



REGULAR MONTHLY BOARD MEETING

January 23, 2018

7:00 PM

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

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Regular School Board Meeting
January 23, 2018
Educational Support Center
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Awards/Recognition	
A. 2017 Wisconsin High School Theater Festival Award 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	
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XVI. Adjournment	

Kenosha Unified School District

Kenosha, WI

January 23, 2018

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Berea	Miriam	Bradford High School	Attendance	ESP	12/12/2017	1	\$14.53
Appointment	Chon	Amanda	Stocker	Information/Health Services	ESP	01/03/2018	1	\$14.53
Appointment	Sebetic	Kristen	Mahone Middle School	Cross Categorical	Instructional	12/11/2017	1	\$41,517.00
Appointment	Swartz	Mara	4K Program	4K Program Teacher	Instructional	01/08/2018	0.5	\$20,758.50
Early Retirement	Roland	Debra	Fine Arts	Music	Instructional	06/15/2018	1	\$76,748.00
Resignation	Atkins	Andrew	Indian Trail HS & Academy	Dean of Students	Instructional	01/22/2018	1	\$74,304.00
Resignation	Casas	Norma	EBSOLA - CA	Information/Health Services	ESP	01/04/2018	1	\$15.18
Resignation	Feltner	Amanda	Bradford High School	Special Education	ESP	11/24/2017	1	\$14.53
Resignation	Jackson	Ira	Tremper High School	Security	ESP	12/14/2017	1	\$14.53
Resignation	Leonard	Amanda	Lincoln Middle School	Cross Categorical	Instructional	11/15/2017	1	\$41,517.00
Resignation	Lopez	Juan M.	Facility Services	Night Custodian - Second Shift	Service	02/16/2018	1	\$21.62
Resignation	Marshall	Cortney	Indian Trail HS & Academy	Security	ESP	01/22/2018	1	\$15.53
Resignation	Sembach	Lynn	4K Program	4K Program Teacher	Instructional	12/01/2017	0.5	\$20,672.66
Resignation	Villa	Isolda	EBSOLA - CA	Head Secretary	Secretary	12/08/2017	1	\$19.36
Separation	Latshaw	Djuana	Facility Services	Head Custodian	Service	01/01/2018	1	\$22.91

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

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 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 6:24 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mr. Garcia, and Mrs. Snyder. Dr. Savaglio-Jarvis and Attorney Ronald Stadler were also present. Mrs. Coleman was excused.

Mrs. Snyder, Vice 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. Snyder announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation.

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

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

1. Litigation

Attorney Ronald Stadler from Mallery & Zimmerman, S.C. updated Board members on a litigation matter and answered questions.

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

Meeting adjourned at 6:56 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 12, 2017

A regular meeting of the Kenosha Unified School Board was held on Tuesday, December 12, 2017, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Snyder, Vice President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mr. Garcia, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Coleman was excused.

Mrs. Snyder, Vice 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.

There were no awards or recognitions.

There were no Administrative and/or Supervisory Appointments.

Ms. Stevens introduced the student ambassador, Meghan Smith from Tremper 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. Snyder gave the Board President remarks.

Dr. Savaglio-Jarvis gave the Superintendent's Report which included a "How to Code" video.

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 11/28/17 Special and Executive Session and 11/28/17 Regular Meeting.

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

"It is recommended that the November 2017 cash receipt deposits totaling \$250,942.16, and cash receipt wire transfers-in totaling \$3,033,416.20, be approved.

Check numbers 557878 through 559292 totaling \$14,949,702.94, and general operating wire transfers-out totaling \$495,381.75, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2017 net payroll and benefit EFT batches totaling \$14,088,441.49, and net payroll check batches totaling \$11,198.57, be approved."

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

Mr. Hamdan introduced Mr. David Maccoux from Schenck, S.C. and he presented the Annual Financial Report for 2016-2017. Mr. Maccoux presented information on the independent auditors' report, management's discussion and analysis, and basic financial statements. There were no questions from Board members.

Mr. Kunich presented Resolution 340 – National Mentoring Month – January 2018 which read as follows:

"WHEREAS, a number of Kenosha organizations have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that support students; and

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

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

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

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

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2018 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help our students reach their full potential.

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

Mr. Kunich moved to approve Resolution 340 – National Mentoring Month – January 2018. Mr. Garcia seconded the motion. Unanimously approved.

Mrs. Snyder presented Resolution 341 – Proposed Elimination of the Educator Expense Tax Deduction which read as follows:

"WHEREAS, the Kenosha Unified School Board recognizes that high-quality teachers are essential to improving student achievement,

WHEREAS, the tax reform bill passed by the United States House of Representatives on November 16, 2017, repealed the \$250 Educator Expense Deduction,

WHEREAS, the Educator Expense Deduction can be applied to costs incurred for professional development courses or to purchase books, supplies, computer equipment and other classroom materials,

WHEREAS, the Educator Expense Deduction is projected to provide teachers nationwide with a total savings of \$210,000,000 for 2017,

WHEREAS, the tax reform bill that passed the Finance Committee of the United States Senate on November 16, 2017, doubled the Educator Expense Deduction to \$500,

WHEREAS, in 2016, teachers personally spent an average of \$530 to provide materials for their students and/or classroom,

NOW, THEREFORE, the Kenosha Unified School Board urges the United States House of Representatives to reverse its decision to repeal the Educator Expense Deduction and join the United State Senate in increasing the deduction to \$500 to provide support for teachers who go above and beyond the call of duty to provide a more engaging educational experience for students.

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

Mrs. Snyder moved to approve Resolution 341 – Proposed Elimination of the Educator Expense Tax Deduction. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Report in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mrs. Julie Housaman, Chief Academic Officer; Mr. Hamdan; and Dr. Savaglio-Jarvis, excerpts follow:

“School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to October 24, 2017 with approval of the purchasing agent are shown in the database in coral color.

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval: Edgenuity (formerly known as Compass) in the amount of \$232,500 for the annual renewal for credit recovery seat licenses for the high schools and site license for the middle schools.”

Mr. Wade moved to approve the contract for Edgenuity (formerly known as Compass) in the amount of \$232,500 for the annual renewal for credit recovery seat licenses for the

high schools and site license for the middle schools. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Mary Frost Ashley Charitable Trust 2018 Grant Application submitted by Mrs. Patricia Demos, Community School Relations Coordinator; Mrs. Tanya Ruder, Chief Communications Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“In 2010 and 2011, the district applied for and received funding from the Mary Frost Ashley Charitable Trust for the Back-to-School – A Celebration of Family and Community Event, and parent and student programs. From 2012 to the current school year, the district has been invited to apply for funding from the Trust. Funds have been provided for back to school supplies, parent and student education and learning experiences, peer-to-peer mentoring, African American Male Initiative, parent leadership training, the district’s recognition program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, as well as playground equipment for elementary schools.

During the 2018-19 school year, the district plans to initiate several new programs to further develop and strengthen the comprehensive parent education training and family interactive learning experiences. The proposal includes implementing Love and Logic, Motherread Fatherread series, and Active Parenting and Positive Parenting Solutions to further strengthen parent engagement. In addition, there are plans to expand student learning opportunities through expanded support of middle and high school student groups, peer-to-peer mentoring, the Power Up Workshop and the African American Male Initiative as well as the introduction of the African American Female Initiative. The district’s recognition program and the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch are also supported through this proposal. This year’s application will be titled “A Framework for Healthy Youth Development: Expanding the Family and Student Learning Program,” and will cover July 1, 2018, through June 30, 2019.

Administration recommends that the Board of Education approve this one-year grant proposal titled, “Framework for Healthy Youth Development: Expanding the Family Learning and Student Engagement Program” in the amount of \$149,799.11 for submission to the Mary Frost Ashley Charitable Trust.”

Mrs. Demos was present and answered questions from Board members.

Ms. Stevens moved to approve the one-year grant proposal titled, “Framework for Healthy Youth Development: Expanding the Family Learning and Student Engagement Program” in the amount of \$149,799.11 for submission to the Mary Frost Ashley Charitable Trust. Mr. Wade seconded the motion. Unanimously approved.

Mrs. Patricia Clements, Coordinator of Gifted and Talented Education and Summer School, and Mrs. Julie Housaman presented the Summer School 2017 Update and Summer School 2018 Program Recommendations submitted by Mrs. Clements, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“The goal of the Summer School program was to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District. In the programs at the elementary and middle school levels, the objective was to provide

opportunities for personalized learning in reading and math that encompassed collaboration, creativity, critical thinking, and communication around meaningful learning targets. At the high school level, the objective was to provide high school students with advanced credit in physical education, credit recovery opportunities, and to improve the graduation rate. In addition, Summer School provided learning opportunities in the areas of music, career exploration camps, world language camps, and Office of Recreation Summer Activities for Children.

Several elementary schools continued to use a regional site partner school plan while others held programs at their respective buildings. For summer 2017, online and in-person registration was available for families to use.

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

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

The objective at the elementary level was to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The following elementary schools hosted the summer program at their sites: Brass Community School, Edward Bain School of Language and Art, Grant Elementary School, Harvey Elementary School, Jefferson Elementary School, Nash Elementary School, McKinley Elementary School, Pleasant Prairie Elementary School, Whittier Elementary School, Southport Elementary School, Stocker Elementary School, and Strange Elementary School.

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

High school students had the opportunity to recover credits, thus improving the graduation rate. Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, and Tremper High School ran credit recovery classes. In addition to credit recovery classes, the high schools offered physical education for credit for students entering grades 9 through 12; and Kenosha e-School offered online physical education and health courses. Early Start Math and English/language arts classes were available to incoming ninth graders to help students be more prepared for their upcoming math and English/language arts courses.

The Life, Learning, and Leisure programs are designed for students with significant developmental needs. Students were invited to participate in either the elementary or secondary program. Students participated in activities that focused on the skills that related to each student's Individualized Education Plan. Students were bussed to the school sites.

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

Five-day Career Exploration Camps were offered at Indian Trail High School and Academy, Mahone Middle School, Tremper High School and Washington Middle School in summer 2017. The Career Exploration Camps provided students with hands-on learning opportunities in the areas of technical education. Students were able to choose from eight different camps. The different Career Exploration Camps were offered to middle school students with 131 students participating.

During summer 2017 four one-week World Language Camps were offered for students interested in exploring a world language. The camps were held at Mahone and Washington Middle Schools with thirty four middle school students participating in the camps.

For the first time in summer 2017, two art camps were offered in the media of clay and printmaking. Thirty three middle school students participated in the two one-week camps. The camps were held at Indian Trail High School and Academy and at Lincoln Middle School.

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

The Office of Recreation Summer Activities for Children offered a variety of sports activities for students to participate in. Certified teaching staff developed lessons, and instruction was provided in each area following the guidelines established in the physical education curriculum. The online registration was used again for summer 2017. The online registration allowed families to register their children for the different programs without having to wait for a substantial amount of time in line on the day that registration opened.

The Kenosha Youth Performing Arts Company (KYPAC) theatre arts program presented Alice in Wonderland Junior. Students in kindergarten through eighth grade were involved with the play. New in summer 2017, a summer Shakespeare Theatre was offered for students in grades 9 through 12.

It is proposed that elementary and middle schools continue to run on a 24-day schedule, and high schools offer two sessions of 14 days each. The following are the proposed elementary and middle school Summer School dates: Wednesday, June 20, 2018, to Tuesday, July 24, 2018 (24 days).

- Boundary school online registration—March 19, 2018, through May 11, 2018
- Open registration—May 14, 2018, through June 20, 2018
- Teacher workday—Tuesday, June 19, 2018
- No school—Wednesday, July 4, 2018

- High School Session 1—Monday, June 18, 2018, to Friday, July 6, 2018 (14 days)
- High School Session 2—Monday, July 9, 2018, to Thursday, July 26, 2018 (14 days)
- Credit recovery registration—March 19, 2018, through June 18, 2018
- Summer physical education registration—Begins March 19, 2018
- Teacher workday—Friday, June 15, 2018
- No school—Wednesday, July 4, 2018

The summer 2017 budget was \$1,253,336. Administration recommends that the budget remain the same for summer 2018.

Administration recommends that the Board of Education approve the proposed dates, proposed program updates, and budget for Summer School 2018.”

Mrs. Clements and Mrs. Housaman answered questions from Board members.

Ms. Stevens moved to approve the proposed dates, proposed program updates, and budget for Summer School 2018. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Housaman presented the Budgetary Awareness for Social Studies, Science and Health Curriculum submitted by Mrs. Christine Pratt, Coordinator of Science; Mr. Bryan Mogensen, Coordinator of Athletics, Physical Education, Recreation and Senior Center; Mr. Che Kearby, Coordinator of Social Studies; Mrs. Housaman and Dr. Savaglio-Jarvis, excerpts follow:

“School board Policy 6300 includes the curriculum development cycle. This cycle provides for a comprehensive evaluation of course content, an inclusive development process, a thoughtful implementation, revision based on data, and time for program effectiveness to be realized. In phase 3 of the curriculum development cycle a comprehensive review of curriculum resources is completed using appropriate rubrics to ensure alignment of curriculum documents and resources. At the December 15, 2015 School Board Meeting Teaching and Learning presented Policies 6300 and 6610 for approval. Included in this report was an estimate that an annual set-aside of \$1.5 million to \$2 million will be required to purchase updated curriculum resources.

School Board Policy 6610 includes the approved seven-year curriculum review cycle and indicates where each curriculum falls within the cycle. The following courses/contents are currently in Phase 3 of the development cycle: 6-12 World History, K-12 Health, 6-12 Theater, and 6-11 Science.

In October 2017 request for proposals were sent to various publishers for world history, health, theater and science. Each proposal identified the criteria to provide the best opportunity for student success. The following chart provides the maximum cost for the purchase of new curriculum materials in each area

The total maximum amounts are based only on RFP bids and they do not take into consideration the negotiation process. The actual costing for each of the purchases will be dependent on final negotiated pricing.

Curriculum design team members will begin the material review process in the current school year that includes the evaluation of teacher resources, student textbooks and ancillary materials. A formal budget assumption for each content area will be brought to the School Board in March or April 2018 for final approval.

This is an information only report.”

Mrs. Housaman and Mrs. Pratt answered questions from Board members.

Mr. Garcia presented the Donations to the District.

Mr. Garcia moved to approve the Donations to the District. Mr. Falkofske seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:10 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
January 23, 2018

CASH RECEIPTS	reference	total
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December 2017 Wire Transfers-In, to Johnson Bank from:

WI Department of Public Instruction	state aids register receipts	\$ 39,700,667.00
Johnson Bank	account interest	164.39
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	124,638.24
Bankcard Services (Purple Pass)	fine arts ticket sales receipts (net of fees)	17,117.91
Bank (RevTrak)	district web store receipts (net of fees)	8,834.12
Retired & Active Leave Benefit Participants	premium reimbursements	38,935.69
HHS	head start grant	193,968.79
Various Sources	small miscellaneous grants / refunds / rebates	17,706.03
Total Incoming Wire Transfers		40,102,032.17

December 2017 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	(excluding credit cards)	263,667.88
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TOTAL DECEMBER CASH RECEIPTS

\$ 40,365,700.05

CASH DISBURSEMENTS	reference	total
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December 2017 Wire Transfers-Out, from Johnson Bank to:

Payroll & Benefit wires

Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 7,190,579.14
WI Department of Revenue	state payroll taxes	251,968.00
WI Department of Revenue	state wage attachments	3,344.78
IRS	federal payroll taxes	2,727,940.80
Delta Dental	dental insurance premiums	254,005.35
Diversified Benefits Services	flexible spending account claims	19,211.73
Employee Trust Funds	wisconsin retirement system	1,534,144.58
NVA	vision insurance premiums	15,906.39
Various	TSA payments	298,338.89

Subtotal 12,295,439.66

General Operating Wires

US Bank	purchasing card payment-individuals	145,980.72 *
Kenosha Area Business Alliance	LakeView lease payment	16,666.67
Johnson Bank	banking fees	684.94
Various	returned checks	230.00

Subtotal 163,562.33

Total Outgoing Wire Transfers \$ 12,459,001.99

December 2017 Check Registers - All Funds:

Net payrolls by paper check	Register# 01025DP, 01026DP	\$ 13,942.29
General operating and food services	Check# 559293 thru Check# 560199 (net of void batches)	8,409,539.09
Total Check Registers		\$ 8,423,481.38

TOTAL DECEMBER CASH DISBURSEMENTS

\$ 20,882,483.37

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending December 15, 2017

Merchant Name	Total
HOTEL	\$ 16,072.19
INDUSTRIAL CONTROLS	\$ 8,139.85
VEHICLE MAINT. & FUEL	\$ 5,685.22
3654 INTERSTATE	\$ 4,972.84
HAJOCA KENOSHA PC354	\$ 4,824.58
AIRLINE	\$ 3,935.48
WW GRAINGER	\$ 3,891.65
MARK S PLUMBING PARTS	\$ 3,471.62
CONVERGINT	\$ 2,968.00
RESTAURANTS & CATERING	\$ 2,957.24
MENARDS KENOSHA WI	\$ 2,712.37
SPRINKMANN SONS CORP	\$ 2,606.00
RACINE THEATRE GUILD	\$ 2,088.00
ULINE *SHIP SUPPLIES	\$ 2,048.85
VIKING ELECTRIC-MILWAUKEE	\$ 2,043.80
TRANE SUPPLY-116407	\$ 2,041.00
HALLMAN LINDSAY PAINTS	\$ 1,928.80
AMAZON MKTPLACE PMTS	\$ 1,834.34
USPS.COM POSTAL STORE	\$ 1,823.50
PESI INC	\$ 1,707.08
BUREAU OF EDUCATION AND R	\$ 1,603.00
NCTM REG 3	\$ 1,600.00
MAXON EQUIPMENT	\$ 1,595.00
RAGAN COMMUNICATIONS	\$ 1,590.00
EDS ARCHITECTURAL OPENING	\$ 1,550.00
HIGHWAY C SVC	\$ 1,432.64
IVIE ENTERPRISES INC	\$ 1,312.55
SHEDD AQUARIUM	\$ 1,310.80
WELDINGSUPPLY.COM	\$ 1,258.90
AIRGASS NORTH	\$ 1,205.52
IN *IMAGINE U, LLC	\$ 1,176.00
HOTELS.COM143194255682	\$ 1,153.59
AED SUPERSTORE	\$ 1,134.55
CENTRAL STATES CONFERENCE	\$ 1,120.00
WISCONSIN ASSOCIATION OF	\$ 1,100.00
CONNEY SAFETY	\$ 1,095.13
FIRST SUPPLY LLC #2033	\$ 1,052.13
LEARNING FORWARD	\$ 985.00
KITCHEN CUBES LLC	\$ 960.00
B&H PHOTO 800-606-6969	\$ 877.99
AMAZON.COM	\$ 842.45
GFS STORE #1919	\$ 804.40
PAYPAL *ATNORG	\$ 790.00
LYNCH ISUZU TRUCK CTR	\$ 782.57
WASBO FOUNDATION INC	\$ 772.00
JOANN STORES #2468	\$ 770.00
DASH MEDICAL GLOVES	\$ 759.00

