



REGULAR MONTHLY BOARD MEETING

January 22, 2019

7:00 PM

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

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Regular School Board Meeting
January 22, 2019
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. National AP Scholar Award Recipient
 - B. National Association of Music Merchants Best Community for Music Education
 - C. Wisconsin High School Theatre Festival Awards
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve 4
Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations
 - B. Consent/Approve 5
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 - C. Consent/Approve 20
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 - A. Discussion/Action 28
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XVI. Adjournment	

Kenosha Unified School District
Kenosha, WI
January 22, 2019

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Altoro	Kristy	Food Service	Food Service Worker	Food Service	10/30/2018	1	\$18.24
Appointment	Ambrose	Amber	EBSOLA CA	Cross Categorical	Instructional	01/08/2019	1	\$50,596.00
Appointment	Ayers	Bianca	Somers Elementary School	Special Education	ESP	12/12/2019	1	\$17.21
Appointment	Foster	La'Porsha	Chavez Learning Station	Preschool Associate	ESP	01/07/2019	1	\$17.21
Appointment	Gonzalez	Gonzalo	EBSOLA CA	Classroom	ESP	11/30/2018	1	\$15.19
Appointment	Hubbard	Ayana	Jefferson Elementary School	Classroom	ESP	12/03/2018	0.9	\$15.19
Appointment	Kohlmeier	Nicole	Chavez Learning Station	Preschool Associate	ESP	11/05/2018	1	\$17.21
Appointment	Last-Konicki	Angela	Brompton School	Art	Instructional	11/05/2018	0.5	\$23,290.00
Appointment	Lumley	Brittany	Jefferson Elementary School	Multi-Age 2/3	Instructional	01/07/2019	1	\$43,332.00
Appointment	Milnes	Miranda	Forest Park/EBSOLA CA	E.C.	Instructional	01/07/2019	1	\$41,517.00
Appointment	Morales	Alba	Bradford High School	Special Education	ESP	01/07/2019	1	\$17.21
Appointment	Nunez	Romona	Whittier Elementary	Special Education	ESP	01/07/2019	1	\$17.21
Appointment	Quinn	T'Darra	Roosevelt Elementary School	Classroom	ESP	01/07/2019	0.8	\$15.19
Appointment	Schumacher	Alanna	McKinley Elementary School	Special Education	ESP	01/08/2019	0.5	\$17.21
Appointment	Villont	Barbara	Mahone Middle School	Interim Assistant Principal Middle School	AST	12/19/2018	1	\$88,285.00
Resignation	Cairo Jr	Louis	McKinley Elementary School	Head Custodian	Service	01/11/2019	1	\$23.20
Resignation	Christianson	Lukas	Mahone Middle School	Grade 6	Instructional	01/25/2019	1	\$48,779.00
Resignation	Hughes	Rebecca	Washington Middle School	Grade 6	Instructional	11/28/2018	1	\$53,284.00
Resignation	Landmark	Rebecca	Tremper High School	Special Education	ESP	12/21/2018	1	\$17.21
Resignation	Marshall	Cortney	Indian Trail High School & Academy	Security	ESP	12/10/2018	1	\$16.20
Resignation	McLain	Nedra	Indian Trail High School & Academy	Security	ESP	01/22/2019	1	\$16.20
Resignation	Ortiz	Yasmin	Athletics	Administrative Specialist (12 MO)	ASP	01/18/2019	1	\$22.36
Resignation	Simar	Joan	Food Service	Food Service Worker	Food Service	10/31/2018	1	\$19.25
Resignation	Stanley	Jenifer	Brompton School	Special Education	ESP	12/21/2018	1	\$17.21
Resignation	Stevenson	Melinda	Reuther Central High School	Administrative Support (10 Mo)	ASP	12/11/2018	1	\$18.31
Resignation	Walker	Suzanne	Food Service	Food Service Worker	Food Service	01/22/2019	1	\$19.25
Retirement	Myer	Calvin	Facilities	Truck Driver	Service	02/11/2019	1	\$23.86
Retirement	Usinger	Ricky	ESC	Electronics Tech Crew Leader	Facilities	01/31/2019	1	\$29.53

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A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 11, 2018

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 11, 2018, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Presentation/Discussion/Action – Health Insurance and Other Employee Fringe Benefits Request for Proposal Results and Determination of Vendor Finalists – Hays Companies.

