISED: Jan. 29, 2002
Oct. 28, 2003
Dec. 18, 2007
Sept. 23, 2014
Oct. 28, 2014
Sept. 22, 2015
March 28, 2017

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)

Kenosha Unified School District puts student safety first, which is why the district takes several factors into consideration when determining whether to close schools due to extreme weather, such as:

- Winter weather warning:
 - If the warning is issued prior to 5 a.m. and remains in effect throughout the school day, schools will be closed (automatic closure)
 - Is there a sustained wind chill of -34 degrees or lower?
 - Is there a sustained temperature of -20 degrees or lower?
 - If the warning goes into effect after 9 a.m. and ends by 3 p.m., school will be in session as usual
 - If the warning goes into effect after 9 a.m. but lasts into the evening, a decision will be made by 5:30 a.m. regarding closure
- Other considerations:
 - Is there blowing snow with winds of 20 miles per hour?
 - Is there or will there be a heavy accumulation of snow, especially during the typical travel times to and from school?
 - Are streets and sidewalks clear?
 - Are buses unable to run due to extreme cold or unplowed streets?
 - Are driving conditions hazardous?
 - Are there power or phone outages?

If school is not canceled and a parent and/or guardian feels his/her child is safer at home, the parent and/or guardian may keep the child home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and Wis. Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.

In the event schools are closed or the arrival/dismissal time is changed due to severe weather, an announcement will be made via local television stations, radio stations, the KUSD website (www.kusd.edu), KUSD Channel 20, [Facebook.com/kenoshaschools](https://www.facebook.com/kenoshaschools), [Twitter.com/KUSD](https://twitter.com/KUSD) and 359-SNOW (7669).

If schools are closed for the day, KUSD will make every effort to release this information via the aforementioned avenues by 5:30 a.m. If schools are closed, all after-school activities in the district, including sports and evening events, also will be canceled. When KUSD schools are closed, no transportation will be provided to private and parochial schools.

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 school buses that transport students will be running approximately two hours late. There will be no a.m. or p.m. Early Childhood, Speech Impact or 4K classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)

Page 2

Procedure 3: All schools in KUSD will be closed, and no students are expected to report. The Senior Citizen Center also will be closed. KUSD employees must refer to Policy Rule 3643 for attendance guidelines.

INCLEMENT WEATHER DAYS:

~~Three (3)~~ **Two (2)** potential inclement weather days are built into the academic calendar for: teachers, education support professionals (ESPs), interpreters, and 10-and 12-month secretaries.

KUSD employees required to report to work, use vacation or personal time or take unpaid time (deduct) are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical staff.

12-MONTH SECRETARIES BEYOND ~~THREE (3)~~ TWO (2) DAYS:

If there are more than ~~three (3)~~ **two (2)** inclement weather days in a school year, 12-month secretaries are required to:

- Report to work
- Use vacation
- Use personal time or
- Take unpaid time (deduct with supervisor's approval)

TEACHERS, ESPs, INTERPRETERS, AND 10-MONTH SECRETARIES BEYOND ~~THREE (3)~~ TWO (2) DAYS:

If there are more than ~~three (3)~~ **two (2)** inclement weather days in a school year, teachers, ESPs, interpreters, and 10-month secretaries will be required to make up student contact minutes to fulfill state instructional requirements. This may be done during the spring months of the same school year, however, if scheduling prevents this from occurring, additional instructional days will be added to the end of the school year.

If student contact minute requirements are met during spring months, teachers, ESPs, interpreters, and 10-month secretaries also will make up non-instructional days at the end of the year to meet working day requirements pursuant to their respective payroll calendar. On these days, teachers, ESPs, interpreters, and 10-month secretaries will be required to:

- Report to work
- Use vacation (10-month employees who received and retained the vacation benefit prior to the sunset date of June 30, 2013)
- Use personal time or
- Take unpaid time (deduct with supervisor's approval)

INDOOR/OUTDOOR GUIDELINES

1. General guidelines: 10 degrees or below, wind chill factor of 0 degrees or below and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.
2. Administrator's responsibilities: Principals are responsible for the timely implementation of the guidelines, reasonable supervision of students under all circumstances and informing parents each year of the district's expectations regarding indoor periods due to weather conditions.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 27, 2017

Proposed Adjustment to the 2017-18 Instructional Calendars

The 2017-18 KUSD Instructional Calendars were approved by the KUSD School Board on June 28, 2016. For the years covering 2016-17 and 2017-18, the practice of covering enough minutes to address any potential cancelled instructional days was increased from 2 full days to 3 full days. This was due to a request from the School Board as the 5-year historical data showed a use of between 2 and 3 cancelled instructional days. When necessary, KUSD schools had to adjust and “recover” lost minutes by sacrificing staff professional development and increasing student instructional durations. Recent use for cancelled days has been limited to less than 2 cancelled days.