FRONT ROW	\$	750.00
VIKING ELECTRIC-CREDIT DE	\$	741.28
BATTERIES PLUS #0561	\$	729.57
SHIFFLER EQUIPMENT	\$	727.12
CHESTER ELECTRONIC SUPPLY	\$	725.51
MILWAUKEE PUBLIC MUSEUM	\$	702.00
HOLLAND SUPPLY INC	\$	679.59
IN *A BEEP, LLC	\$	668.00
THE HOME DEPOT #4926	\$	666.82
KIMBALL MIDWEST	\$	658.00
WAL-MART #1167	\$	646.98
FESTIVAL FOODS	\$	643.68
CINEMARK THEATRES 244	\$	634.50
WM SUPERCENTER #1167	\$	613.01
JOHNSON CONTROLS SS	\$	582.68
JOHNSTONE SUPPLY	\$	576.18
US CARGO CONTROL	\$	576.12
SAMSClub #6331	\$	574.52
SHOPKO 31 00200311	\$	539.94
AUER STEEL - MILWAULKEE	\$	537.49
ALLIED ELECTRONICS INC	\$	535.43
APC GROUP INC	\$	526.80
FARM & FLEET STURTEVANT	\$	514.81
META INC	\$	490.00
ACDA CENTRAL DIVISION	\$	480.00
ON DECK SPORTS	\$	470.00
STERICYCLE	\$	467.98
OTC BRANDS, INC.	\$	462.45
ON TIME TEES	\$	460.50
HESCO INC	\$	449.51
NIAAA	\$	440.00
MOLLIE/ULTIMATEINST...	\$	405.12
LINCOLN CONTRACTOR	\$	401.70
HUDL	\$	400.00
KENOSHA PUBLIC MUSEU	\$	396.00
FLUENCY MATTERS	\$	385.00
IN *HANSENS POOL & SPA, I	\$	384.82
INDEED	\$	366.33
PENSKE TRK LSG 567528	\$	346.02
NATL CCL TEACHERS OF MATH	\$	342.22
PBBS EQUIPMENT CORP	\$	327.51
AMAZON.COM AMZN.COM/BILL	\$	321.45
AMAZON MKTPLACE PMTS WWW.	\$	306.53
THE MIDWEST CLINIC	\$	300.00
EB 2018 YOUTH APPRENT	\$	300.00
ESCAPE INC	\$	299.50
ESCAPE INC ESCAPE INC	\$	299.50
AMERICAN LIBRARY ASSN	\$	290.80
SQ *WISCONSIN ASSOC	\$	290.00
SHERWIN WILLIAMS 703180	\$	289.00
NFPA NATL FIRE PROTECT	\$	285.44
HALFMOON EDUCATION	\$	279.00
DOZ TRADING LLC	\$	279.00
COSTCO WHSE #1198	\$	278.09

DISCOVERY WORLD, LTD	\$	274.00
H-D MUSEUM PHONE	\$	270.00
RAYMOND GEDDES & COMPANY	\$	268.60
BOX CARS AND ONE EYED JAC	\$	265.70
SPN*SHURE	\$	265.00
STATE SUPPLY CO	\$	259.90
AAA CLUB/INSUR 0470590R	\$	258.30
ADOBE	\$	253.07
KRANZ INC	\$	251.40
THE CLUB AT STRAWBERRY CR	\$	250.00
ANIMOTO INC	\$	249.00
WALMART.COM	\$	248.52
WALMART.COM 8009666546	\$	246.92
AT&T*BILL PAYMENT	\$	244.23
ACDA INTERNET	\$	240.00
WF ATHLETIC SUPPLY	\$	228.32
OTHERWORLDCOMACSALES	\$	226.75
SCRIPPS SPELLING BEE	\$	226.00
PARTS TOWN	\$	219.40
CENTRAL SAW & MOWER INC	\$	207.36
ELITEFTS.COM	\$	204.12
CHICAGO SHAKESPEARE THEAT	\$	201.50
FASTENAL COMPANY01	\$	201.21
ADVANTAGE VACUUM	\$	201.04
TEAMUNIFORMORDERS.COM	\$	197.78
HOT WATER PRODUCTS, INC.	\$	196.30
GIH*GLOBALINDUSTRIALEQ	\$	188.11
SUPERSAAS * B	\$	188.00
CLASS 1 AIR INC	\$	184.70
JOHNSON CONTROLS SP	\$	181.11
BETTY BRINN CHILDREN'S M	\$	170.00
SPORT DECALS INC	\$	167.92
MOUSER ELECTRONICS INC	\$	166.99
NOR*NORTHERN TOOL	\$	160.63
REINDERS - BRISTOL	\$	159.56
ASSOC SUPERV AND CURR	\$	158.00
PAYPAL *COOPERATIVE	\$	150.00
VENTRA WEBSITE	\$	150.00
LOWES #02560*	\$	149.50
FASTMODEL SPORTS	\$	147.99
TARGET.COM *	\$	147.69
LINKEDIN-349*8603844	\$	146.40
HYDRO-FLO PRODUCTS INC	\$	141.55
NATIONAL SCIENCE TEACHER	\$	139.00
AMAZON.COM WWW.AMAZON.COM	\$	136.64
MAYFAIR RENT A CAR KENO	\$	132.62
COLUMBIA PIPE & SUPPLY	\$	130.63
TFH (USA) LTD.	\$	125.35
PARTY CITY	\$	123.01
NATIONALGEO	\$	120.00
DICKOW CYZAK TILE CARP	\$	115.00
BETTYMILLS	\$	110.98
AATSP	\$	110.00
WINTER EQUIPMENT CO	\$	101.03

ALLIANCE FRANCAISE DE CH	\$	100.00
PAYPAL *LIVEBINDERS	\$	99.50
JOANN STORES #2046	\$	99.18
DOLLAR TREE	\$	99.04
VYRON CORPORATION	\$	99.00
MOBYMAX	\$	99.00
USPS PO 5642800260	\$	98.00
USPS PO 5642807500	\$	98.00
DELTAEDUCATION.COM	\$	91.00
MEARS TRANS WEB	\$	87.30
CDW GOVT #KWX2140	\$	86.19
SP * JOLT TEAM INC.	\$	79.99
BADGER THERMAL UNLIMITED	\$	79.53
NEOPOST USA	\$	76.00
KENOSHA AREA BUSINESS	\$	75.00
SPOTLIGHT YOUTH THEATER	\$	75.00
PICK N SAVE #874	\$	74.19
ACME TOOLS	\$	69.49
LEARNING FORWARD (LF)	\$	69.00
SPEEDY METALS - WEBSITE	\$	66.73
SQ *HICKORY GROVE P	\$	64.90
TLF*SUNNYSIDE FLORIST OF	\$	63.30
CITY SUPPLY	\$	59.87
WM SUPERCENTER #2668	\$	59.32
ALBION ENGINEERING(ECOMM)	\$	57.31
MENARDS RACINE WI	\$	47.80
FERGUSON ENT #1020	\$	44.59
SUPERSHUTTLE/EXECUCARMCO	\$	43.20
USA WRESTLING	\$	40.00
FS *CARBONCOPYCLONE	\$	39.99
METRA MOBILE	\$	39.00
MONSTER JANITORIAL LLC	\$	37.65
METRA OGIVIE QPS	\$	36.75
HOBBY LOBBY #350	\$	35.23
ASOPE INC	\$	35.00
SENIOR WOOLY LLC	\$	35.00
WALGREENS #3738	\$	34.74
GLSEN	\$	32.77
ADOBE *STOCK	\$	31.64
PBS DISTRIBUTION LLC #1	\$	31.32
VIKING ELECTRIC - KENOSHA	\$	31.32
R-K NEWS INC	\$	30.93
NATIONAL FEDERATION OF ST	\$	30.25
PAYPAL *WISCONSIN	\$	30.00
SMK*WUFOO.COM CHARGE	\$	29.95
TOWN & COUNTRY GLASS INC	\$	29.76
WALGREENS #12413	\$	23.45
MODERN APOTHECARY	\$	21.09
DESIGN AIR	\$	20.78
ID WHOLESALER	\$	20.00
TARGET 00022517	\$	19.99
OFFICEMAX/OFFICEDEPOT6358	\$	19.98
BIG LOTS STORES - #0423	\$	17.78
PRAIRIE SIDE TRUE VALUE	\$	15.84

AUDIBLE	\$	15.77
CROWN TROPHY	\$	15.72
PICK N SAVE #871	\$	15.48
DNH*GODADDY.COM	\$	15.17
ZOOM.US	\$	14.99
PAYPAL *VICKIJCJ	\$	14.00
UBER TRIP 2UI4Z	\$	12.04
TWC*TIME WARNER CABLE	\$	11.50
PRICELINE*AIR TICKETS	\$	11.00
UBER TRIP 476K3	\$	10.27
APL* ITUNES.COM/BILL	\$	10.22
UBER *TRIP YAEUT	\$	9.25
UBER TRIP IGIC5	\$	7.86
PARKSIDE TRUE VALUE	\$	6.99
UBER TRIP FAKKB	\$	6.84
UBER TRIP 2YK4B	\$	5.00
PIGGLY WIGGLY #209	\$	4.98
BUSMGMTDLY	\$	(99.00)
AWSA	\$	(238.00)
WAL-MART #1167 SE2	\$	(306.82)
ZORN COMPRESSOR & EQUIPM	\$	(980.14)
US Bank Purchasing Card Payment - Individuals	\$	145,980.72

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 23, 2018

Administrative Recommendation

It is recommended that the December 2017 cash receipt deposits totaling \$263,667.88, and cash receipt wire transfers-in totaling \$40,102,032.17, be approved.

Check numbers 559293 through 560199 totaling \$8,409,539.09, and general operating wire transfers-out totaling \$163,562.33, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2017 net payroll and benefit EFT batches totaling \$12,295,439.66, and net payroll check batches totaling \$13,942.29, 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
Kenosha, Wisconsin

January 23, 2018

School Board Policies

- 1331– Classification of Groups Using School District Facilities
- 1350 – Equipment Use by Community Groups
- 1400 – Gifts, Grants and Bequests
- 1500 – Solicitations/Fundraising
- 1510 – Advertising/Promotions
- 2810 – Incident Reporting
- 3422 – Exclusivity Agreements With Vendors
- 3900 – Insurance Management
- 6740 – Student Fund Raising Activities
- 6741 – Raffles

At the request of School board members Michael Falkofske and Rebecca Stevens, ten school board policies were placed on the July 25, 2017, regular school board meeting agenda for discussion. Below is the report that was contained in the July 25 agenda packet:

“As a district we must ensure that all the money raised on behalf of students is used solely for the students. As a Board we must insist that the District's policies are followed to the letter.

The first goal of this review was to look at how existing policies dealt with the money raised by Student Related Activity Groups. As you will see in the items we outlined, the tools for financial oversight already exist. The issue is the current policies are not being followed. The review does list some additional items such as ensuring that Student Related Activity Groups are certified non-profit organizations. Having a non-profit status will ensure they have to file an annual report with the IRS.

The second goal is to ensure that all possible vendors have an opportunity to submit bids to school related activity groups. Again, it appears that existing policy covers some of our concerns. However, we could use policy updates that ensure vendors are in good standing with the IRS and personal finances. We also must have more oversight on how vendors are selected to ensure there is a fair process for selecting vendors.

We must be diligent in ensuring that District policies regarding oversight of School Related Activity Groups are being followed. We cannot allow these groups to create their own rules for the profit of individuals.”

During the July 25 discussion, there was unanimous consent to have the noted school board policies reviewed by legal counsel and then discussed at a board working session.

Attorney Shana Lewis reviewed the policies and offered recommendations which were presented to the board at a special meeting on October 16, 2017. Attorney Lewis, Mr. Hamdan, Chief Financial Officer, Mrs. Salo, Accounting Manager, and Mrs. Danielski, auditor, were present and responded to board questions. It was agreed that Attorney Lewis would incorporate additional changes requested by the board and the policies would be brought back for another review by the board which occurred at a special meeting on January 9, 2018. Based on board input at that meeting, Rule 1500 – Solicitations/Fundraising was further revised as was the draft letter immediately following Policy/Rule 1500.

If there are no additional changes discussed at this meeting, it is recommended that the following ten policies be approved as a first reading and second reading at the January 23 and February 27, 2018, regular school board meetings:

- 1331–Classification of Groups Using School District Facilities
- 1350–Equipment Use by Community Groups
- 1400–Gifts, Grants and Bequests
- 1500–Solicitations/Fundraising
- 1510–Advertising/Promotions
- 2810–Incident Reporting
- 3422–Exclusivity Agreements With Vendors
- 3900–Insurance Management
- 6740–Student Fund Raising Activities
- 6741–Raffles

Tamarra Coleman
School Board President

POLICY 1331
CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Permitted usage and availability of District facilities shall be determined by classification of the group requesting use of the facility. Charges for use of District facilities, including rental and custodial fees, shall vary in accordance with such classification.

The Director of Facilities ~~Services~~ and/or his/her designee will categorize groups eligible to use District facilities under one of the seven classifications defined below. District facilities shall be made available to eligible groups **that are based in the City of Kenosha, Village of Pleasant Prairie or Town or Village of Somers** in the following **priority** order, as space **permits and priority allow**:

1. School ~~A~~activity ~~G~~groups
2. Recreation Department-~~S~~sponsored ~~G~~groups
3. School-~~R~~related ~~A~~activity ~~G~~groups
4. Non- ~~C~~urriculum ~~R~~related ~~S~~tudent ~~G~~groups
5. Kenosha Unified ~~C~~ommunity ~~Y~~youth ~~G~~groups
6. Kenosha Unified ~~C~~ommunity ~~G~~groups
7. For-~~P~~rofit and ~~O~~ther ~~G~~groups

Classification of groups using District facilities shall be as follows:

1. School ~~A~~activity ~~G~~groups

School ~~A~~activity ~~G~~groups are those groups that are directly related to a District educational program or extracurricular program sponsored by the District, including academic, athletic, cultural and social group activities. (e.g., drama clubs and cheerleading)

School ~~A~~activity ~~G~~groups will be permitted to use District facilities during non-school hours, with the permission of the ~~B~~uilding ~~P~~rincipal or Director of Facilities ~~Services~~, and when such use does not interfere with District purposes. The District will waive the rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the appropriate school account.

2. Recreation Department-~~S~~sponsored ~~G~~groups

Recreation Department-~~S~~sponsored ~~G~~groups are those groups or programs that are directly sponsored and administered by the District's Recreation Department.

Recreation Department-~~S~~sponsored ~~G~~groups will be allowed to use District facilities for any lawful purpose that promotes the recreation and physical fitness of the District's residents and students. (e.g., senior citizens and summer recreation)

Recreation Department-~~S~~sponsored ~~G~~groups will be permitted to use District facilities during non-school hours with the permission of the Coordinator of Athletics, ~~Physical Education, Health, Recreation and Senior Center~~ and/or Director of Facilities ~~Services~~, and when such use does not interfere with District purposes or by ~~S~~chool ~~A~~activity ~~G~~groups. The District will waive the rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the Recreation Department.

3. School-~~R~~related ~~A~~activity ~~G~~groups

School-~~R~~related ~~A~~activity ~~G~~groups are those groups not under direct sponsorship of the school or District, but related to the schools in that they are organized for the sole purpose of supporting the District's schools and improving District education. (e.g., parent-teacher and parent booster groups)

POLICY 1331
CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Page 2

School-~~R~~related A~~a~~ctivity G~~g~~roups will be permitted to use District facilities during non-school hours with the permission of the B~~b~~uilding P~~p~~incipal and/or Director of Facilities-~~S~~ervices, and when such use does not interfere with District purposes, or use by S~~s~~chool A~~a~~ctivity G~~g~~roups or Recreation Department-~~S~~sponsored G~~g~~roups. The District will waive the rental fee. The actual custodial cost beyond the regular custodial working hours will be charged to the S~~s~~chool-~~R~~related A~~a~~ctivity G~~g~~roup.