The meeting was called to order at 5:32 P.M. with the following members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis; Mrs. Ruder; Mr. Hamdan; Mr. Neuberger of Hays Companies; and Mr. Smessaert of Hays Companies were also present

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

There were views and/or comments by the public.

Mrs. Tanya Ruder, Interim Chief Human Resources Officer, introduced Mr. Neuberger and Mr. Smessaert from Hays Companies.

Mr. Neuberger and Mr. Smessaert presented the Health Insurance and Other Employee Fringe Benefits Request for Proposal Results via a PowerPoint presentation which covered the following topics: medical carrier market update, medical carrier marketing results, key considerations, finalist meeting proposed agenda, and action by the board.

Mr. Neuberger, Mr. Smessaert, Mrs. Ruder, and Mr. Hamdan answered questions from Board members.

Mr. Kunich moved to approve WEA Trust and United Health Care from the broad network and Humana WVN and Network Health HMO from the narrow networks as medical carrier vendor finalists. Mrs. Stevens seconded the motion.

Discussion amongst Board members followed.

Mr. Kunich moved to amend his motion to approve WEA Trust, UHC and Humana HPN as medical carrier vendor finalists. Amendment failed due to lack of second.

Discussion amongst Board members followed.

Mr. Wade asked for a roll call vote on Mr. Kunich's original motion to approve WEA Trust, United Health Care, Humana, and Network Health as medical carrier vendor finalists.

Roll call vote: Ayes: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Kunich and Mr. Wade. Noes: None. Abstained: Mr. Duncan and Mrs. Modder.

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

Meeting adjourned at 7:17 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 11, 2018

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 11, 2018, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 7:23 P.M. with the following members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present.

Mr. Wade, President, opened the meeting by announcing that this was a 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.

Mr. Wade announced that an executive session had been scheduled to follow this special meeting for the purpose of Review of Findings/Order by Independent Hearing Officer, Personnel: Position Assignments, and Personnel: Compensation and/or Contracts.

Mrs. Modder moved that the executive session be held. Mr. Duncan seconded the motion.

Roll call vote. Ayes: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Noes: None. Unanimously approved.

1. Personnel: Position Assignments and Personnel: Compensation and/or Contracts
Dr. Savaglio-Jarvis presented board members with a position assignment.

Mrs. Barb Villont arrived at 7:27 P.M. and answered questions from Board members. Mrs. Villont was excused at 7:32 P.M.

The Board recessed at 7:32 P.M. and reconvened at 8:21 P.M.

2. Review of Findings/Order by Independent Hearing Officer
Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 8:21 P.M. and presented Board members with information relating to an expulsion.

Dr. Savaglio-Jarvis and Mr. Tenuta departed the meeting at 8:26 P.M.

Mr. Kunich moved to approve the hearing officer's recommendation with the addition that the student be reviewed by the School Board prior to returning to his/her home school. Mr. Battle seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:33 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 11, 2018

A regular meeting of the Kenosha Unified School Board was held on Tuesday, December 11, 2018, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Wade, President, presided.

The meeting was called to order at 7:34 P.M. with the following Board members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present.

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

There were no awards or recognitions.

Dr. Savaglio-Jarvis presented an Administrative Appointment.

Mr. Kunich moved to approve Mrs. Barb Villont as the Interim Assistant Principal at Mahone Middle School. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Kunich introduced the student ambassador, Benjamin Abrahamson from Bradford High School, and he made his comments.

There was not a legislative report.

Views and/or comments were made by the public.

There were responses/comments by Board members.

The Board President made his remarks.

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

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 11/27/18 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 2018 cash receipt deposits totaling \$276,343.16, and cash receipt wire transfers-in totaling \$3,998,719.23, be approved.