The existing Wisconsin state requirements communicate that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours). The proposed calendars not only meet those requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations.

The currently approved end of year sequence for June, 2018, displays that the last day for KUSD students is Thursday, June 14, 2018, with the teacher workday set for Friday, June 15, 2018. The proposal would be to have the last day for students change to Wednesday, June 13, 2018, and the teacher workday would move to Thursday, June 14, 2018.

Attached are the Updated KUSD calendars proposed for the following areas:

- 2017-18 Instructional Calendar Description
- 2017-18 Elementary Instructional Calendar
- 2017-18 Extended Year Elementary (Frank & Wilson) Instructional Calendar
- 2017-18 Middle School Instructional Calendar
- 2017-18 High School Instructional Calendar

It has come to the attention of the administration and board of education that if in fact school closing days are not used during the calendar year for inclement weather or other reasons, employees have inquired about “ending school earlier,” “modifying the calendar to release students and staff on certain days” and/or “receiving additional forms of compensation”. Such that that the unused school closing days are then “used” at some point during that school calendar year.

With that stated, it is important to note that all public schools must adhere to the state mandated instructional minute requirement outlined here <https://dpi.wi.gov/cal/days-hours>. Prior to 2013, schools were required to meet both a minute and day requirement. 2013 Wisconsin Act 257 removed the day requirement starting with the 2014-15 school year, but left the minute/hour requirement unchanged. Since schools may close for a variety of reasons (e.g. inclement weather, facility issue, safety, etc.), school districts generally build in a small amount of time into the calendar to avoid having to add additional days to the end of the school year.

It is important to understand that teachers' compensation is not dependent upon any days "built in" to the calendar. A teacher's contract for employment with the District does not specify workdays in a school year. In the event not all "built in" days (e.g. inclement weather days) are used, teachers are not remitted any additional wages for those unused days. Similarly, if those days are used pay is not deducted from the teacher.

Under the Fair Labor Standards Act ("FLSA"), teachers are classified as salaried exempt employees and therefore are not entitled to overtime pay under the law. More importantly, teachers are salaried employees and *not* hourly employees. Therefore, since teachers are salaried employees and not hourly employees the District would not charge/owe teachers hour-for-hour for any "built in" days.

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

Snapshot example of the proposed end of year change for Elementary Schools:

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

Recommendations

Administration recommends that the 2017-18 Instructional Calendars reduce the potential cancelled expectation from 3 days down to 2 days, thus reducing the school year by 1 day. Administration recommends that the School Board review and approve the updated 2017-18 Instructional Calendars at its June 27, 2017 meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Annie Petering
Chief Human Resource Officer

Ms. Lorien Thomas
Research Analyst

2017-2018 SCHOOL YEAR INSTRUCTIONAL CALENDAR

August 22-25 (Tuesday -Friday).....	New Instructional Staff Orientation
August 28 (Monday).....	All Instructional Staff Report
September 4 (Monday).....	Labor Day, District Closed
September 5 (Tuesday).....	Students Report
November 3 (Friday).....	First Quarter Ends, Staff Workday, No Students Report
November 22 (Wednesday).....	½ Day for Students & Instructional Staff
November 23-24 (Thursday-Friday).....	Thanksgiving Recess
December 20 (Wednesday).....	Winter Recess Begins, District Closed
January 3 (Wednesday - Schools Reopen).....	Students Report
January 15 (Monday).....	Dr. Martin Luther King, Jr. Day, District Closed
January 19 (Friday).....	Second Quarter Ends, Staff Workday, No Students Report
March 23 (Friday).....	Third Quarter Ends, Staff Workday, No Students Report
March 30 (Friday).....	Spring Recess Begins, District Closed
April 9 (Monday - Schools Reopen).....	Students Report
May 25 (Friday).....	½ Day for Students & Instructional Staff
May 28 (Monday).....	Memorial Day, District Closed
June 13 (Wednesday).....	Fourth Quarter Ends, End of Year for Students
June 14 (Thursday).....	Staff Workday

Please reference the KUSD Employee Handbook for identified paid holidays.