4. Non-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups

Non-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups have the following characteristics:

- a. The group is comprised of District students **and membership is open to students using criteria that do not violate the District's nondiscrimination statement and policy.**
- b. The subject matter of the group is not actually taught, or will not soon be taught, as a regularly offered course of the school.
- c. The subject matter of the group does not concern the body of courses as a whole.
- d. Participation in the group is not required for a particular course.
- e. Participation in the group does not result in academic credit.
- f. Group meetings are not directed, controlled, conducted or regularly attended by non-school persons.
- f.g. **School staff members may not organize or direct the group, but may supervise the activity.**

Non-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups will be given equal access and priority to District facilities. The District will not deny equal access or a fair opportunity to, or discriminate against, any N~~n~~on-C~~c~~urriculum-~~R~~elated S~~s~~tudent G~~g~~roup who wishes to conduct a meeting on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Non-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups may not be sponsored by the school, the District, or their agents or employees. Meetings of N~~n~~on-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups must be student-initiated and voluntary.

Non-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups will be permitted to use District facilities for any purpose that does not materially and substantially interfere with the orderly conduct of educational activities within the school. The District retains the right to deny access to District facilities to maintain order and discipline on school premises, to protect the well-being of District students and faculty, and to assure that attendance of students at meetings is voluntary.

Non-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups will be permitted to use District facilities during non-school hours with the permission of the B~~b~~uilding P~~p~~incipal and/or Director of Facilities-~~S~~ervices, and when such use does not interfere with District purposes, or by S~~s~~chool A~~a~~ctivity G~~g~~roups, Recreation Department-~~S~~sponsored G~~g~~roups or S~~s~~chool R~~r~~elated A~~a~~ctivity G~~g~~roups. The District will waive the rental fee. The actual custodial cost beyond the normal custodial working hours will be charged to the N~~n~~on-C~~c~~urriculum R~~r~~elated S~~s~~tudent G~~g~~roups

5. Kenosha Unified C~~c~~ommunity Y~~y~~outh G~~g~~roups

A Kenosha Unified C~~c~~ommunity Y~~y~~outh G~~g~~roup is a non-profit group or organization whose primary purpose is to serve children and youth of the Kenosha Unified School District- (e.g., S~~s~~couts and youth sports). The focus of the use of District facilities must be to provide a program that actively

POLICY 1331

CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Page 3

involves young people who reside within the boundaries of the District. The Kenosha Unified ~~C~~ommunity ~~Y~~youth ~~G~~roups will be permitted to use District facilities during non-school hours with the permission of the ~~B~~uilding ~~P~~principal and/or Director of Facilities ~~S~~ervices, and when such use does not interfere with District purposes, or by ~~S~~chool ~~A~~activity ~~G~~roups, Recreation Department-~~S~~sponsored ~~G~~roups, ~~S~~chool ~~R~~related ~~A~~activity ~~G~~roups or ~~N~~on-~~C~~urriculum-~~R~~related ~~S~~tudent ~~G~~roups. The District will waive the rental fee; however, if the event or activity is a fundraiser, or user/hourly fees are charged to participants, the Kenosha Unified ~~C~~ommunity ~~Y~~youth ~~G~~roup will be charged a rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the Kenosha Unified ~~C~~ommunity ~~Y~~youth ~~G~~roups.

6. Kenosha Unified ~~C~~ommunity ~~G~~roups

Kenosha Unified ~~C~~ommunity ~~G~~roups are nonprofit groups that intend to use District facilities for a lawful non-school purpose primarily for adults.

To qualify as a Kenosha Unified Community Group, at least 51%~~percent~~ of the owners or members of the group or at least 51%~~percent~~ of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

Kenosha Unified ~~C~~ommunity ~~G~~roups may use District facilities during non-school hours with the permission of the ~~B~~uilding ~~P~~principal and/or Director of Facilities ~~S~~ervices and when such use does not interfere with District purposes or by ~~S~~chool ~~A~~activity ~~G~~roups, Recreation Department-~~S~~sponsored ~~G~~roups, ~~S~~chool ~~R~~related ~~A~~activity ~~G~~roups, ~~N~~on-~~C~~urriculum-~~R~~related ~~S~~tudent ~~G~~roups or Kenosha Unified ~~C~~ommunity ~~Y~~youth ~~G~~roups.

Kenosha Unified ~~C~~ommunity ~~G~~roups will be charged rent for the use of facilities and actual custodial fee beyond the normal custodial working hours.

7. For-~~P~~rofit and ~~O~~ther ~~G~~roups

For-~~P~~rofit and ~~O~~ther ~~G~~roups are groups, organizations or individual(s) that intend to use District facilities for a lawful, non-school purpose and do not fall within any of the other classifications stated herein.

~~To qualify as a Ffor ~~P~~rofit and ~~O~~ther ~~G~~roup, at least 51%~~percent~~ of the owners or members of the group or at least 51%~~percent~~ of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.~~

For-~~P~~rofit and ~~O~~ther ~~G~~roups may use District facilities during non-school hours with the permission of the ~~B~~uilding ~~P~~principal and/or Director of Facilities ~~S~~ervices and when such use does not interfere with District purposes, or by ~~S~~chool ~~A~~activity ~~G~~roups, Recreation Department-~~S~~sponsored ~~G~~roups, ~~S~~chool-~~R~~related ~~A~~activity ~~G~~roups, ~~N~~on-~~C~~urriculum-~~R~~related ~~S~~tudent ~~G~~roups, Kenosha Unified ~~C~~ommunity ~~Y~~youth ~~G~~roups or Kenosha Unified ~~C~~ommunity ~~G~~roups. For-Profit and Other Groups will be charged rent for use of facilities and actual custodial fee beyond the normal custodial working hours.

POLICY 1331
CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES
Page 4

Nothing in this policy or any other District policy is intended to prohibit or affect the use of District facilities for free discussions of public questions upon the written application of one-half of the District's electors pursuant to state law.

LEGAL REF.: Wisconsin Statutes

Sections 120.12(1)	[Board duty; care, control and management of school property]
120.12(9)	[Board duty; use for discussion of public questions]
120.125	[Use for before and after-school child care programs]
120.13(17)	[Board power; temporary use of school property and authority to charge use fees]
120.13(19)	[Board power; use for community education programs]
120.13(21)	[Board power; use for educational lectures]
120.13(35)	[Board power; presence of persons in school buildings]

Wisconsin Administrative Code

~~HSS 172.05 [Swimming pool staffing rules]~~

Equal Access Act [Access to school facilities by non-curriculum-related student groups]

Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

CROSS REF.: 1310, Tobacco Use ~~on School Premises~~

1330, Facilities Use

1333, ~~Charges for Use of District Facilities & Grounds~~ **Facilities Charges**

1812, Relations with Parent-Teacher Organizations

5436, Weapons

6570, Before and/or After School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991
May 27, 2003
December 18, 2012
March 28, 2017
~~October, 2017~~
February 27, 2018

POLICY 1350
EQUIPMENT USE BY COMMUNITY GROUPS

Community groups may use District equipment in District buildings provided that such use is identified in the facility use permit request or rental contract and is approved by the building principal.

No District equipment shall be used by any community group outside of the District building to which it is assigned without the specific written approval of the Superintendent **and/or his/her designee.** ~~of Schools or designee.~~

LEGAL REF.: Wisconsin Statutes
Section 120.13(17) [Board power; temporary use of district equipment]

CROSS REF.: ~~Rule~~ 1220, Cable Television
1330, Facilities Use
3800, Asset Management
3810, Employee Use of District Equipment (Other Than Technology Equipment)
3900, Insurance Management

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
December 19, 2006
~~October , 2017~~
February 27, 2018

RULE 1350

EQUIPMENT USE BY COMMUNITY GROUPS

1. Permission for use of District equipment by community groups in District buildings may be confined to that necessary for seating arrangements, microphones, audio-visual equipment and food services requirements.
2. Permission to use other District equipment may be given by the building principal. The needs of the educational program, and the sensitivity or scarcity of the equipment will be considered prior to granting approval for use.
3. Permission for use of District equipment outside of District buildings shall be limited by the conditions cited above and shall be for a worthy community purpose as determined by the Superintendent ~~of Schools~~ **and/or his/her** designee.
4. An equipment loan contract must be completed with appropriate approval signatures by the building principal and the Superintendent **and/or his/her** designee. The form must provide assurance that the borrowing party accepts full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Equipment with replacement value of \$1,000 or more must have the written approval of the Superintendent **and/or his/her** designee.

POLICY 1400
GIFTS, GRANTS AND BEQUESTS

The District may receive, accept and use gifts, grants or bequests of furniture, books, equipment, supplies, money, securities or other property, real or personal, used or new, for school research and educational purposes. Prior approval of the Superintendent of Schools **and/or his/her** designee shall be required before such items can be accepted by any District representative. Consideration shall be given to such factors as suitability, appropriateness, safety, repair and replacement costs before gifts, grants or bequests are accepted. Upon acceptance, gifts, grants and bequests from individuals or organizations, shall become the property of the District **and shall be used as directed by the donor, if such direction is included with the gift, grant or bequest.**

In order to be accepted, gifts, grants and bequests must satisfy the following criteria:

1. It does not discriminate in any prohibitive manner.
2. It can be used in a positive manner in correlation with the existing educational program.
3. It is offered by a donor acceptable to the District. (Consideration may be given to the source of the gift.)
4. It will not begin a program that the District would be unwilling to take over when the gift or grant funds are exhausted.
5. It will not bring undesirable or hidden costs to the District.
6. It places no restrictions on the school program.
7. It will not be inappropriate or harmful to the education of students.
8. It will not require or imply endorsement of any business or product.
9. It will not be in conflict with any provisions of school regulations or law.
10. The District will not give special privileges or considerations to the donor.
- ~~10.11.~~ **11. If applicable, the donor's designated usage can be honored consistent with the requisite criteria for acceptance of gifts, grants or bequests. If a donor's designated usage may not be honored by the District, the Superintendent and/or his/her designee shall inform the donor and provide an opportunity for the donor to modify or remove any unacceptable restrictions or directions on the use, or shall otherwise refuse to accept the gift, grant or bequest.**

It is also the policy of the District that with respect to gifts, grants and bequests:

1. The District does not consider the acceptance of donations to be a testimonial or endorsement.
2. Individuals or groups wishing to make donations are especially encouraged to consider equipment or services that are not likely to be acquired from public fund expenditures.
3. If at any time the Board deems that any donation is no longer advantageous or appropriate for the District, the Board may return or dispose of any unused portion of the donation in a manner that will best serve the interests of the District.
4. Donations that are oriented mainly toward the solicitation of business or the collection of resources for a vendor's own purposes are not acceptable.
5. Recognition of vendors making donations determined to be advantageous to the schools are allowed on a case-by-case basis.
6. The custodian or trustee of all donated funds received by the District shall be the Superintendent/~~designee~~ **and/or his/her designee.**
7. **Forms and procedures available through the Finance Department must be used.**

In the exception that the criteria listed is not met, the Superintendent may bring a recommendation to the Board for approval.

POLICY 1400
GIFTS, GRANTS AND BEQUESTS

Page 2

The District shall not discriminate in the acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or individuals on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes

Sections 118.13 [Student discrimination prohibited]

118.27 [Acceptance of gifts to the schools]

PI 9.03(1), Wisconsin Administrative Code [Student nondiscrimination policy requirements]

CROSS REF.: 1131, Memorials and Dedications within the Schools

1410, Free Materials

1500, Public Solicitations/Fundraising

1812, Relations with Parent-Teacher Organizations

3220, Funding Proposals and Grants

5110, Equal Educational Opportunity/Discrimination Complaint

6100, Mission, Principles, Goals, Results **Vision, Core Values and Strategic Goals**

6740, Student Fundraising Activities

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: January 14, 2003
February 25, 2003
December 19, 2006
~~October, 2017~~
February 27, 2018

POLICY 1500
SOLICITATIONS/FUNDRAISING

General solicitation of funds from students attending District schools shall not be permitted except as specifically authorized by the School Board.

Solicitation of funds from teachers and other Board employees through District personnel or District channels shall not be permitted unless authorized in advance by the Board. Voluntary employee contributions for special purposes, on a one-time basis, may be approved by the Superintendent **and/or his/her designee** of Schools.

~~Parent organizations and other groups may raise funds for school related purposes.~~ No individuals or groups shall raise funds in the name of the ~~School~~ District or by using the name of any individual school in the District without permission of the Superintendent/~~designee~~ **and/or his/her designee**. Such fundraising shall be conducted only as specified under established District policies and rules and shall not violate any state or local laws. No third-party agency or organization shall be used to solicit on behalf of a school without the written consent of the Superintendent/~~designee~~ **and/or his/her designee**. An accurate accounting of all **all District approved** funds raised, expenses incurred and disbursements made shall be kept in an appropriate manner.

LEGAL REF.: Wisconsin Statutes

Sections 103.23 [Minor student involvement in fundraising activities]
118.12 [Sales/promotions on school premises]
120.13 [Board power to do all things reasonable for the cause of education]
~~Chapter 440, Subchapter III — [Solicitation of funds for charitable purposes]~~

CROSS REF.: ~~Rule 1212, Provision of Printed Materials in Non-English Language Version~~

1212 Non-English Language Version Printed Materials
1330, Facilities Use
1400, Gifts, Grants and Bequests
1510, Advertising/Promotions
1600, Visitors
1812, Relations with Parent-Teacher Organizations
5127, Photographing Elementary Students
5580, School Wellness
6740, Student Fundraising Activities
6741, Raffles

ADMINISTRATIVE REGULATIONS: 6740, Student Fundraising Form

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
December 19, 2006
October, 2017
February 27, 2018

RULE 1500
SOLICITATIONS/FUNDRAISING

Public Solicitations of Employees

Requests for solicitation of funds from employees by organizations shall be submitted to the Superintendent ~~of Schools and/or his/her designee~~, who will submit such requests to the School Board with recommendations. The Kenosha County United Way and the Education Foundation of Kenosha have Board authorization to solicit funds from employees, including **through** payroll deductions, **provided that the deductions are expressly authorized by the participating employee on an annual basis or until withdrawn, in writing, by the employee.**

Fundraising by Members of the Public Involving the Schools

Any fundraising in the name of the District or any individual school or department shall begin and be conducted only with the knowledge and approval of the Superintendent ~~of Schools/designee and/or his/her designee~~. A fundraising permission form must be completed and ~~filed~~ **submitted** before approval is granted.

In accordance with Board policy, an accurate accounting of all funds raised, expenses incurred and disbursements made shall be kept in an appropriate manner. At the end of the fiscal year, a written audit report shall be submitted to the Office of Finance and, upon review of the report, the ~~Director of Finance~~ **Chief Financial Officer** may require a certified independent audit. Any group disputing the decision of the ~~Office of Finance~~ **Chief Financial Officer** ~~may~~ appeal that decision to the Superintendent **and/or his/her designee/designee**.

If an individual or group fails to adhere to best practices and the Board Policies governing donations/fundraising in the District, the District may consider withdrawing the permission to raise funds in the name of the District or an individual school and the District may take other action, as appropriate.

DATE

ORGANIZATION NAME

ADDRESS

CITY, STATE ZIP CODE

Re: Donations/Fundraising for the Kenosha Unified School District

Dear NAME:

Thank you for your interest in supporting the Kenosha Unified School District (herein referred to as District). Please make sure to review all board policies for the rights and obligations imposed upon individuals and groups related to solicitations and fundraising for the District, its students, programs and activities. It is important to remember that no individual or group is permitted to raise funds in the name of or on behalf of the District or an individual school without the explicit permission of the Superintendent and/or his/her designee. In addition, individuals and groups receiving approval to fundraise in the name of or on behalf of the District or an individual school must be truthful and forthcoming about their classification as a 501(c)3 organization (or lack of such classification) and the nature of their fundraising efforts and activities.

Individuals and groups must complete and submit all forms required by the District as outlined in Board Policy 1500, even if verbal permission had previously been granted. Forms are available through the school office. The individual or group shall maintain an accurate accounting of all funds raised, expenses incurred and disbursements made.

It is the expectation of the District that individuals or groups engaging in fundraising efforts in the name of or on behalf of the District or an individual school will comply with all applicable laws, school board policies and general accounting best practices.

If an individual or group fails to adhere to all related board policies, the District may consider withdrawing its granted permission to raise funds in the name of or on behalf of the District or an individual school and the District may take other action, as appropriate.

Thank you for your cooperation.

Sincerely,

Tarik Hamdan
Chief Financial Officer

Finance/Donations-Fundraising for KUSD

POLICY 1510
ADVERTISING/PROMOTIONS

The District, its Schools and school-sponsored events and activities shall not be used for advertising of commercial products, **services** or activities, except as approved by the Superintendent **and/or his/her designee** of Schools/designee.