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

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

Consent-Approve item XI-D – Policy 3420 – Purchasing submitted by Mrs. Salo; Mr. Robert Hofer, Purchasing Agent; Mr. Hamdan; and Dr. Savaglio-Jarvis, excerpts follow:

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

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

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

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

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

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

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

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

Dr. Savaglio-Jarvis presented the 2019-2020 Instructional Calendar Adjustment submitted by Mrs. Lorien Thomas, Research Coordinator; Mrs. Tanya Ruder, Interim Chief Human Resource Officer; Mr. Kristopher Keckler, Chief Information Officer; and Dr. Savaglio-Jarvis, excerpts follow:

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

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

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

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

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

Recommendations Administration recommends that the School Board review and accept the proposed 2019-2020 Instructional Calendars adjustments (as noted in the attachments) at its December 11, 2018 meeting.”

Ms. Stevens moved to approve the 2019-2020 Instructional Calendar adjustments as noted in the report. Mr. Duncan seconded the motion. Unanimously approved.

Mr. Hamdan introduced Mr. David Maccoux from Schenck, S.C. and he presented the Annual Financial Report for 2017-2018. 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 moved to accept the Annual Financial Report for 2017-2018. Mrs. Modder seconded the motion. Unanimously approved.

Ms. Stevens presented Resolution No. 352 – National Mentoring Month – January 2019 which read as follows:

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

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

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

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

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

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

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

Ms. Stevens moved to approve Resolution No. 352 – National Mentoring Month – January 2019. Mr. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the School Safety Requirements submitted by Mr. Patrick Finnemore, Director of Facilities; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

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

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

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

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

There are a number of staff and student training requirements associated with the law and the two grant applications. One of the reporting requirements of the law (State Statute 118.07 (4) (e)) is to report the date of the most recent school training on school safety. KUSD has a very extensive training system related to ALICE as well as other safety and security prevention topics. As mentioned above, our ALICE training for students involves seven age-appropriate lessons/drills that were formally developed as lesson plans. We also have trained every staff member and new staff member the past several years on ALICE. The initial staff training is a three-hour session that includes 90 minutes of classroom instruction to understand both what is ALICE and why we have adopted it, followed by 90 minutes of active simulations in actual classrooms in our schools.

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

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

Mr. Battle moved to approve the School Safety Law Requirements. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Mary Frost Ashley Charitable Trust 2019 Grant Application submitted by Ms. 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. After the sunset of that event, the Trust continued to invite the district to apply for funding to support the academic needs of students and family education programs. Funds have been provided for school supplies, parent and student education and learning experiences, peer-to-peer mentoring, the African American Male and Female Initiative, parent leadership training, the district’s recognition program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, and a variety of other needs.

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

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

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

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

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

Mrs. Modder moved to approve the one-year grant application titled, "Framework for Healthy Youth Development: Expanding the Family Learning and Student Engagement Program" in the amount of \$136,988.27 for submission to the Mary Frost Ashley Charitable Trust. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Summer School 2018 Update and Summer School 2019 Program Recommendations submitted by Mrs. Patricia Clements, Coordinator of Gifted and Talented Education and Summer School; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

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

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

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

High school programs were offered at Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, Tremper High School, and Kenosha eSchool. Online and in-person registration was available at

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

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

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

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

- Boundary school online registration—March 18, 2019, through May 10, 2019
- Open registration—May 13, 2019, through Friday, June 21, 2019
- Teacher workday—Thursday, June 20, 2019
- No school—Thursday, July 4, 2019
- High School Session 1—Monday, June 17, 2019, to Monday, July 8, 2019 (15 days)
- High School Session 2—Tuesday, July 9, 2019, to Monday, July 29, 2019 (15 days)
- Credit recovery registration—March 18, 2019, through June 17, 2019
- Summer physical education registration—Begins March 18, 2019
- Teacher workday—Friday, June 14, 2019
- No school—Thursday, July 4, 2019

Proposed Program Updates

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

Middle School Program - Bullen Middle School and Lance Middle School will host their Summer Schools in their respective buildings.

High School Program - Summer School sessions will change from 14 days to 15 days, resulting in the Summer School calendar moving to 30 days.