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

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

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

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

Revised 05/11/17

Elementary School Year Instructional Calendar 2017-18

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

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

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

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

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

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

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

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

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

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

May-18						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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June-18						
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First Day for Students September 5	Student Quarter 1: Sept. 5 to Nov. 2	Elementary School Student Conferences
New Instructional Staff Orientation August 22-25	Student Quarter 2: Nov. 6 to Jan. 18	October 25 & February 21 Normal full student day, only evening conferences
Instructional Staff Return Session August 28-31	Student Quarter 3: Jan. 22 to Mar. 22	October 26 & February 22 Early release for students, then conferences
Staff Workday: No Students Report 11/3, 1/19, 3/23, 6/14	Student Quarter 4: Mar. 26 to Jun. 13	October 27 & February 23 Morning Conferences (no students)
Early Release (11/22 & 5/25) for students & instructional staff		School Closed
Student Early Release Staff Collaboration		

Updated

05/09/17

Extended Year (Frank & Wilson) Elementary Instructional School Calendar 2017-18

July-17						
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August-17						
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September-17						
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October-17						
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November-17						
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December-17						
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January-18						
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February-18						
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March-18						
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April-18						
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May-18						
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June-18						
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First Day for Students August 8	Student Quarter 1: Aug. 8 to Oct. 5	Elementary School Student Conferences
Enrichment Weeks	Student Quarter 2: Oct. 23 to Dec. 19	8/31, 11/21, and 2/22 Normal full student day, only evening conferences
Instructional Staff Return Session August 2-7	Student Quarter 3: Jan. 3 to Mar. 15	9/1, 11/22, & 2/23 Morning Conferences (no students)
Staff Workday (8/3, 10/6, 12/15 Half, 3/16, 6/14)	Student Quarter 4: Apr. 9 to Jun. 13	School Closed
Student Early Release Staff Collaboration		
Early Release 5/25 for students and instructional staff		

Updated

06/18/17

Middle School Year Instructional Calendar 2017-2018

July-17						
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August-17						
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September-17						
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October-17						
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November-17						
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December-17						
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January-18						
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February-18						
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March-18						
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April-18						
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June-18						
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First Day for Students September 5	Student Quarter 1: Sept. 5 to Nov. 2	Middle School Student Conferences
New Instructional Staff Orientation August 22-25	Student Quarter 2: Nov. 6 to Jan. 18	October 10, 12 evenings only, October 13 morning only (no school for students) February 20, 22 evenings only, February 23 morning only (no school for students)
Instructional Staff Return Session August 28-31	Student Quarter 3: Jan. 22 to Mar. 22	
Staff Workday: No Students Report 11/3, 1/19, 3/23, 6/14	Student Quarter 4: Mar. 26 to Jun. 13	MS/HS - No Students Report - Staff Development Days (10/13, 11/10, 2/23, 4/20)
Early Release (11/22 & 5/25) for students & instructional staff		School Closed
Early Release for students only June 13		

Updated

05/09/17

High School Year Instructional Calendar 2017-2018

July-17						
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August-17						
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September-17						
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October-17						
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November-17						
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December-17						
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January-18						
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February-18						
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March-18						
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April-18						
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May-18						
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June-18						
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First Day for Students September 5	Student Quarter 1: Sept. 5 to Nov. 2	High School Student Conferences
New Instructional Staff Orientation August 22-25	Student Quarter 2: Nov. 6 to Jan. 18	November 8, 9 evenings only, March 20, 22 evenings only
Instructional Staff Return Session August 28-31	Student Quarter 3: Jan. 22 to Mar. 22	MS/HS - No Students Report - Staff Development Days (10/13, 11/10, 2/23, 4/20)
Staff Workday: No Students Report 11/3, 1/19, 3/23, 6/14	Student Quarter 4: Mar. 26 to Jun. 13	ACT Assessment. 2/27, Juniors only with early release. No school for grades 9, 10, 12.
Early Release (11/22 & 5/25) for students & instructional staff		ACT WorkKeys. 2/28, Juniors full day. Delayed start for grades 9, 10, 12.
HS Final Exams- Early Release		School Closed
Last day for graduating seniors May 30		

Updated

05/09/17

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 27, 2017

School Year 2018-19 Instructional Calendars

The proposed 2018-19 instructional calendars follow a traditional format to address the Wisconsin requirement of instructional minutes. The vast majority of the calendar options were developed from feedback from the most recent KUSD staff survey related to the instructional calendar (February, 2016). A similar survey is tentatively scheduled for early 2018 as the district begins to develop the 2019-20 instructional calendars.

The existing Wisconsin state requirements communicate that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours). The proposed calendars not only meet those requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations. Recent instructional calendars accounted for 3 potential cancelled days, but KUSD has not utilized more than 2 cancelled days for the last 2 school years.