Equipment or materials containing advertising of a service, product, or activity may be approved for school use by the Superintendent/designee **and/or his/her designee**, if the educational value or savings to District taxpayers warrant such approval. **In such cases, the Superintendent and/or his/her designee shall consider proposals from Competing commercial enterprises interested in submitting a proposal that involves the display of or ongoing visual promotion of a particular enterprise. This must be limited in duration and subject to removal if the District's association with the enterprise is determined to be inconsistent with the District's mission or the educational environment.**, ~~upon their request, will be afforded equal opportunity to offer equipment or materials for such approval.~~

No advertising **will be permitted if it advertises or promotes products or services or uses imagery, verbiage or other methods of communication (a) that pertains to products or services that are unlawful or prohibited in school, such as for alcoholic beverages, tobacco, or other harmful substances; (b) that are inappropriate for the intended age group, such as those related to the promotion of sexual activity; (c)** or that is inconsistent with the District mission or educational objectives ~~of the District may be accepted for any school or school publication.~~ No paid advertisement shall be construed as or constitute an endorsement by the Board, the District or the school of any product, services or activity or program. **All advertisements must be approved by the Superintendent and/or his/her designee. The Board and the school reserve the right to reject any paid advertisement for any reason.**

Announcements of activities that are cultural or recreational and sponsored by school-related organizations ~~or non-commercial, non-denominational or non-political community organizations~~ may be made on the school public address system, ~~or be posted or disseminated.~~ Building principals will regulate ~~the posting or other dissemination of such announcements by school personnel.~~

LEGAL REF.: Wisconsin Statutes
Section 118.12(1) [Promotions on school premises]

CROSS REF.: ~~1213, Web Publication~~
1220, ~~Rule,~~ Cable Television
1330, ~~Use of School Facilities~~ **Facilities Use**
1400, Gifts, Grants and Bequests
1410, Free Materials
1500, Solicitations/Fundraising
1520, ~~Notification of Materials and Literature to Students~~ **Distribution of Marketing Materials**
3422, Exclusivity Agreements with Vendors
6750, Student Contests

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
 December 19, 2006
 ~~October, 2017~~
 February 27, 2018

POLICY 2810
INCIDENT REPORTING

The Superintendent of Schools **and/or his/her designee** shall notify the School Board in a timely manner of serious breaches of policy **involving** by students, ~~or staff~~, **or other individuals/groups**, ~~-taking into account the Board's role in student/-staff discipline, as appropriate.~~ **Nothing in this policy or associated rules will be construed or implemented in a manner that conflicts with a student's rights to confidentiality in the event a student communicates with a school psychologist, counselor, social worker, nurse or designated teacher or administrator in the context of any alcohol or drug abuse program, except as otherwise provided for by law or in policy.**

LEGAL REF.: Wisconsin Statutes
Section 118.126 Privileged Communication

CROSS REF.: 1210, Communication - School Sponsored (including Crisis)
5430, Student Conduct and Discipline
5434, Alcohol and Other Drugs - Students
5436, Weapons
5436.1, Fires, Fire Alarms, Explosives, Firecrackers, and Spray Devices
5437, Threats/Assaults
5474, Student Expulsion
~~Crisis Response Manual~~
District Emergency Operations Plan

ADMINISTRATIVE REGULATIONS: None

APPROVED: May 11, 1999
June 26, 2007
~~October, 2017~~
February 27, 2018

RULE 2810
INCIDENT REPORTING

The following circumstances shall constitute a serious breach of policy as that term is used in Policy 2810:

1. ~~All~~ Breaches of student behavior policies which the Board has designated “zero tolerance,” ~~that is,~~ **are** required to be brought for expulsion consideration ~~and,~~ shall be reported to the School Board ~~President~~ via telephone call **or other alternative means as deemed appropriate** as soon as administration becomes aware of ~~them~~ **such breaches. In situations involving threats or behavior constituting a threat to the health or safety of children, effort shall be made to inform members of the Board within 24 hours.**

~~2. All breaches of student behavior policies that are considered zero tolerance shall be reported to all Board members via first class mail or other alternative means as deemed appropriate.~~

All reports shall be made confidentially to the greatest extent possible and with due consideration for the legal and ethical principles regarding the privacy rights of children and families.

~~3. Such r~~ **Reports shall be made upon completion of the police report and/or upon implementation of initial administrative consequence.**

~~4. All breaches of the master contract for staff and all other dangerous and/or life-threatening situations regarding children shall also be reported within 24 hours.~~

~~5.~~ **2. Reports shall be made consistent with legal and ethical principles regarding privacy rights of children and families.**

POLICY 3422

EXCLUSIVITY AGREEMENTS WITH VENDORS

The School Board recognizes that various sole source vendors are selected to provide various services, goods or materials to the District. Services, goods and/or materials that students come into direct contact with as users, shall not be exclusive to a particular vendor via an exclusivity agreement unless approved by the Board, **and consistent with any applicable grant requirement.**

LEGAL REF.: Wisconsin Statutes

Sections 66.0607 [Withdrawal or disbursement from local treasury]
118.12 [Sales and promotions in the schools]
120.13 [Board power to do all things reasonable to promote cause of
education]
120.13(5) [General school board purchasing authority]

CROSS REF.: 3420 Purchasing

3523 Vending Machines for Food Items

5580 School Wellness

6100 ~~District Vision~~ **Mission, Vision, Core Values and Strategic Goals**

~~6110 Instructional Program Mission and Beliefs~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 11, 2000

REVISED: October 28, 2003

December 18, 2017

February 27, 2018

POLICY 3900
INSURANCE MANAGEMENT

Insurance coverages shall be provided in accordance with good business practices, ~~insurance coverages shall~~ **and** include worker's compensation, health, dental, life, fire, extended coverage, liability, vandalism, burglary, theft, fidelity, boiler insurance and insurance for school-owned and non-owned vehicles.

Periodic reviews of settlements of liability claims shall be held with District insurance company representatives and reports made to the School Board.

LEGAL REF.: Wisconsin Statutes

Sections	66.0137	[Provision of insurance]
	120.10(7)	[Annual meeting power; transportation vehicle insurance]
	120.12(6)	[Board duty; insurance on school buildings and grounds]
	120.13(2)	[Board power; accident and health care insurance]
	120.53(1)	[School bus insurance]
	Chapter 102	[Worker's compensation]
	Chapter 108	[Unemployment insurance]

CROSS REF.: 3440 Fixed Charges

3800 ~~District~~ Asset Management

~~7331 Protection and Guarantees~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 1991

REVISED: October 28, 2003

~~October, 2017~~

February 27, 2018

POLICY 6740

STUDENT FUND-RAISING-ACTIVITIES

When authorized by the Superintendent/~~designee~~ **and/or his/her designee**, students may, under adult supervision, raise funds for school-related purposes. Such fund-raising shall be conducted as specified under the regulations of the District and shall not be conducted in any manner that would violate state or local ordinances.

Funds raised for the benefit of school groups or organizations, or for school activities, where such groups, organizations or activities are subsidized by District funds, shall be maintained by the ~~District Business Office~~ **Office of Finance** and shall be disbursed in accordance with established procedures.

Funds raised for the benefit of school groups or organizations, or for school activities, where such groups, organizations or activities are not subsidized by District funds, shall be maintained in separate accounts at the individual school and administered by the principal of each school, who shall make complete and accurate accounting for such funds.

LEGAL REF.: Wisconsin Statutes

Section 103.23 [Participation in fundraising activities by children under 12]

118.12 [Sale of goods or services at schools]

CROSS REF.: ~~1314, Soliciting Funds From School Personnel~~ **1500 Solicitation/fundraising**

~~1324, Soliciting Funds From Students~~

~~1325.2, Fund Raising by Members of the Public~~

~~3280~~ **1400** Gifts, Grants and Bequests

~~3450~~, **3340**, Monies in School Buildings

~~5126.3, Management of Funds~~

6700, Extracurricular Activities and Programs

6710, School Organizations

6741, Raffles

~~WESSAS Accounting Handbook~~

ADMINISTRATIVE REGULATIONS: 6740, Fund-Raising Permission Form

AFFIRMED: December 28, 1990

REVISED: January 29, 2002

~~October , 2017~~

February 27, 2018

RULE 6740

STUDENT FUND-RAISING ACTIVITY GUIDELINES

Student fund-raising activities shall be classified under two headings:

1. Requests for fund-raising within the school by students for the benefit of school groups shall be regulated by the principal as well as the District department administrator, where applicable.
2. Requests for fund-raising solicitation from the public shall be analyzed and rejected or approved by the principal as well as the District department administrator, where applicable, and then forwarded to **Chief Financial Officer** ~~the Assistant Superintendent of Business Services~~ for final approval. Requests of this nature will specify the purpose, type, and duration of the activity involved and shall require the approval of the principal or District department administrator before submission to the **Chief Financial Officer** ~~Assistant Superintendent of Business Services~~. The principal or District department administrator shall carefully evaluate the request and shall judge its validity on the basis of the use to be made by the funds acquired, the frequency of requests and shall avoid conflicts with projects of other groups.

A student under the age of 12 will be permitted to participate in a school fund-raising activity only with the written approval of his/her parent(s)/guardian(s). Students under nine years of age must be physically accompanied by an adult or a person who is 16 years of age or older when working in a school fund-raising activity.

Accounting for all funds raised shall be maintained in the principal's or District department administrator's office and all funds shall be disbursed in accordance with established operating procedures.

Records of all such activities shall be maintained administratively each year for summation as required. Any fund raising activity within an individual building shall have the specific approval of the principal.

POLICY 6741
RAFFLES

Raffles may be conducted by District schools or departments in accordance with state and federal laws and with the approval of the Superintendent of Schools or designee **and/or his/her designee.**

LEGAL REF.: Wisconsin Statutes
Section 118.12 [Sales or promotions in the schools]
Chapter 563 [Raffle control]

CROSS REF.: ~~1314, Soliciting Funds from School Personnel~~
~~1324, Soliciting Funds from Students~~
~~1325.2, Fund Raising by Members of the Public~~
1500 Solicitation/Fundraising
1510 ~~1323~~, Advertising/~~and~~ Promotions
6740, Student Fundraising Activities

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: January 29, 2002
February 27, 2018

RULE 6741
RAFFLES GUIDELINES

Requests by District schools or departments to conduct a raffle shall be submitted to the ~~Assistant Superintendent of Business Services~~ **Chief Financial Officer**. Each request must identify whether the raffle will be conducted under an existing license issued to the District or to another eligible organization, and must provide the following information:

1. Whether the proposed raffle will be a Class A raffle, in which tickets are sold other than on the day of the drawing and distributed when sold; or a Class B raffle where all the tickets will be either sold or distributed only on the day of the drawing;
2. Verify that all tickets sold have an equal opportunity to be drawn as the winning ticket in the raffle;
3. Designate a person or persons responsible for conducting the raffle consistent with state law requirements;

Appropriateness of the raffle and the purpose of the funds to be raised will be considered by the **Chief Financial Officer** ~~Assistant Superintendent of Business Services~~ in granting approval. Also, the overall limit of raffles allowed by state law in the District per calendar year will be monitored by the **Chief Financial Officer** ~~Assistant Superintendent of Business Services~~.

A copy of each approved raffle request will be given to the ~~Director of Business Services~~ **Chief Financial Officer** who will be responsible to withhold income tax on raffle prizes in excess of dollar limits determined by the Internal Revenue Service or the Wisconsin Department of Revenue.

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**Kenosha Unified School District
Kenosha, Wisconsin**

January 23, 2018

**Student Technology Acceptable Use Policy 6633
and Electronic Devices Policy 5435**

Background

A committee working on Policy 5435 electronic devices met and approved an updated policy in February 2011 with the goal of allowing students to use cell phones and other electronic devices in conjunction with instruction. With the revision, electronic devices could be utilized to access information, provide learning feedback, collaborate and be incorporated as a productive tool in the classroom.

The committee stated they recognized that electronic devices could be disruptive to the learning environment and stressed that good management by teachers and a strong, supportive student policy needed to exist.

Rebecca Stevens emailed a request on February 10, 2017, at 6:42 a.m. stating, *"I would also like a survey sent out to the teachers, all other staff, parents and students asking them to review the boards policy on electronic devices for feedback as this policy has not been reviewed since it was updated in 2011. Thank you, Rebecca Stevens School Board Member."* In the spring of 2017, KUSD surveyed all staff, parents, students and the Kenosha community on the use of electronic devices in school. The board was presented the survey results of the [KUSD Cell Phone Survey](#) on July 25, 2017.

Upon conclusion of the survey and further review of policy 5435, it was discovered that policy 5435 and policy 6633 closely align with one another and both reference student electronic device use. The work going forward was done on the basis of combining the two policies to eliminate any confusion.

Included in this report are three attachments that provide information and research for review by the school board:

- Attachment A shows charts and responses from a survey sent to building administrators on August 7, 2017, requiring their opinion of the current version of policy 5435.
- Attachment B shows policy changes resulting from the data input received.
- Attachment C shows the policies of thirteen other Wisconsin school districts.
- Attachment D elimination of policy 5435.

Administrator Survey Results

The following information relates to a survey of thirty-one high school and middle school administrators in regards to policy 5435.

School leadership asked the following questions (See Attachment A):

Questions in the Survey:

Do you believe electronic devices should be turned off once students come to school and kept off throughout the day?

Yes	No
35%	65%

Can you enforce the district policy in its current state in the following areas?

	YES	NO
Classroom	87%	13%
Hallways and Passing Times	35%	65%
Before / After School	23%	77%
Cafeteria	39%	61%

Would you change the policy for any of these areas? If so, how would you change the policy?

	YES	NO
Classroom	26%	74%
Hallways and Passing Times	42%	58%
Before / After School	58%	42%
Cafeteria	58%	42%

How do you monitor electronic devices in:

Answer	Locker Rooms	Bathrooms
PE / Other Staff	29%	3%
Do Not Monitor	26%	46%
Posted Information	13%	10%
N/A to Building	16%	0%
No Response	10%	10%
Students Report	3%	16%
Can't / Limited Staff	3%	16%

How are your students informed in school if it is illegal to film or take pictures in school?

Administrator responses:

Building educators inform students about code of conduct policies through: Assemblies, student orientations homerooms, library lessons/videos, staff speaking to students on handbook/code of conduct, PBIS are ways in which students are informed about school board policies and what to do and not to do in KUSD schools.

What do you see as a benefit for electronics in:

Responses	Cafeteria	Before / After School	Hallway Passing Time	Classroom
No Benefit	23%	3%	45%	10%
No Response	13%	13%	23%	13%
Benefit	65%	83%	32%	77%

Summary:

The recent survey, in conjunction with the related survey from this past Spring, showed a mixed realization for the educational benefits of using student owned technology in the school. This policy revision will allow for those benefits to be utilized during non-instructional periods and locations at all schools (i.e. before and after school including while utilizing district transportation). At the High School level, it is recommended that during a student's designated lunch period, students are allowed access to student owned technology in the cafeteria/commons area. In addition, increased attention will be given towards integrating opportunities for positive use and value for student owned technology

devices. Building administrators and school staff will continue to monitor and allow for student owned technology use in the classroom when approved by instructional staff or principal. The majority of administrators and district teachers stated there is a benefit to having students using electronic devices in the classroom. In researching existing policies and cross referencing them for electronic procedures and rules, it was discovered that Policy 5435 and 6633 closely align and should be combined into one policy. School Leadership worked collaboratively with Teaching and Learning and Information and Accountability to update policy 6633 Student Technology Acceptable Use (Attachment B) to align with survey results and feedback. It is recommended that policy 5435 Electronic Devices (Attachment D) be eliminated because all areas are now covered in policy 6633.

Administrative Recommendation:

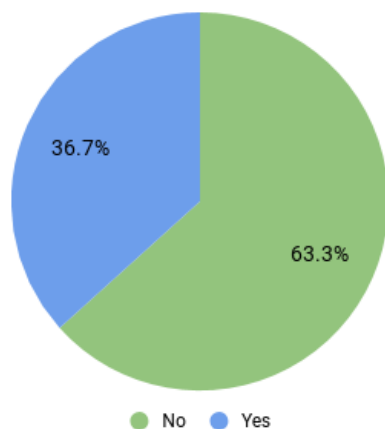
After review by the Personnel/Policy Committee, administration is forwarding revised Policy/Rule 6633 Student Technology Acceptable Use, which includes the elimination of Policy/Rule 5435 Electronic Devices, to the school board for a first reading on January 23, 2018.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

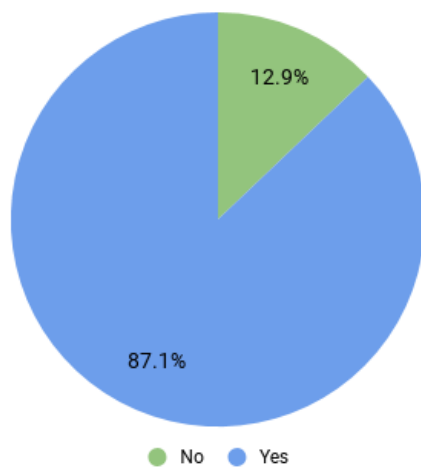
Brian Geiger
Regional Coordinator of Leadership and Learning-Secondary

Do you believe electronic devices should be turned off once students come to school and kept off throughout the day?

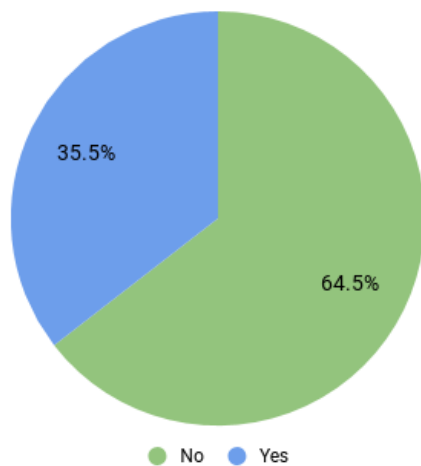


Can you enforce the district policy in its current state in the:

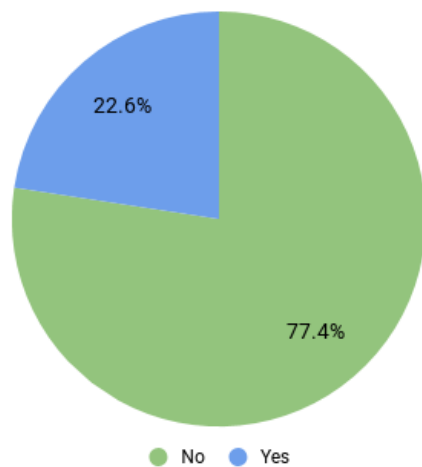
Classroom



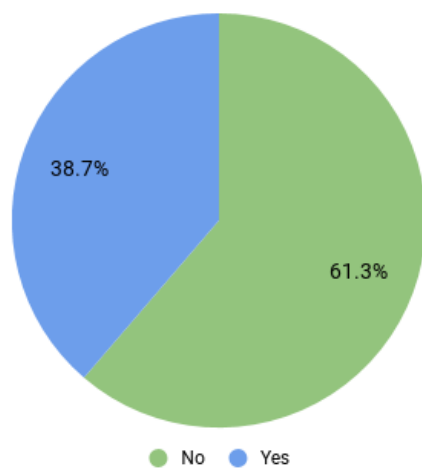
Hallways and passing times



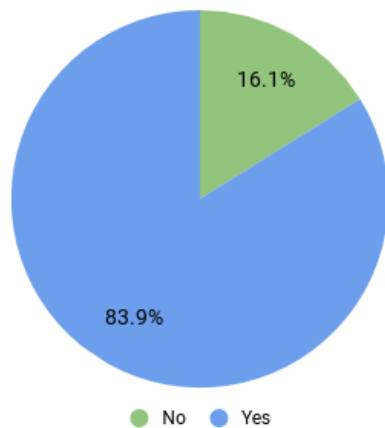
Before and after school



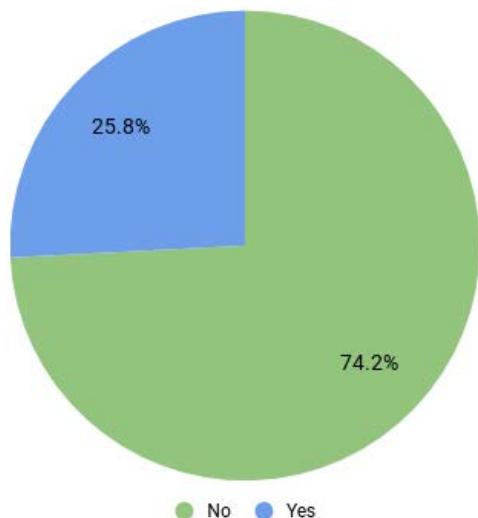
Cafeteria



Do you allow students to use electronic devices during school activities beyond the school day?