As an extension to the current English Language Development (ELD) courses, the Newcomer English Language Development (Newcomer ELD) course (Appendix D), will be offered for Summer School 2019 as a half-credit elective course option. This is a preliminary course added to the current ELD I through III series at Kenosha Unified School District's comprehensive high schools. Newcomer ELD is recommended for English language learners with English proficiency levels ranging from 1 to 1.9.

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

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

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

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

Ms. Stevens moved to approve the summer calendar, program updates, and budget for Summer School 2019. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Hamdan presented the 2018-2019 Adopted Budget Book. He noted that this information was previously presented and approved at the annual budget meeting in September. He highlighted the following items included in the budget book: executive summary, district staffing, staffing by location, student information, fund balance history, detail of revenue by source, chart of revenue source, detail of expenditures, and summary of revenues expenditures by location.

There were no questions by Board members. No action was taken as this was provided for informational purposes only.

Mr. Kunich presented the Donations to the District.

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

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

Meeting adjourned at 8:17 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 8, 2019

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 8, 2019, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public, Presentation/Discussion – Broad and Narrow Network Review – Hays Companies, Discussion/Action – Possible Motion to Rescind the Motion Made at the December 11, 2018 Special Board Meeting, and Discussion/Action on Proposed Motion.

The meeting was called to order at 5:30 P.M. with the following members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis; Mrs. Ruder; Mr. Hamdan; Mr. Neuberger of Hays Companies; and Mr. Smessaert of Hays Companies were also present

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

There were views and/or comments by the public.

Mr. Wade noted that this meeting was called in order for additional information to be provided to the Board in regards to the pros/cons of broad vs. narrow networks and the potential ramifications, for additional board discussion of same, and to reconsider the inclusion of the narrow network option in the vendor finalist determination.

Mr. Neuberger and Mr. Smessaert gave a PowerPoint presentation on broad and narrow networks which covered the following topics: broad network summary (current plan design), narrow network summary, narrow network comparison by major health systems, example of provider disruption, and pricing.

Mr. Neuberger and Mr. Smessaert answered questions from Board members.

Mr. Kunich moved to rescind the motion made on December 11, 2018, regarding health care finalists. Ms. Stevens seconded the motion.

Roll call vote: Ayes: Ms. Stevens, Mr. Garcia, Mr. Kunich and Mr. Wade. Noes: None. Abstained: Mr. Battle, Mr. Duncan and Mrs. Modder. Motion Passed.

Discussion amongst Board members followed.

Mr. Kunich moved to approve WEA Trust, United Health Care and Humana as health care vendor finalists to present on broad network options only. Ms. Stevens seconded the motion.

Roll call vote: Ayes: Ms. Stevens, Mr. Garcia, Mr. Kunich and Mr. Wade. Noes: None. Abstained: Mr. Battle, Mr. Duncan and Mrs. Modder. Motion Passed.

Mr. Duncan requested that it be noted that Mr. Battle and Mr. Duncan abstained from discussing and voting on this matter while awaiting a legal opinion from the Wisconsin Ethics Commission in regards to the possible conflict due to their association with Froedtert South.

Mrs. Modder noted that she was abstaining from discussion and voting on the matter due to her conflict as a retired teacher receiving District benefits.

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

Meeting adjourned at 6:14 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 22, 2019

CASH RECEIPTS	reference	total
December 2018 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 38,755,612.11
Johnson Bank	<i>account interest</i>	1,467.37
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	131,783.89
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	3,147.37
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	8,602.08
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	46,639.61
HHS	<i>head start grant</i>	177,558.28
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	181,490.37
Total Incoming Wire Transfers		39,306,301.08
December 2018 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	141,330.60
TOTAL DECEMBER CASH RECEIPTS		\$ 39,447,631.68

CASH DISBURSEMENTS	reference	total
December 2018 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,631,747.86
WI Department of Revenue	<i>state payroll taxes</i>	509,566.79
WI Department of Revenue	<i>state wage attachments</i>	3,911.94
IRS	<i>federal payroll taxes</i>	2,601,447.37
Delta Dental	<i>dental insurance premiums</i>	246,482.16
Diversified Benefits Services	<i>flexible spending account claims</i>	27,494.59
Employee Trust Funds	<i>wisconsin retirement system</i>	1,506,255.41
NVA	<i>vision insurance premiums</i>	16,056.78
Various	<i>TSA payments</i>	309,131.57
<i>Subtotal</i>		12,852,094.47
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	217,381.95 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Various	<i>returned checks</i>	20.00
<i>Subtotal</i>		234,068.62
Total Outgoing Wire Transfers		\$ 13,086,163.09