Attached are the proposed KUSD calendars for the following areas:

- 2018-19 Instructional Calendar Description
- 2018-19 Elementary Instructional Calendar
- 2018-19 Extended Year Elementary (Frank & Wilson) Instructional Calendar
- 2018-19 Middle School Instructional Calendar
- 2018-19 High School Instructional Calendar

It has come to the attention of the administration and board of education that if in fact school closing days are not used during the calendar year for inclement weather or other reasons, employees have inquired about “ending school earlier,” “modifying the calendar to release students and staff on certain days” and/or “receiving additional forms of compensation”. Such that the unused school closing days are then “used” at some point during that school calendar year.

With that stated, it is important to note that all public schools must adhere to the state mandated instructional minute requirement outlined here <https://dpi.wi.gov/cal/days-hours>. Prior to 2013, schools were required to meet both a minute and day requirement. 2013 Wisconsin Act 257 removed the day requirement starting with the 2014-15 school year, but left the minute/hour requirement unchanged. Since schools may close for a variety of reasons (e.g. inclement weather, facility issue, safety, etc.), school districts generally build in a small amount of time into the calendar to avoid having to add additional days to the end of the school year.

It is important to understand that teachers’ compensation is not dependent upon any days “built in” to the calendar. A teacher’s contract for employment with the District does not specify workdays in a school year. In the event not all “built in” days (e.g. inclement weather days) are used, teachers are not remitted any additional wages for those unused days. Similarly, if those days are used pay is not deducted from the teacher.

Under the Fair Labor Standards Act (“FLSA”), teachers are classified as salaried exempt employees and therefore are not entitled to overtime pay under the law. More importantly, teachers are salaried employees and **not** hourly employees. Therefore, since teachers are salaried employees and not hourly employees the District would not charge/owe teachers hour-for-hour for any “built in” days.

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

At this time, the Department of Instruction and the ACT Assessment group have not finalized their contract regarding the 2019 Spring grade 11 ACT dates. Similar to recent years, the High School Instructional Calendar will reflect those dates once the state contract is completed and communicated.

Recommendations

Administration recommends that the School Board review and accept the proposed 2018-19 Instructional Calendars at its June 27, 2017 meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Annie Petering
Chief Human Resource Officer

Ms. Lorien Thomas
Research Analyst

2018-2019 SCHOOL YEAR INSTRUCTIONAL CALENDAR

August 23-27 (Thursday -Monday)	New Instructional Staff Orientation
August 28 (Tuesday).....	All Instructional Staff Report
September 3 (Monday).....	Labor Day, District Closed
September 4 (Tuesday).....	Students Report
November 2 (Friday).....	First Quarter Ends, Staff Workday, No Students Report
November 21 (Wednesday).....	½ Day for Students & Instructional Staff
November 22-23 (Thursday-Friday)	Thanksgiving Recess
December 22 (Saturday).....	Winter Recess Begins, District Closed
January 7 (Monday - Schools Reopen)	Students Report
January 21 (Monday).....	Dr. Martin Luther King, Jr. Day, District Closed
January 25 (Friday).....	Second Quarter Ends, Staff Workday, No Students Report
March 29 (Friday).....	Third Quarter Ends, Staff Workday, No Students Report
April 19 (Friday).....	Spring Recess Begins, District Closed
April 29 (Monday - Schools Reopen)	Students Report
May 24 (Friday).....	½ Day for Students & Instructional Staff
May 27 (Monday).....	Memorial Day, District Closed
June 12 (Wednesday).....	Fourth Quarter Ends, End of Year for Students
June 13 (Thursday).....	Staff Workday

Please reference the KUSD Employee Handbook for identified paid holidays.

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

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

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

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

Revised 05/11/17

Elementary School Year Instructional Calendar 2018-19

July-18						
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September-18						
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October-18						
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November-18						
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December-18						
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January-19						
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February-19						
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First Day for Students September 4	Student Quarter 1: Sept. 4 to Nov. 1	Elementary School Student Conferences
New Instructional Staff Orientation August 23-27	Student Quarter 2: Nov. 5 to Jan. 24	October 24 & February 27 Normal full student day, only evening conferences
Instructional Staff Return Session August 28-31	Student Quarter 3: Jan. 28 to Mar. 28	October 25 & February 28 Early release for students, then conferences
Staff Workday: No Students Report 11/2, 1/25, 3/29, 6/13	Student Quarter 4: Apr. 1 to Jun. 12	October 26 & March 1 Morning Conferences (no students)
Early Release (11/21 & 5/24) for students & instructional staff		School Closed
Student Early Release Staff Collaboration		