Would you change the electronic policy for usage in the classroom?



If yes, how would you change the policy?

Locked and put away in lockers.

Students could have access during passing times and at lunch unless it becomes distracting, and then address on an individual basis.

All students to use their cell phones in the cafeteria.

Cell phones have become more of an issue and even teachers with amazing classroom management skills are having a difficult time with them. Most people have no problems with students taking photos of notes, using the calculators or helpful apps with them. The issues are more with loss of attention, cyber bullying and cheating. I think we need to figure out a policy that would be easier to enforce, but we need help from our families and the community because cell phones are such a part of our culture now. I think it would be easiest to enforce if cells were turned off and only allowed before and after school or maybe at lunch.

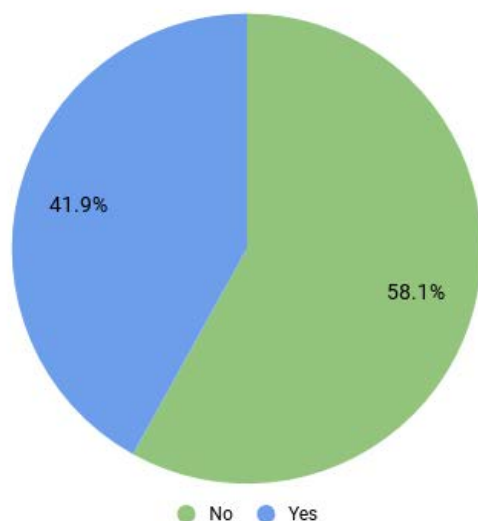
Lunchroom, before and after school use is permitted so long as usage does not disrupt the learning environment.

Require that cell phones be locked in their lockers and not on them throughout the day.

By allowing the schools to establish protocols to deal with classroom issues

Not allowed during the school day. Should be off and in lockers.

Would you change the electronic policy for usage in the hallways and passing times?



If yes, how would you change the policy?

Locked and put away in their lockers.

That they can have access at that time.

Must be put away. not out during passing periods

H.S. students should be allowed to quickly check their phone and email messages during passing time. This provision allows teachers to better enforce the use of electronic devices for learning only in the classroom and diminishes the students' anxiety of "missing something" throughout the day. The small amount of time it takes to "catch-up" during passing time will be a great payoff as students are prepared to focus on learning in the class.

See my first response. I think it would be easiest if we turned them off all day.

Allow it.

Allow electronics in non-instructional areas, and continue to have the policy state that it is the teacher's discretion in instructional areas

Allow them to use them. In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

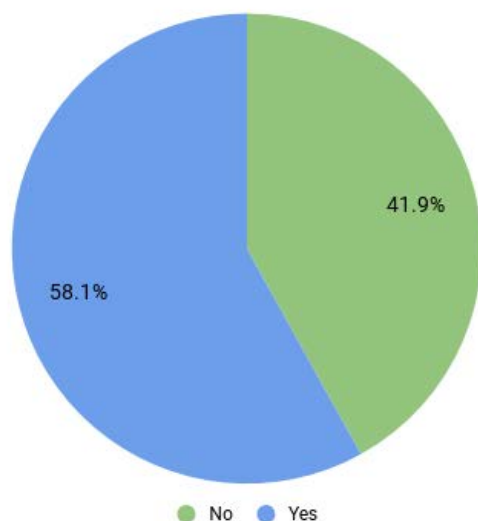
I would let students have their earbuds in. I would let them look at their phones.

By allowing schools to establish protocols aligned to PBIS expectations

Allow phone use during non-class time. (Allow phone use in class with permission)

Allow usage outside of class.

Would you change the electronic policy for usage before and after school?



If yes, how would you change the policy?

They should be allowed to use them during this time.

Can use outside before and after school, and in the hallway after school (excluding after school events).

They can have access at that time.

Can be allowed.

Allow students to use electronic devices before or after school.

Let students use them before and after school in the building.

Defining (or changing) the words "monitored by principal" in the policy. How closely are the students expected to be monitored? General cellphone use especially for texting and emails does not need much monitoring. The concern is always threats to academic integrity, violating rights of others and self, sexually explicit or offensive content, etc. These are clearly stated in the policy and need to stay there. I would even suggest re-looking at the segment and updating the terminology as needed.

Policy currently addresses as 'monitored' by principal/designee. That may be satisfactory.

Before and after school use is permitted so long as it is not disruptive to building entrance and or dismissal protocols and procedures.

Devices can be used before and after school and in the cafeteria with permission from staff. No sound. If it causes a disruption or leads to a disruption because of social media posting or texting, then device can be confiscated by school staff and permission denied.

Cell phones will be allowed before and after school. During school time, cell phones may not be seen or heard....

Allow the use of electronics before and after school

Allow them to use them. In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

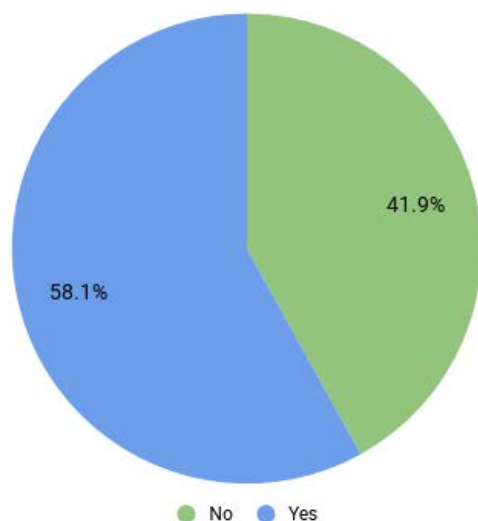
I would let the students use their phones before and after school. Listen to music, play games, etc.

During non-instructional time, I believe that it is okay for a student to be on their device

Allow phone use at this time.

Allow usage.

Would you change the electronic policy for usage in the cafeteria?



If yes, how would you change the policy?

They should be allowed to access them at this time to coordinate plans with parents, etc. for after school.

They can have access at that time.

Can be allowed. No inappropriate videos, written language, or music

I am fine with students being able to use their cell phones during lunch with ear buds.

Allow during cafeteria time only.

Student should be allowed to use their cellphones in the cafeteria, during their scheduled lunch period.

Allow cell phone use in cafeteria as an extension of classroom. Teachers may approve cell phone use in class.

Principals/Designee may approve cell phone use in Cafeteria during scheduled lunch times. However, I would reinforce the philosophical expectation that cell phones not disrupt academic integrity, safety, or privacy.

Appropriate use of technology for teens and adults evolves.

Use is permitted so long as it is not disruptive to the building cafeteria protocols and procedures.

Devices can be used before and after school and in the cafeteria with permission from staff. No sound. If it causes a disruption or leads to a disruption because of social media posting or texting, then device can be confiscated by school staff and permission denied.

Allow it

Allow the use of electronics, however prohibit the use of headphones.

Allow them to use them. In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

I would let the students use the phones in the cafeteria. Let them check their Infinite Campus, etc., music, games.

This is non-instructional time, and should be allowable.

Allow phone use at this time.

Allow usage.

Allow students to use.

How do you monitor electronic devices in locker rooms?

Not applicable.

Must be put away.

Teacher supervision.

Supervision

We don't.

We don't use the locker rooms during the school day.

Signs in all locker rooms with WI state Statute on them about taking pictures.

N/A

We have a designated staff member monitoring locker rooms.

Not appropriate.

Limited capacity.

Adult staff monitors the locker room.

Don't.

Students are to keep them out of site. If they are out, they're in violation of our Wildcat Way. Most of the time teachers use this a teaching moment.

PE teachers monitor. They tell students to put them away if they are seen.

Teacher supervision.

We don't use the locker room.

Don't.

Communicate expectations, prohibit the use, provide signage in proper locations

PE Teachers/ Coaches Monitor

Cannot be out. Have signs. Deal with each student on an individual basis when they break this rule. Students recognize this is state law.

Very difficult, one to two teachers for 90 kids.

We consider the locker room a classroom and follow the current policy. Cell phones should be turned off and out of sight. Most of our cell phone issues (stolen/misplaced called stolen) does occur in the locker room.

Manage complaints.

Post expectations and go through them with students.

With adults when present, signs posted.

Off and away.

How do you monitor electronic devices in bathrooms?

Student reports.

Should not be allowed but it is difficult to enforce or police.

Not able to unless a teacher happens to walk in.

Supervision

When giving passes check to see if phone is out.

We don't unless a student tells us someone had their phone out.

Signs in all of the Bathrooms with WI State statute on them about picture taking

Can't .

Our security, deans and other staff members have developed meaningful relationships with students. If something dishonest, threatening and/or offensive occurs, we investigate (and act on if necessary) any and all comments/information that is received. Additionally, we have security, deans and other staff members constantly and consistently monitoring our building.

Should be locked in locker.

Limited capacity.

Security and administration make routine checks throughout the day.

Don't.

Same as the locker room, students are to keep them put away.

We don't monitor in bathrooms unless an incident is reported.

Electronic devices use is difficult to monitor in this area.

We don't. It is a next to impossible task because of stalls.

Don't.

Communicate expectations, prohibit the use, provide signage in proper locations

We don't.

Cannot be out. Have signs. Deal with each student on an individual basis when they break this rule. students recognize this is state law.

Very difficult as we do not have staff positioned in those areas.

We expect students to follow the current policy for electronic in the classroom the same as bathrooms; however, this is very difficult to monitor and is usually where 'play' will occur, for example; photographing a fight and posting it before administration can investigate the incident.

Manage complaints.

post expectations and go through them with students.

When adults present, signs are posted.

Should not be on their persons, but difficult to monitor.

How do your students know if it is illegal to film or take pictures in school?

They will be informed when we discuss the KUSD Board Policies and Classroom Code of Conduct the first few days of school.

We inform them at the start of the year. However, this often does not deter behavior.

Explain the policy to our students.

They are told.

We state that during the first assembly and ongoing statement regarding that.

They are told at various times throughout the year, but I truly don't think they understand.

Assemblies, During C&C's, signs, etc.

We talk to them about what is appropriate

We share this information with them verbally (assemblies, advisory, etc.), in the student handbook, and any other locations appropriate.

Taught through PBIS expectations.

Needs ongoing reinforcement via PBIS type lessons/video's. ITHSA had a great video!

We inform them through announcements, video announcements, class meetings, and in our handbook.

Beginning of year orientation.

We've included tech talks in our student expectations assembly which covers the use of cellphones.

We don't allow them to take any pictures during the school day.

Technology policy is reviewed with students as part of grade level assemblies.

Our IMC runs a lesson on appropriate online behavior.

Through an assembly on safety.

We inform them at the beginning of the school year.

Staff and student discussions.

By the communication of PBIS expectations, code of conduct.

Beginning of the year rules assembly.

They do not unless we inform them.

We review at the beginning of the year, but I don't think it matters to them because social media thrives for pictures, etc.

Teachers review classroom rules which includes use of personal electronics. It is also in our student assignment notebook and discussed with students during advisory time. Also students know what 'is' and 'is not appropriate' behavior in school. The fourth paragraph of policy outlines what 'is not appropriate' use of electronic devices.

We tell them in a community meeting.

Explained in assembly.

We talk about it at assembly and signs are posted.

Library lessons.

It is discussed and addressed through PBIS and beginning of the year lessons.

What do you see as the benefit of electronics if any, please be specific, in the cafeteria?

No benefits.

Coordinate plans with parents regarding athletic events, going to friends, etc.

None.

Communication from home and school, coordination of schedules and practices, etc.

Give them some ownership and trust.

Students can listen to music while eating, calming for some as the cafeteria is very loud and stressful for many.

Relax time, check grades, attendance in IC

As stated before, allowing students the use of cellphones during lunch in the cafeteria, before and after school, and in the hallways during passing times diminishes their anxiety of "missing something" throughout the day. The small amount of time it takes to "catch-up" during passing time will be a great payoff as students are prepared to focus on learning in the class. In fact, the use of electronic devices can provide a needed brain-break for many students. I believe this provision (the use of cellphones and/or electronic devices during lunch, before/after school, and during passing time) allows for teachers to better enforce the use of electronic devices for learning only in the classroom.

None.

Communication with family, checking homework postings, updating electronic calendars/assignment notebooks, checking into Google Drive,

Keeps student busy.

None.

Keep students busy before or after they eat. I believe this benefit is outweighed by the increased potential for theft and inappropriate use of devices.

Students are able to access and listen to music, books, play games etc.

Helping with downtime for students that are done eating.

None.

Enjoyment.

Check Infinite Campus, utilize calculator and the internet

In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

Kids can relax and listen to music. Play a game to get their mind off of school for a bit. Kids can check schedules, check in with friends and family, check in with infinite campus, check in with news information, check in with school websites and Google Classrooms.

Down time, relaxing for students.

None.

They are important to kids. Communicate with home.

Students often are quietly playing a game and it actually helps keep them calm and quiet during lunches.

Looking at IC, personal time to organize and work on personal needs.

Students having something to do.

What do you see as the benefit of electronics if any, please be specific, before and after school?

Call home for rides after school outside school doors instead of using the office phone.

Coordinate plans with friends and rides.

Communication with parent/ guardian.

Same as with the cafeteria.

Give them some ownership and trust.

Communication with parents, again music while waiting for school to start.

Check in with parents, work.

After school it's used to coordinate rides.

Confirm ride possibly.

See above and add friend/social communication. Not allowing cell use at after school activities seems antithetical toward extra-curricular engagement. However, I do think it is reasonable to establish age-appropriate expectations for use. That would fall under principal/designee monitoring aspect of policy. Banning cell use during a HS athletic game is not realistic to enforce. Luckily, most HS students handle that fine. However, asking MS students not to use their cell phones while in the stands cheering on their team may be perfectly appropriate given their developmental readiness and the limitations of physical space.

Staying in contact with parents.

Communication home.

Parent communication.

Allows students to communicate with family members. Keeps them busy.

Students are able to access and listen to music, books, play games etc.

Some students need to arrive very early or late. It helps them be able to have contact with relatives for rides.

None.

Check messages from parents if needed.

Enjoyment.

Check Infinite Campus, utilize calculator and the internet, contact parents.

In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

Kids can relax and listen to music. Play a game to get their mind off of school for a bit. Kids can check schedules, check in with friends and family, check in with infinite campus, check in with news information, check in with school websites and Google Classrooms

Able to contact parents when they need to.

Only in emergency situations.

Communicate with parents.

Personal usage.

What do you see as the benefit of electronics if any, please be specific, in the hallways and passing times?

No benefits.

No benefit.

None.

Students can handle checking their phones during this time without disruption.

No benefit.

No benefit.

None.

Same as above.

None.

I'm unevenly split on halls and passing. The distraction of phones in crowded halls makes me lean strongly towards not allowing--especially for MS students who do not have far to walk for their next House class--but enforcement is challenging in large HS's with longer passing periods and further distances between classes. My hope is that if we honor student needs and desires during specified times and places (Cafe @ Lunch) AND we can articulate and teach the why of the expectation, we will see greater acceptance from both students and parents. Enforcement of any policy is possible, but we are wise to consider how we wish to use our staff resources. We must, however, pick how we wish staff to use their time. In my experience, zero tolerance policies are often unrealistic, antagonistic, and not the best use of our staff's expertise in supporting adolescent behavior.

None.

Communication home.

None.

N/A

No benefit.

No benefit. Not needed.

None.

None.

Enjoyment and parental contact.

Check Infinite Campus for schedule, grades

In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

Kids can relax and listen to music. Play a game to get their mind off of school for a bit. Kids can check schedules, check in with friends and family, check in with infinite campus, check in with news information, check in with school websites and Google Classrooms

Checking schedules for Quest through their google accounts.

None.

Why not?

What do you see as the benefit of electronics if any, please be specific, in the classroom?

No benefits.

Scheduling, alarms, answering surveys, taking pictures of notes, answering questions electronically with teacher, talking to parents regarding school related events and information.

Used with the teacher's lesson, and under the teacher's supervision.

Keep the same, put them away.

None.

Educational reasons only supervised by the teacher.

Educational.

For learning only...this includes taking notes, jotting down ideas, cheat sheet for presentations, etc.

Could be used instructionally if supervised properly.

Many teachers are able to accomplish consistent and clear expectations for cell use in class. For those teachers who may struggle, stronger school-wide teaching via PBIS about when cell use is acceptable and when it isn't can provide necessary support. Additionally, many teachers have created humorous enforcement methods (Cell Phone Jail) that students accept readily. A carte-blanche, system-wide, all-day long "No cell phones, ever" policy with teens seems unreasonable and more likely to lead to increased resistance. However, a balanced policy in which we allow use at specific points but restrict at other points seems in keeping with the real-life expectations they will have as adults. Cell phones are part of their lives and we are fighting the battle on all fronts instead of the battle on selected fronts.

Using camera to take photos of notes, using calculator or educational apps.

Classroom use directed by instructor.

Web searching, interactive tool with teachers.

Can be used for research, calculator, etc.

For quick formative assessments, calculator use, and to gain information through surveying of students, are a few benefits.

Can benefit from using it if technology isn't available. Some teachers have students take pictures of their individual schedules for the week so they can remember them. Assignment notebooks are becoming obsolete.

None.

Teachers may connect usage to lesson activity.

Teacher guided individual student learning tool.

Endless possibilities based on the teacher's discretion.

Teacher discretion to enhance the lesson.

Keep this the same. No phones out unless permission from the teacher.

As an instructional tool for surveys, calculators.

Only if directed and supervised by the teacher.

If they ask for permission, I'm all for it. Some kids do better working alone if they tune out their friends, put in their headphones and get to work. As long as the teacher has given permission.

Only for instructional purposes.

Educational use.

POLICY 6633

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

The Kenosha Unified School District expects students to use technology in ways that promote a productive educational environment. For the purpose of this policy, technology shall be defined as **district and student-owned** electronic devices, digital resources, private and public networks and electronic communication systems managed within Kenosha Unified School District. Primary responsibility for appropriate use of technology resides with students.

It is the duty of the district to maintain system integrity and ensure that the network is used **in a responsible manner**. While the **district** respects the privacy and security needs of all individuals, authorized **district** representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using **district** technology. All communication, including text and media files, may be disclosed to authorized third parties (e.g. law enforcement, legal counsel, etc.) without prior consent of the sender or receiver.

In accordance with requirements of the Children's Internet Protection Act (CIPA), technology protection measures shall be used, to the extent practical, to promote the safety and security of users. **The district** makes every reasonable effort to filter inappropriate content **with the understanding that** digital information is dynamic, which makes it challenging to predict or reliably control what information students may encounter.

The district values digital citizens who safely and responsibly use digital tools while recognizing the rights, responsibilities and opportunities of living in an interconnected digital world. Aligned with the Protecting Children in the 21st Century Act, Kenosha Unified School District will ~~continue to~~ reinforce the instructional practices related to internet safety, appropriate online behavior, social networking ~~chat rooms~~, and cyberbullying.

Review and agreement of this policy is an annual expectation for students and parents/guardians.

LEGAL REF.: Wisconsin Statutes

Sections **118.258** [Electronic communication devices prohibited]
 120.12(1) [School Board duties]
 120.13 [School Board powers]
 943.70 [Computer crimes]
 947.0125 [Unlawful use of computerized communication
 systems] U.S.C. 17, Federal Copyright Law [Use of copyrighted
 materials]

POLICY 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

Children's Internet Protection Act [Online safety]

Neighborhood Children's Internet Protection Act [Online safety]
Children's Online Privacy Act [Online privacy protection]

Broadband Data Improvement Act, Title II, Section 215 [Internet safe use]
Protecting Children in the 21st Century Act

CROSS REF.: 3531.1, Copyrighted Materials

5111, Anti-Bullying/Harassment/Hate

5430, Student Conduct and Discipline

5437, Threats/Assaults

5473, Suspensions

5474, Student Expulsion

5475, Discipline of Students with Exceptional Educational Needs

6120, Core Values [TR1]

6470, Student Records

6600, Instructional Resources

6610, Selection of Instructional Materials

6620, Library Resources

6634, Assistive Technology

AFFIRMED: November 28, 1995

REVISED: January 29, 2002

May 22, 2007

July 28, 2009

June 28, 2011

June 25, 2013

March 22, 2016

January 23, 2018

RULE 6633
STUDENT ACCEPTABLE USE POLICY

General school rules for behavior and communications apply, including the ~~D~~district's anti-harassment policies. Students shall abide by ~~D~~district guidelines governing acceptable use of technology. Misuse of **technology** may result in loss of access privileges and ~~school~~-disciplinary action may be taken. Appropriate legal action may also be taken against students performing illegal activities using technology.

Guidelines for acceptable technology use:

- ~~Students shall not engage in any electronic activity that disrupts, distracts, or compromises the learning process or the environment.~~
- ~~Electronic activities must not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hate, or be disorderly.~~
- **Students shall not use any technology in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy right of others. Students shall not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit or offensive content in electronic communications of any other form using technology while on school grounds, at school sponsored events, or on school buses or vehicles provided by the district. Technology used to “bully” or post derogatory statements about district students or staff via text message, social media or other electronic platforms may result in disciplinary action.**
-
- Students must abide by all applicable copyright and licensing laws when using technology within the ~~D~~district.
- Students shall maintain confidentiality of their usernames and passwords and shall not utilize usernames and passwords of others.
- All school related electronic publications are subject to approval and ongoing review by staff. All publications should reflect the mission and cores values of the school and district.
- Students shall not breach or disable network security mechanisms or compromise network stability or security in any way. Students shall refrain from utilizing proxy gateways to bypass monitoring or filtering.
- Students are responsible for reporting any inappropriate media or resources they encounter, regardless of who owns the technology involved.
- Students shall not use any technology for any ~~other~~ purpose that would violate law or Board policies.

RULE 6633
STUDENT ACCEPTABLE USE POLICY

- Students shall not use district technology resources for personal commercial activities not related to instruction. Personal purchase or sale of products or services is prohibited.

Additional guidelines specific to the use of student technology: ~~Use of Personally Owned Technology Equipment Connected to District Network Infrastructure~~

- **Each user is responsible for his/her personal technology and should use it responsibly and appropriately.**
- **The district is not responsible for damaged, lost or stolen student-owned technology.**
- The district is not responsible for the support or security of student-owned technology.
- Staff may grant permission to use student-owned technology in the classroom in accordance with communicated instructional guidelines and must adhere to the guidelines set forth in this policy/rule.
-
- ~~Personal~~ **Student-owned technology** must not interfere with the operation and integrity of the district's internal wired and wireless network.
- ~~The District is not responsible for the support, safety, or security of personal technology devices that students choose to bring into the District.~~
- **Student-owned technology may be used before and after school, including while utilizing district transportation. High School students may use student owned technology during their designated lunch period.**
- **In emergency situations where the safety of students, staff, chaperones or bus drivers are in jeopardy, use of student-owned technology is permitted.**
- **Student-owned technology should be charged prior to school and run on battery power while at school.**
- **Student-owned** technology may only be used to connect to the district infrastructure when authorized.

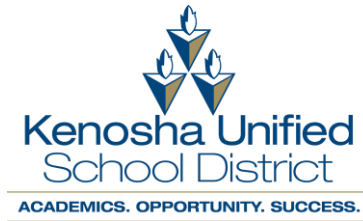
SCHOOL DISTRICT	ELEMENTARY				MIDDLE SCHOOL				HIGH SCHOOL			
	ALLOWS PHONES IN THESE LOCATIONS				ALLOWS PHONES IN THESE LOCATIONS				ALLOWS PHONES IN THESE LOCATIONS			
	HALLWAYS	CAFETERIA	BEFORE/AFTER SCHOOL	CLASSROOM	HALLWAYS	CAFETERIA	BEFORE/AFTER SCHOOL	CLASSROOM	HALLWAYS	CAFETERIA	BEFORE/AFTER SCHOOL	CLASSROOM
Appleton	NO	NO	NO	NO	NO	NO	NO	PA	NO	NO	NO	PA
Eau Claire *	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Green Bay	NO	NO	NO	NO	YES	YES	YES	TA	YES	YES	YES	TA
Lacrosse	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA
Madison	NO	NO	NO	NO	PA	PA	PA	PA	PA	PA	PA	PA
Menomonee Falls	PA	PA	PA	PA	YES	YES	YES	TA	YES	YES	YES	TA
Milwaukee	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	PA
Nicolet	PA	PA	PA	PA	YES	YES	YES	TA	YES	YES	YES	TA
Oak Creek	PA	PA	PA	PA	YES	YES	YES	TA	YES	YES	PA	TA
Oshkosh HS	NO	NO	YES	TA	PA	PA	PA	PA	YES	YES	YES	TA
Pewaukee Schools	PA	PA	PA	PA	YES	YES	YES	TA	YES	YES	YES	TA
Racine	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Shorewood	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA

PA - Principal Approval

TA - Teacher Approval

* District in process of changing policy

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Support of Wisconsin Voucher Taxpayer Transparency Bill

WHEREAS, the Kenosha Unified School District Board of Education, administrators, educators, staff, parents and community members are united in our efforts to provide all children with the highest quality educational opportunities possible; and

WHEREAS, the district supports local control and the ability of the elected School Board to make decisions to support the learning of our students; and

WHEREAS, private school voucher advocates have consistently pushed for expanding the use of taxpayer-funded vouchers to pay tuition for students in private schools in Wisconsin; and

WHEREAS, the Governor and members of the Wisconsin legislature have proposed expanding the voucher program and increasing state payments to voucher schools; and

WHEREAS, a recent memo from the nonpartisan Legislative Fiscal Bureau demonstrated that payments to voucher schools under the Governor's proposed budget would range from \$7,757 to \$8,403 per voucher student by 2018 and may reduce the amount public schools receive by as much as \$1,700 per student; and

WHEREAS, Assembly Bill 267 and Senate Bill 183, the "Wisconsin Voucher Taxpayer Transparency Bill," authored by state Rep. Dana Wachs (D-Eau Claire), would require property tax bills to include information from the school district where the property is located regarding the amount of net reduction in state aid, if any, to the district as a result of pupils enrolled in the statewide voucher program; and

WHEREAS, the increase in statewide property taxes due to school boards levying to offset lost aid due to the voucher system was over \$25 million in 2016-17. The statewide property tax impact is estimated to grow to \$37 million in 2017-18 and \$47 million in 2018-19; and

WHEREAS, just as property tax bills show how much money goes to public schools and technical colleges, taxpayers deserve to know the cost of expanding the voucher program; and

WHEREAS, voucher schools are not bound by most state instructional requirements or graduation standards, are not subject to the state's accountability system, are not held to the public accountability requirements contained in major federal laws, including special education, are not governed by locally elected school board members, do not have to accept all students, nor do they have to provide students with the same due process protections in public schools, do not have to employ teachers who have a background in the subjects they teach, and do not have to adhere to open meetings and public records laws.

THEREFORE, BE IT RESOLVED that the Kenosha Unified Board of Education calls on Governor Walker, the Wisconsin State Assembly, and the Wisconsin Senate to support the Wisconsin Voucher Taxpayer Transparency Bill in an effort to be open, honest and transparent with the taxpayers of Kenosha and Wisconsin.

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

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 342
January 23, 2018*

**Kenosha Unified School District
Kenosha, Wisconsin**

January 23, 2018

NEW COURSE PROPOSAL: INTRODUCTORY STATISTICS

Background

Harborside Academy proposes the addition of a full-year one credit Introductory Statistics. This new course will be part of the University of Wisconsin Parkside Access to College Credit program (PACC). Harborside juniors and seniors would be eligible to earn college credit at a reduced tuition rate of less than \$100.00 per credit.

PACC courses are developed collaboratively by a UW-Parkside instructor and a Kenosha Unified School District teacher. The collaboration continues throughout the school year including an opportunity for each instructor to teach one class period at the partnering campus. If feasible, Kenosha Unified students will also participate in one class period at the UW-Parkside campus.

Consideration will be given to offering this course at all high schools that are interested providing that the high school has teaching staff with either a master's degree in the content they will be teaching for this program or 18 college credits in the program. The University of Wisconsin Parkside determines whether or not the KUSD teacher meets the criteria to teach a PACC course. In addition to having a minimum of a master's degree in the discipline in which the course is offered, high school faculty must be willing to work collaboratively with UW-Parkside faculty liaisons to implement the courses and participate in on-site visits by UW-Parkside faculty.

Courses

COURSE	SCHOOL	ACTION	APPENDIX
Introductory Statistics	Harborside Academy	Add	A

Recommendation

Administration recommends that the school board approve Harborside Academy's proposal for the addition of Introductory Statistics.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. William Haithcock
Principal of Harborside Academy



COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: October 1, 2017 Administrator Name: William Haithcock, Trent Barnhart

Department and School: Harborside Academy

Course Name: Introductory Statistics

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: 1 Credit *Check if honors:* ☒

Recommended Prerequisites (if any): Algebra II

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Harborside would like to offer a full year (non-AP) Probability and Statistics class in place of the currently offered Prob/Stat & Trig course. The goal is to connect with UW Parkside's PAC program where students can earn high school and college credit at the same time. We feel like this is an appropriate move because the Trigonometry standards that are covered in this class are redundant to the standards covered in our Pre-Calculus (Or Honors Pre-Calculus) Course.

Proposed Course Description: In three or four sentences, write a course overview.

This course is a dynamic, on-level statistics course for high school students taking their first class in statistics. Students will learn through engaging examples and applications, emphasize conceptual understanding over computation, and focus on the statistical thinking behind data gathering and interpretation. This course is good foundation for students to take Advanced Placement Statistics.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

Power Standard 1: Use rules of probability to compute compound events in a uniform model.

CCSS.MATH.CONTENT.HSS.CP.B.8

Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.

CCSS.MATH.CONTENT.HSS.CP.B.9

Use permutations and combinations to compute probabilities of compound events and solve problems.

Power Standard 2: Use probability to evaluate outcomes of decisions and apply counting rules.

CCSS.MATH.CONTENT.HSS.MD.B.6

Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

CCSS.MATH.CONTENT.HSS.MD.B.7

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Power Standard 3: Calculate expected values and use them to solve problems.

CCSS.MATH.CONTENT.HSS.MD.A.1

Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

CCSS.MATH.CONTENT.HSS.MD.A.2

Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

CCSS.MATH.CONTENT.HSS.MD.A.3

Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.

CCSS.MATH.CONTENT.HSS.MD.A.4

Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

Power Standard 4: Use probability to evaluate outcomes of decisions.

CCSS.MATH.CONTENT.HSS.MD.B.5

Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

CCSS.MATH.CONTENT.HSS.MD.B.5.A

Find the expected payoff for a game of chance.

CCSS.MATH.CONTENT.HSS.MD.B.5.B

Evaluate and compare strategies on the basis of expected values.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Analyzing One-Variable Data -4 weeks
Analyzing Two-Variable Data -4 weeks
Collecting Data – 4 weeks
Probability- 3 weeks
Random Variables – 2 weeks
Sampling Distributions – 4 weeks
Estimating a Parameter – 4 weeks
Testing a Claim- 3 weeks
Comparing Two Populations or Treatments- 3 weeks
Inference for Distributions and Relationships- 3 weeks

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0-100 per book (Harborside Academy Textbook budget)

E. Professional Learning: \$0

C. Supplementary: \$0

**Kenosha Unified School District
Kenosha, Wisconsin**

January 23, 2018

NEW COURSE PROPOSALS: GUITAR STUDIES 3-1 AND GUITAR STUDIES 3-2

Background

Reuther Central High School proposes the addition of Guitar Studies 3-1 and Guitar Studies 3-2. Currently Guitar Studies 1 and Guitar Studies 2 are offered at Reuther Central High School. These courses have provided an opportunity to address the music talents and interests of their student population. The addition of these courses to the existing sequence of study will provide students an opportunity to further develop their musical talents.

Courses

COURSE	SCHOOL	ACTION	APPENDIX
Guitar Studies 3-1	Reuther	Add	A
Guitar Studies 3-2	Reuther	Add	B

Recommendation

Administration recommends that the school board approve Reuther Central High School's proposal for the addition of Guitar Studies 3-1 and Guitar Studies 3-2 to the course catalogue.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Richard Aiello
Principal of Reuther Central High School



COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: November 10, 2017 Administrator's Name: Richard Aiello

Department and School: Fine Arts Reuther Central High School

Course Name: Guitar Studies 3-1

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .25 Check if honors: ☐

Recommended Prerequisites (if any): Guitar 1 and Guitar 2

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

At Reuther, we are looking to address the music talents and needs of the diverse learner through different approaches to music. There are numerous students that have various musical talents that do not fall into the traditional way music has been approached in our district. This sequence of courses will focus on the guitar and allow for students to develop their skills in a classroom setting. At Reuther we currently offer Guitar 1 & 2 but with our students achieving higher levels, we have found the need to add additional courses to keep up with their progress.

Proposed Course Description: In three or four sentences, write a course overview.

This advanced level course will continue to develop skills around major and minor scales, more difficult chord progressions, focusing on both flat picking and classical finger style. This course will also further develop the students' capacity to play to an authentic audience.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

B.12.1 Play a varied repertoire of music expressively and with technical and stylistic accuracy on a classroom instrument.

B.12.2 Play on a classroom instrument, using ensemble skills such as balance, intonation, rhythmic unity, and independence when performing in a group.

B.12.3 Play by ear accompaniments on a harmonic instrument while singing or playing the melody.

B.12.6 Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of four on a scale of one to six.*

B.12.7 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

B.12.8 Perform in small ensembles.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

See Appendix A.