Updated

05/09/17

Extended Year (Frank & Wilson) Elementary Instructional School Calendar 2018-19

July-18						
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August-18						
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September-18						
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October-18						
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November-18						
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December-18						
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January-19						
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April-19						
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First Day for Students August 6	Student Quarter 1: Aug. 6 to Oct. 4	Elementary School Student Conferences
Enrichment Weeks	Student Quarter 2: Oct. 22 to Dec. 20	8/30, 11/20, and 3/13 Normal full student day, only evening conferences
Instructional Staff Return Session July 31 - August 3	Student Quarter 3: Jan. 7 to Mar. 13	
Staff Workday (8/3, 10/5, 12/21 Half, 3/15, 6/13)	Student Quarter 4: Apr. 1 to Jun. 12	8/31, 11/21, & 3/14 Morning Conferences (no students)
Student Early Release Staff Collaboration		School Closed
Early Release 5/24 for students and instructional staff		

Updated

05/09/17

Middle School Year Instructional Calendar 2018-2019

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

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

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

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

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

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

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

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

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

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

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

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

First Day for Students September 4	Student Quarter 1: Sept. 4 to Nov. 1	Middle School Student Conferences
New Instructional Staff Orientation August 23-27	Student Quarter 2: Nov. 5 to Jan. 24	October 9, 11 evenings only, October 12 morning only (no school for students)
Instructional Staff Return Session August 28-31	Student Quarter 3: Jan. 28 to Mar. 28	February 19, 21 evenings only, February 22 morning only (no school for students)
Staff Workday: No Students Report 11/2, 1/25, 3/29, 6/13	Student Quarter 4: Apr. 1 to Jun. 12	MS/HS - No Students Report - Staff Development Days (10/12, 11/9, 2/22, 4/5)
Early Release (11/21 & 5/24) for students & instructional staff		School Closed
Early Release for students only June 12		

Updated

05/10/17

High School Year Instructional Calendar 2018-2019

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

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

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

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

November-18						
S	M	T	W	T	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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

January-19						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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

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

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

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

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

First Day for Students September 4	Student Quarter 1: Sept. 4 to Nov. 1	High School Student Conferences
New Instructional Staff Orientation August 23-27	Student Quarter 2: Nov. 5 to Jan. 24	November 7, 8 evenings only, March 26, 28 evenings only
Instructional Staff Return Session August 28-31	Student Quarter 3: Jan. 28 to Mar. 28	MS/HS - No Students Report - Staff Development Days (10/12, 11/9, 2/22, 4/5)
Staff Workday: No Students Report 11/2, 1/25, 3/29, 6/13	Student Quarter 4: Apr. 1 to Jun. 12	ACT Assessment. TBD, Juniors only with early release. No school for grades 9, 10, 12.
Early Release (11/21 & 5/24) for students & instructional staff		ACT WorkKeys. TBD, Juniors full day. Delayed start for grades 9, 10, 12.
HS Final Exams- Early Release		School Closed
Last day for graduating seniors May 29		

Updated

05/10/17

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Kenosha Unified School District
Kenosha, Wisconsin

June 27, 2017

**Authorization of 2017-2018 Expenditures
Prior to Formal Adoption of the Budget**

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 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 1 and the time that the budget is formally adopted in October.

Administrative Recommendations

Administration recommends that the Board authorize the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adopted.

Administration also recommends that the Board authorize expenditures in other areas to continue at the discretion of the administration up to the levels authorized in the prior year's budget, not to exceed 34 percent of that budget, unless specific board action has occurred to either initiate or discontinue specific programs or activities.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

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June 27, 2017

DONATION TO THE DISTRICT

The District has received the following donation:

1. Emily Keefe donated a \$150 Hobby Lobby gift certificate to Stocker Elementary School in honor of her father Bob Podrasky.

Administrative Recommendation

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

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 27, 2017

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board**
June-July

June

- June 7, 2017 – Special School Board meeting – 5:30 P.M. in ESC Boardroom
- June 9, 2017 – Last Day of School for Students
- June 12, 2017 – Staff Workday
- June 13, 2017 – Standing Committee Meetings – 5:30 P.M. and Special Meeting – 6:00 P.M. in ESC Boardroom
- June 27, 2017 – Regular Board of Education Meetings – 7:00 P.M. in ESC Boardroom

July

- July 4, 2017 – Holiday – District Closed
- July 25, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

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