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

Guitar Studies 3-1

Course Text –

Mel Bay Modern Guitar Methods Grade 2

Mauro Giuliani's 120 Studies for right hand development

World's Favorite Classical Guitar Solos

Week One:

Concept *Key of C, Alt picking and Scales*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; Number 1 through 7

Flat Picking Studies – Picking Studies 1-9 Bull Durham, Frog Junction, Catawissa Blues

Week Two:

Concept *Key of Ami, Alt picking and Scales*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 1 - 4

Flat Picking Studies – Picking Studies 1-12, Prelude in C, C Etude, Old Pail, Kuranda

Week Three:

Concept *Key of Amii, Alt picking and Scales*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 5-8

Flat Picking Studies – Senorita, Nocturne, Valse, Russian

Week Four:

Concept *Key of G, Alt picking and Scales, Accidentals*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 9-12

Flat Picking Studies – Dance Picking Studies 1 – 8, Trekking, Lavender waltz, The Gauchos

Week Five:

Concept *Key of G, Alt picking Triplets*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 13-16

Flat Picking Studies – Poinsettias, Tarantella, A Triple Play, Bcelona

Week Six:

Concept *Key of Emi, Alt picking*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 17-20

Flat Picking Studies – Picking Studies 1-4, Excursion, Jazz Etude, Forest Trail, Brighton Waltz

Week Seven:

Concept *Key of Emi, Alt picking*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 21-24

Flat Picking Studies – Razorback, The Hope, Wade in the Water, Coldwater Creek

Week Eight:

Concept *Key of F, D.S al fine, Fine, Chords in Key of F (F, Bb,C7)*

Lessons **Concept;** Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 25-28

Flat Picking Studies – Picking Studies 1-13, Accompaniment Styles in F,
Melody in F

Week Nine:

Class Performances / Final



COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: November 10, 2017 Administrator's Name: Richard Aiello

Department and School: Fine Arts Reuther Central High School

Course Name: Guitar Studies 3-2

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: .25 Check if honors: ☐

Recommended Prerequisites (if any): Guitar 1, Guitar 2, Guitar 3-1

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

At Reuther, we are looking to address the music talents and needs of the diverse learner through different approaches to music. There are numerous students that have various musical talents that do not fall into the traditional way music has been approached in our district. This sequence of courses will focus on the guitar and allow for students to develop their skills in a classroom setting. At Reuther we currently offer Guitar 1 & 2 but with our students achieving higher levels, we have found the need to add additional courses to keep up with their progress.

Proposed Course Description: In three or four sentences, write a course overview.

This advanced level course will continue to develop skills around major and minor scales, more difficult chord progressions, focusing on both flat picking and classical finger style. This course will also further develop the students' capacity to play to an authentic audience.

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B.12.3 Play by ear accompaniments on a harmonic instrument while singing or playing the melody.

B.12.6 Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of four on a scale of one to six.*

B.12.7 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

B.12.8 Perform in small ensembles.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

See Appendix A.

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

Guitar Studies 3-2**Course Text –****Mel Bay Modern Guitar Methods Grade 2****Mauro Giuliani's 120 Studies for Right Hand Development****World's Favorite Classical Guitar Solo****Week One:**

Concept *Scale Review*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development
 Giuliani Studies; 29 - 32
 Flat Picking Studies; Review all picking studies from C,Ami,G,Emi,F
 Classical Studies; Select 2 Pieces (College Audition Material) and continue practicing last pieces.

Week Two:

Concept *Intervals*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development
 Giuliani Studies; 33 - 36
 Flat Picking Studies; Fargo, Silverheel's Shuffle, Daily Study in F, The Carousel,
 Classical Studies; Check in

Week Three:

Concept *Review Scales*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development
 Giuliani Studies; 37-40
 Flat Picking Studies; Triplet Etude, The Happy Farmer,Bubba's Bounce, Soulard
 Classical Studies; Check in

Week Four:

Concept *Key of D Minor / Dmi Gm A7 Chords*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 41-44

Flat Picking Studies; Etude in D mi, Picking Studies 1-11, Accompaniment style in D mi, Balkan Moon

Classical Studies; Check in

Week Five:

Concept *Key of D Minor / Dmi Gm A7 Chords*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 45 - 48

Flat Picking Studies; Andante, March Slav, Intention in Dm, Bucharest

Classical Studies; Check in

Week Six:

Concept *Note up neck on second string / Playing in 3rds*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 49 - 52

Flat Picking Studies; Exercise in 3rds, A song in D Minor, Swing Low sweet Chariot

Classical Studies; Check in

Week Seven:

Concept *Building Major Chords*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 53 - 56

Flat Picking Studies; Valse in Dm, The Rights of Man, Thirds in F, Juanita, Dolores

Classical Studies; Check in

Week Eight:

Concept *Key of F, D.S al fine, Fine, Chords in Key of F (F, Bb, C7)*

Lessons Concept; Flat Picking Studies & Classical Repertoire Development

Giuliani Studies; 57 - 60

Flat Picking Studies; Trail Ridge, Manitou, Mesa Verde, Where You There

Classical Studies; Check in

Week Nine:

Class Performances of classical piece

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 23, 2018

**Proposed Adjustment to the 2017-18 & 2018-19
High School Instructional Calendars**

In September 2017, the Department of Public Instruction first communicated that the ACT organization was extending the required duration of time for the three WorkKeys assessments. This change will impact the existing board approved calendar. The WorkKeys assessments are currently comprised of three writing prompts that help students understand how they can improve their career readiness skills and how employers determine qualified candidates. The prompts cover the content areas of applied math, graphic literacy, and workplace documents and are required of all grade 11 students. Approved testing modifications allow for some designated students to utilize extended time, including the English Learner group which requires that the assessments be completed in a single day, taking most of the school day.

The grade 11 ACT assessments are currently administered over two consecutive state mandated days, typically in late February or early March. The rigorous proctoring schedule for the first day (which covers the ACT with Writing assessments) calls for Juniors only to attend and students in grades 9, 10, and 12 to not attend. Juniors are usually done around 12:45 and lunch is not included in this day, though snack periods are utilized between some of the assessments. Day two, which covers the WorkKeys assessments, has been scheduled as a delayed start for those three non-tested grades., however, with the newly required increased assessment time for day two, the transitional time for ending the WorkKeys assessments and starting a modified schedule presents greater challenges. Administration is proposing that the WorkKeys testing day two become a Juniors only day. A summary schedule is shown below for most students and staff, as others will be utilizing extended time and services.

	Current WorkKeys Schedule for 2/28/18	Proposed WorkKeys Schedule for 2/28/18 & early Spring 2019 (Date TBD)
Start of day	Juniors only, arrival at normal time	
End of assessments	10:45	11:15
Closing out assessment tasks	11:00	11:30
Arrival of grades 9, 10, 12	10:45	NA
Student Lunch Period	Three lunch periods during instructional periods 4 & 5	NA
Remainder of day	Shortened instructional periods 6 & 7	Equal split of non-instructional schedule between Prep Time and Collaboration Time

Recommendations

Administration recommends that the School Board review and approve the proposed WorkKeys schedule for the 2017-18 and 2018-19 High School Instructional Calendars at the January 23, 2018 meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 23, 2018

Open Enrollment Allocations – 2018-19 School Year

The Wisconsin Department of Public Instruction (DPI) stipulates that each resident school district allocate open enrollment spaces during their January board meetings. The 2018-19 Open Enrollment period is from February 5 to April 30, 2018. Along with the posted 3-month open enrollment window, applicants may also apply to a non-resident district using the designated Alternative Open Enrollment Application during the current school year if the applicant can demonstrate that he/she meets certain criteria. Appendix A contains a listing by grade of available open enrollment regular education spaces for School Year 2018-19. DPI has communicated that the District's affirmation must specifically delineate both regular education seats by specific grade level and special education seats by program and/or service type.

KUSD Policy 5260 requires that a current open enrolled student re-apply just once, which is during the transition from elementary to middle school, or if they first enrolled during middle school, then they must reapply during the transition from middle school to high school. Also, tuition waiver students (those who start the year in KUSD but move out of district) have a right to complete the current year and apply for open enrollment the following year. Even though these are current KUSD students, they are counted as new applications for our state reporting.

The Offices of Educational Accountability, School Leadership, Teaching and Learning, Special Education/Student Support and Early Education met on multiple occasions to determine available spaces for School Year 2018-19 within the Kenosha Unified School District. After review of the available data and enrollment projections, this cooperative team with the endorsement of the Superintendent of Schools makes the recommendation contained in Appendix A (regular education) and Appendix B (special education) to the School Board.

Administrative Recommendation:

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students for school year 2018-19.

Recommendation is for a total of 205 spaces, 18 of which are designated for selected special education programs service/types as noted below.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Sue Valeri
Chief of School Leadership

Bridget Kotarak
Interim Director of Special Education
and Student Support

Luanne Rohde
Director of Early Education Programs

Renee Blise
Research Coordinator

APPENDIX A
Number of Regular Education Open Enrollment Spaces (2018-19)

Grade Level	Regular Education Recommended Spaces
Pre-K	30
Kindergarten	20
Grade 1	10
Grade 2	10
Grade 3	10
Grade 4	10
Grade 5	10
Grade 6	50
Grade 7	10
Grade 8	10
Grade 9	20
Grade 10	5
Grade 11	5
Grade 12	5
Total	205

Historical Open Enrollment Allocations & Confirmed Enrollments

School Year	Board Allocated Seats	New Open Enrollment Students (3 rd Friday)	Total Open Enrollment Students (3 rd Friday)	Alternative Application Enrollments Accepted
2017-18	205	42	105	22
2016-17	195	37	99	17
2015-16	457	7	80	7
2014-15	37	24	69	13
2013-14	65	15	51	3
2012-13	111	14	55	1
2011-12	53	15	52	NA
2010-11	71	10	51	NA

APPENDIX B
Number of Special Education Open Enrollment Spaces (2018-19)

Program	Recommended Spaces
High School	
• Cross-Categorical	3
• Speech/Language	0
Middle School	
• Cross-Categorical	5
• Speech/Language	0
Elementary School	
• Cross-Categorical	6
• Speech/Language	0
• Early Childhood	4
District-Wide	
Occupational Therapy	0
Physical Therapy	0

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 23, 2018

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2016-17 - Graduation Class of 2017)

Executive Summary

Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. This cohort analysis is the twenty-second annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial enrollment as a ninth grader on the Official Third Friday Count Day in SY 2013-14 until the end of summer school four school years later in August 2017. Additionally, the graduation “base cohort” of the Class of 2016 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2015 after two years (sixth year).

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in the Kenosha Unified School District (KUSD) during the 4-year time period, whether or not the student *began* in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the annual Accountability School and District Report Card: Closing Gaps and On-Track and Postsecondary Readiness. For the school and district report cards, DPI provides data on the 4-year cohort and the 6-year cohort graduation rates. DPI’s WISEdash portal also includes a 5-year rate. This KUSD cohort report will align with the DPI model of presenting a 4-year, 5-year and 6-year graduation rate.

Beginning in SY 2010-11, new federal guidelines regarding student race and ethnicity were implemented. In the past, parents/guardians were required to categorize their child in one of the following ethnic groups: Asian, Black/African American, Hispanic, Native American, and White. The current guidelines apply a two-part question format: first whether or not the student is Hispanic/Latino **and** then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The students of the Class of 2017 will utilize the new race/ethnicity categories whereas cohorts prior to Class of 2014 will use the former categories.

The current graduation requirements for core content areas are 3.0 credits for Social Studies, Math and Science and 4.0 credits for English. KUSD Rule 6456 also includes a Community/Service Learning requirement with a minimum of 10 service hours, which is a locally applied requirement. A recent change effective for Kenosha Unified students earning a diploma in School Year 2016-17 is an additional 0.5 elective credit which totals to 8.0 elective credits and a total credit requirement of 23.5. In addition, all students, beginning in 2016-17, have to successfully pass the U.S. Civics Exam (U.S. Citizenship and Immigration Services Exam) with a score of 60 or higher out of 100 questions. This minimum score was changed to 65 for diploma requests in School Year 2017-18 (unless the student

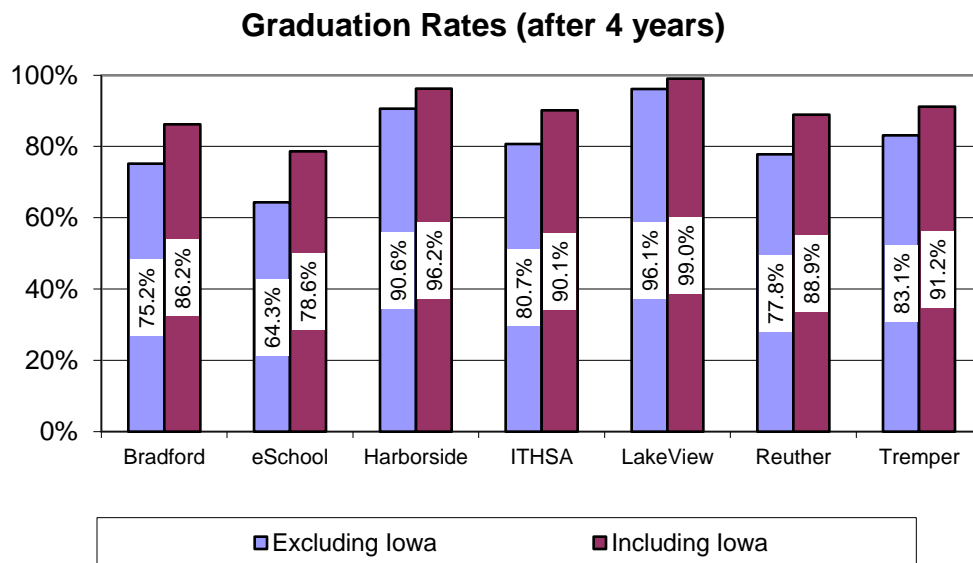
already received a passing score). Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 4 credits for English/Language Arts, 3 credits each for Social Studies, Math and Science, 1.5 in physical education, 0.5 in health education and encourages an additional 8.5 credits which totals 23.5 credits. For the current school year (cohort 2017) the graduation requirement total number of credits for KUSD is equal to the state of Wisconsin suggested total of 23.5.

NOTICABLE FINDINGS

Four-Year Cycle (Class of 2017)

The following is a list of findings based on a review of this year's cohort analysis. Please note that the terms "Students with Disabilities", "Economically Disadvantaged", and "English Learner" are used as defined by the federal Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB), and the Individuals with Disabilities Education Act (IDEA), as well as the state-approved waiver agreement post-NCLB, and are consistent with DPI reporting.

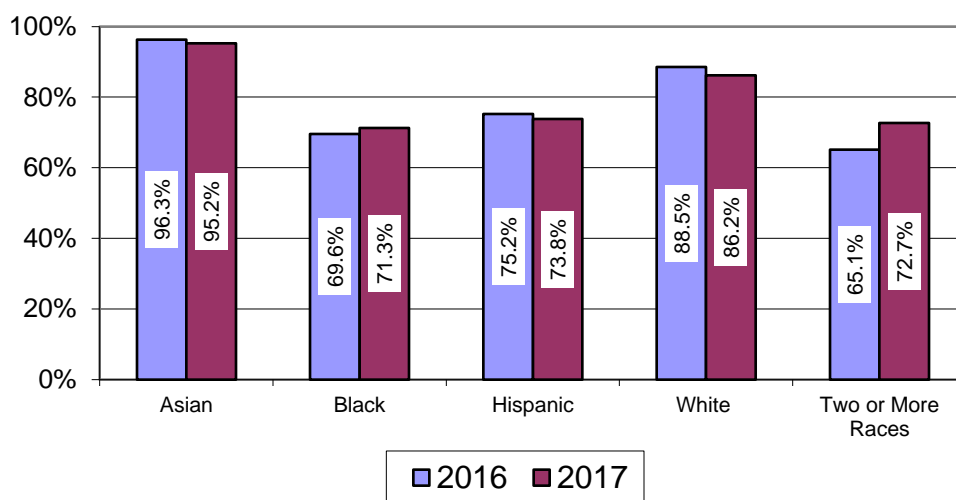
1. At the end of the four-year cycle, the KUSD Class of 2017 achieved an overall graduation rate of 81.1% when excluding "Iowa" graduates, and 90.1% when including "Iowa" graduates. The final figure displays really no change from 90.2% reported by the Class of 2016. However, it is the third year that the overall cohort graduation rate surpassed 90%.



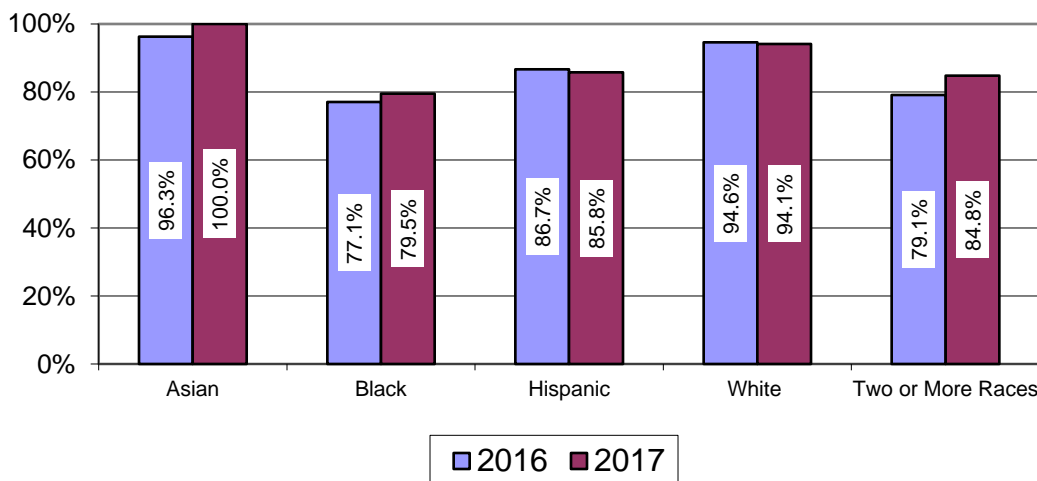
2. As in previous years, Females graduated at a higher rate than Males. When excluding "Iowa" graduates, Females report 85.3% compared to Males at 77.3%. When including "Iowa" graduates, this gender gap closes slightly to five percent with the Class of 2017 reporting Females graduating at 92.8% and Males at 87.6%.
3. Most of the minority ethnic groups graduated at lower levels than their white peers in 2017. The only exception is with Asian students where they continue to graduate at the highest levels compared to all ethnic groups; 95.2% when excluding "Iowa" graduates and 100.0% when including "Iowa" graduates.

4. Black students and those with Two or More Races show the lowest graduation rates. **However**, both **Black** and students with **Two or More Races** showed an **increase** from **2016 to 2017** when excluding and including “Iowa” graduates. **Black students increased from 69.9% in 2016 to 71.3 % in 2017 when excluding “Iowa” graduates and increased from 77.1% to 79.5% when including “Iowa” graduates. Students with Two or More Races increased from 65.1% in 2016 to 72.7% in 2017 when excluding “Iowa” graduates and increased from 79.1% to 84.8% when including “Iowa” graduates.**

Graduation Rates by Ethnicity (Excluding Iowa)



Graduation Rates by Ethnicity (Including Iowa)

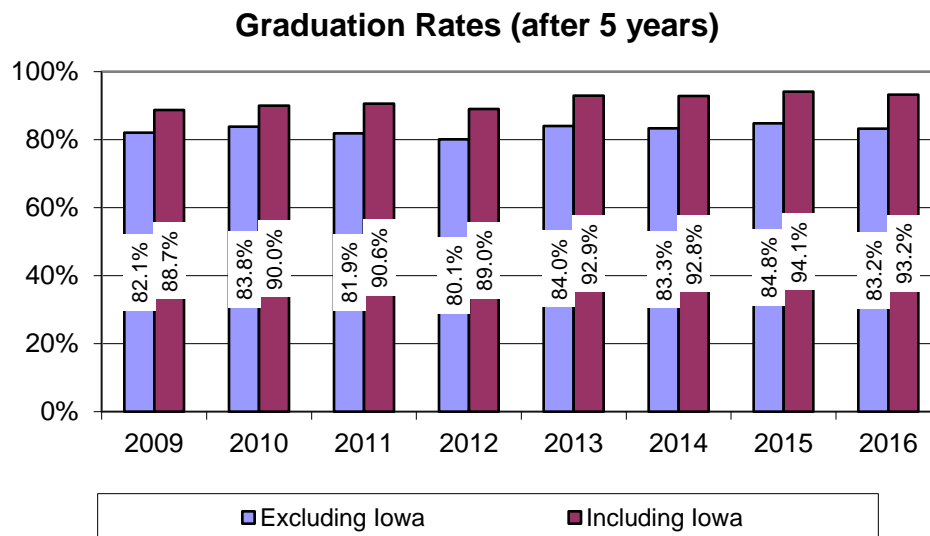


5. The graduation rates for the target groups in the School and District Report Card, “Students with Disabilities”, “Economically Disadvantaged”, and “English Learners” report graduation rates at a lower rate than their comparison group.
6. English Learners reported a decrease from 2016 to 2017. When including “Iowa” graduates, the rate decreased from 87.0% in 2016 to 81.2% in 2017. However, with the 5-year and 6-year rate, LEP students surpassed the 90% rate for the first time. The 5-year rate for the Class of 2016 was 91.6% and the 6-year rate for the Class of 2015 was 90.8%.

7. The percent of students that transferred out of Kenosha since 9th grade was 9.9% in 2017. One of the highest rates was from Black students, with 20.7% transferring out since 9th grade compared to 16.1% with the Class of 2016.
8. The dropout rate increased to 2.1% in 2017 compared to 1.5% in 2016 when *excluding* “Iowa” graduates as dropouts. The student groups with higher dropout rates were Black students (5.6%) or English Learners (5.3%).
9. The number of “Iowa” graduates in the 2017 Cohort Graduation Class after four years increased to 139. There were 114 with the Class of 2016 and 99 with the Class of 2015.

Five-Year Cycle (Class of 2016)

10. At the end of the five-year period, 1,276 students (83.2%) graduated when *excluding* “Iowa” graduates and 1,429 students (93.2%) graduated when *including* “Iowa” graduates, resulting in an additional 0.5% and 3.0% of students, respectively, when compared to the end of the fourth year of the Class of 2015.



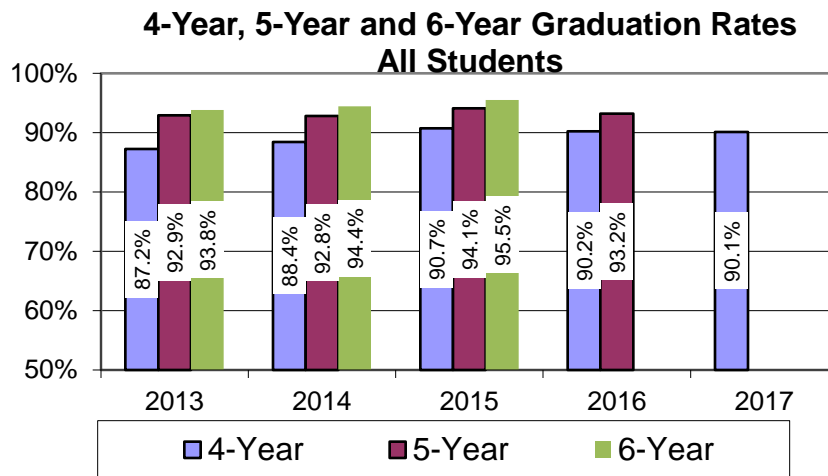
11. The Class of 2016, when compared to that of the Class of 2015, reported rates slightly lower (92.2% in 2016 vs. 94.1% in 2015). However the 5-year rate for the Class of 2016 is an increase from the 92.8% in 2014. All groups, except Black and Two or More Races, reached 85% or higher. The most notable increase was with English Learners, reporting 91.6% in 2016 compared to 88.2% with the Class of 2015.
12. The percent of “Credit Deficient” students in the 2016 graduation cohort group at the end of the fifth year was 2.6%, a decrease from 8.3% after four years.
13. The number of “Iowa” graduates in the 2016 cohort group after five years was 153 students, an increase of 39 students when compared to the same cohort group after four years.

Six-Year Cycle (Class of 2015)

14. At the end of the six-year period, 1,218 students (85.2%) graduated when excluding “Iowa” graduates and 1,365 students (95.5%) graduated when including “Iowa” graduates, resulting in an additional 1.4% and 4.8% of students, respectively.

Cohort Graduation Rates

15. The Class of 2013 was the first to meet an 85% graduation rate with a 4-year rate of 87.2%. The following year reported another increase to 88.4%. The Class of 2015 was the first to perform over 90% and this trend has continued. The 5-year rates generally show a 3 to 5 percentage point increase from the 4-year rate to the 5-year rate. The six-year rates report an additional increase of 1 to 2 percentage points when compared to the 5-year rate.



Administrative Recommendation:

Administration recommends that the school board review and accept the 2016-17 Four Year Graduation Rate – Cohort Analysis Report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Renee Blise
Research Coordinator

Link to Complete Report with Appendices:

<http://kusd.edu/sites/default/files/document-library/english/cohort-report.pdf>

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KENOSHA UNIFIED SCHOOL DISTRICT

January 23, 2018

Energage Survey Summary

Kenosha Unified recently implemented the third annual organizational survey. Partnering with Energage (formerly WorkplaceDynamics), KUSD administration finds value with encouraging employee feedback through both select response ratings and open-ended comment submissions. Using an industry valued employee engagement platform, Energage continues to be a national provider of comprehensive organizational surveys, integrating data from over 16 million survey responses. Multiple workplace metrics (themes) and factors are measured; “Direction”, “Effectiveness”, “Connection”, and “My Manager” are factors of the “OrgHealth” metric and “My Work”, “My Expectations”, and “My Pay & Benefits” are factors of “The Basics” metric. Each of these factors may be further explored by selecting different demographic filters (departments, tenure, factor statements, etc.). The “OrgHealth” and “The Basics” work metrics help to establish employee engagement, newly labeled as “Business Outcomes”. The overall goal is to improve the workplace environment with increased support, improved work efficiency, and overall staff satisfaction.

The Energage survey was distributed to staff via a secure email link to allow for anonymous delivery and feedback, with multiple reminders to encourage a high response rate. Staff were able to provide responses to both select response statements and open-ended comment boxes. KUSD has used valuable feedback from prior survey results to make additional effort and purposeful practices towards planned improvement. For example, two of the noted areas of concern from the 2016 survey related to low staff appreciation and communication shortfalls. With the majority of the comments of appreciation related to salary concerns, the efforts of the salary design teams and the ability to communicate organizational initiatives provided opportunities to integrate improved practices. From the central office departments and the buildings, repeated and consistent efforts to share goals, progress updates, and impact areas produced improvement survey rates in both of these work areas. Recently, administrators from every building and department received respective access to their feedback and responses and additional resources to begin to work with these latest results. As in prior years, all staff will be presented with their corresponding school and/or department data during the spring months. The data trend analysis and overall survey results over the past three years are summarized in the accompanying presentation.

Survey Participation

	2015	2016	2017
Survey Window	April 13-27	October 3-17	October 2-16
Surveys Sent	2,502	2,528	2,532
Responses	2,098	2,084	1,880
Response Rate	83.9%	82.4%	74.2%
Comments & Improvement Ideas	4,200	3,800	5,361

2017 GENERAL FINDINGS

The most recent set of Energage results produced some general findings, both in the single year data set as well as the trend over the previous few years. The scores referenced below are based on a 7.0 Likert scale, with a point distribution assigned for each response.

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
0.0	1.0	2.0	3.0	4.0	5.0	6.0

- KUSD achieved an overall average “OrgHealth” metric score of 3.64 in 2017, which is a slight increase from 3.58 in 2016.
- Though the latest survey experienced a reduced level of participation (74%) from the previous two years (+80%), it is still above the Energage threshold goal of 64%.
- A noticeably consistent demographic is that for all three years of survey results, 56% of the staff have at least ten years of KUSD experience, thus enabling an opportunity to build off historic job knowledge and growth.
- Only two of the workplace statements had an average score below the 3.0 neutral mark, which is an improvement from 2016 as those results found four statements below neutral.
- One can relate that the Board approved district mission, vision, and goals, and the progress for goal implementation were factors in an overall increase with the statement “I believe KUSD is going in the right direction”, rising from 3.48 in 2016 to 3.63 in 2017.
- All four of the statements related to effectiveness and execution remained either steady or experienced a slight increase, though two are producing neutral results.
- Employee engagement was flat at 31% for two years, but has now increased to 34%. Full engagement is measured by positive responses to all three engagement statements. This increase was noticed in both the work referral and work loyalty areas.
- The lowest average rating for a single statement for all three years was related to pay. However, this statement achieved the second highest growth of all the statements. Erasing half of the original decline experienced between the first and second, this statement rose from 2.01 in 2016 to 2.41 in 2017.

2017 Top Challenges:

- The “OrgHealth” factor with the largest performance decline (-7%) was the work alignment statement “There is not a lot of negativity at my workplace.” This statement declined from 3.33 in 2016 to 3.20 in 2017. Themes associated with this decline were negative staff at buildings, frustration for not having enough time to complete work, and sharing of gossip/unfounded communications.
- The area of job execution through efficient work practices remained steady, though still hovering at neutral (2.99). Even with an overall increase for communication of important decisions (+27%) and no change for inter-departmental cooperation (+/- 0%), many suggestive comments came from staff asking for further progress to help improve overall organizational efficiency in both areas.
- Another statement that is hovering around the neutral value with a slight annual increase (+3) is the statement: “Senior managers understand what is really happening at KUSD.” A main concern with this statement is the perceived misunderstanding of the work environment of the non-managers on the part of the managers. Note: “Senior Managers” are aligned to the KUSD Leadership council (Superintendent and Chief assignments), “Managers” are aligned to supervisors across the district, including building administrators, and the remaining responders are aligned to the general “Team Member” population. Communications to KUSD staff presented these defined labels, however, a person taking the survey could still have their own perceptions as to whom they might include in each group.

Top Celebrations:

- KUSD staff continue to positively express their belief that they are “part of something meaningful” in their service to this organization and its customers. This feeling was echoed as 131 of the 144 positive comments (91.0%) were associated to staff that took pride in helping students learn and grow.
- The highest “Basic” statement related to staff feeling positive about the benefits package they are receiving. This statement increased (+13%) nearly as much as the increase for staff perception of fair pay (+20%) from the previous year.
- The “My Manager” statements continue to be some of the consistently highest performing testimonials over all three years. These statements focus on the efforts of managerial support for all staff; professional growth, addressing concerns, and overall helpfulness.

This survey mainly consisted of the following “workplace statements”, which are ranked highest to lowest according to the overall KUSD change in annual results from the previous year (Appendix A). Statements that have the heart “❤️” icon are aligned to the “OrgHealth” metric and statements that have the briefcase “👛” icon are associated with “The Basics” metric. The data in the chart identifies both the survey scale score and the change over time. Though the “fair pay” statement is the statement with the lowest overall result of below neutral, this statement had the second highest improvement from the 2016 survey data.

Summary:

Overall, the third year of survey results have shown increases or holding steady in most every area. To experience growth from increased attention and strategic planning helps to reinforce the notion that each area of concern could be improved upon. Utilization of these results will take place on multiple levels. Areas to celebrate may be replicated at specific locations and departments that may benefit from quality examples. In the same sense, current challenges will be further explored for implementation of specific action plans.





















The district plans to continue to conduct this survey every fall in order to track improvement and change over multiple years. This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Annie Petering
Chief Human Resources Officer

Mr. Kristopher Keckler
Chief Information Officer

Appendix A: Energage Statement Scores 2015-17

Energage Statement		2015	2016	2017	Change from 2016
I feel well-informed about important decisions at KUSD		3.05	2.88	3.42	0.54
My pay is fair for the work I do		2.80	2.01	2.41	0.40
My benefits package is good compared to others in this industry		3.81	3.60	3.86	0.26
I believe KUSD is going in the right direction		3.50	3.48	3.63	0.15
I feel genuinely appreciated at KUSD		3.72	3.57	3.70	0.13
Senior managers understand what is really happening at KUSD		2.92	2.96	3.03	0.07
New ideas are encouraged at KUSD		3.61	3.59	3.63	0.04
KUSD operates by strong values and ethics		3.62	3.72	3.76	0.04
At KUSD, we do things efficiently and well		2.80	2.96	2.99	0.03
KUSD encourages different points of view		NA	3.36	3.39	0.03
My manager helps me learn and grow		4.07	4.14	4.16	0.02
This job has met or exceeded the expectations I had when I started		3.72	3.67	3.69	0.02
My manager cares about my concerns		4.15	4.19	4.21	0.02
My job makes me feel like I am part of something meaningful		4.28	4.39	4.40	0.01
There is good inter-departmental cooperation at KUSD		3.18	3.32	3.32	0.00
KUSD enables me to work at my full potential		3.44	3.61	3.59	-0.02
I get the formal training I want for my career		3.71	3.77	3.75	-0.02
My manager makes it easier to do my job well		4.22	4.26	4.23	-0.03
I have the flexibility I need to balance my work and personal life		3.41	3.28	3.25	-0.03
There is not a lot of negativity at my workplace		3.19	3.33	3.20	-0.13

Scoring Scale

Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
0.0	1.0	2.0	3.0	4.0	5.0	6.0

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Kenosha Unified School District
Kenosha, Wisconsin

January 23, 2018

Review of School Board Policy 8860 – Citizen Advisory Committees

At the request of School board members Michael Falkofske and Rebecca Stevens, School Board Policy 8860 – Citizen Advisory Committees is presented for consideration.

Tamarra Coleman
School Board President

Michael Falkofske
School Board Member

Rebecca Stevens
School Board Member

POLICY 8860
CITIZEN ADVISORY COMMITTEES

The School Board recognizes that citizen advisory committees provide a method for the participation of the general public in matters of educational planning and school operation.

Citizen advisory committees shall be appointed by the School Board and/or Superintendent of Schools for specific purposes and shall be representative of the entire School District.

Members of the minority community shall be actively recruited and encouraged to participate on citizen advisory committees to ensure that the needs of minority students are being met.

The charge to citizen advisory committee members shall include the scope, time limit and responsibilities of their particular committee assignment. The Superintendent shall assign District personnel as resource persons to citizen advisory committees. The Board President shall appoint up to two Board members to all citizen advisory committees.

Citizen advisory committees shall be limited to making recommendations and suggestions for Board or administration consideration. No citizen committee shall be empowered to make decisions that are the legal responsibility of the Board or administration.

Public notice shall be given of citizen advisory committee meetings as required by state law and Board policy.

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: July 10, 2001
February 24, 2015



January 23, 2018

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Urban Culture donated \$350 to the Fine Arts Department for Band-O-Rama, Choral Festival and Orchestra Fest.
2. Scarlato Enterprises donated \$200 to Bradford High School. The donation is to be used for the Regional Scholastic Art Competition.
3. Micro Methods, Inc. donated \$100 to the LakeView Technology Academy Supermileage Vehicle Club.
4. The Catholic Woman's Club of Kenosha donated hats, mittens and scarves to the students of Kenosha Unified School District. The estimated value of this donation is unknown.

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

January 23, 2018

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

January

- January 3, 2018 – Schools and ESC Reopen
- January 9, 2018 – Standing Committee Meeting – 5:30 P.M. in ESC Boardroom
- January 15, 2018 – District closed for Dr. Martin Luther King, Jr. Day
- January 19, 2018 – Staff Workday – No school for students
- January 23, 2018 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

February

- February 13, 2018 – Standing Committee Meetings
- February 27, 2018 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

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