December 2018 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01025DP, 01026DP</i>	\$ 22,423.78
General operating and food services	<i>Check# 573045 thru Check# 574099 (net of void batches)</i>	8,391,822.93
Total Check Registers		\$ 8,414,246.71

TOTAL DECEMBER CASH DISBURSEMENTS **\$ 21,500,409.80**

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending December 17, 2018

Merchant Name	Total
HOTEL	\$ 44,954.92
CONVERGINT	\$ 17,688.00
AIRLINE	\$ 14,657.05
3654 INTERSTATE	\$ 9,217.31
TODD@KSAEVENTS.NET	\$ 6,000.00
ASG GLOBAL INC	\$ 5,246.25
MARK S PLUMBING PARTS	\$ 4,226.22
TEMP-AIR	\$ 4,184.00
RESTAURANTS & CATERING	\$ 3,701.69
INDUSTRIAL CONTROLS	\$ 3,691.81
JMB & ASSOCIATES	\$ 3,595.68
KRANZ INC.	\$ 3,437.65
PROVANTAGE	\$ 3,125.21
MENARDS KENOSHA WI	\$ 2,975.80
CHESTER ELECTRONIC SUPPLY	\$ 2,917.54
CRICUT	\$ 2,599.03
KROMER CO. LLC	\$ 2,335.04
PBBS EQUIPMENT CORP	\$ 2,292.11
HALLMAN LINDSAY PAINTS -	\$ 2,212.21
HYDRO-FLO PRODUCTS INC	\$ 2,041.64
HUDL	\$ 1,951.00
HAJOCA KENOSHA PC354	\$ 1,911.11
PENSKE TRK LSG 567538	\$ 1,725.01
L AND S ELECTRIC	\$ 1,725.00
HALOGEN SUPPLY COMPANY IN	\$ 1,708.00
VEHICLE MAINT. & FUEL	\$ 1,573.14
RACINE THEATRE GUILD IN	\$ 1,568.00
FIRST SUPPLY LLC #2033	\$ 1,535.53
JONES SCHOOL SUPPLY CO.,	\$ 1,501.50
JOHNSTONE SUPPLY	\$ 1,419.55
H AND H WHOLESALE LLC	\$ 1,362.04
FILTRATION CONCEPTS INC	\$ 1,348.03
HOW DESIGN LIVE	\$ 1,295.00
LABORLAWCENTER, INC	\$ 1,287.85
GO RITEWAY TRANSPORTATION	\$ 1,200.00
NATL CCL TEACHERS OF MATH	\$ 1,179.76
AED SUPERSTORE	\$ 1,150.00
FIRST STAGE CHILDRENS THE	\$ 1,089.25
HOTELS.COM153803830839	\$ 1,062.60
JUNIOR THEATER GROUP	\$ 1,050.00
GFS STORE #1919	\$ 985.83
CINEMARK THEATRES 244	\$ 968.54
WALMART.COM 8009666546	\$ 960.81
CONNEY SAFETY	\$ 947.57
ACMETOOLS.COM	\$ 916.99
MILWAUKEE PUBLIC MUSEUM	\$ 892.50
HEMISPHERE ED TRVL HEMI	\$ 884.00

NIAAA	\$	850.00
HIGHWAY C SERVICE INC	\$	833.65
LAMERS BUS LINES, INC.	\$	795.60
ULINE *SHIP SUPPLIES	\$	787.88
IN *ECONO SEWER AND DRAIN	\$	767.35
SAMUEL FRENCH INC	\$	750.00
DEMCO INC	\$	746.69
NOR*NORTHERN TOOL	\$	736.76
WASBO FOUNDATION	\$	710.00
SWEETWATER SOUND	\$	693.14
FITNESS FINDERS INC	\$	615.92
VIKING ELECTRIC-CREDIT DE	\$	613.57
PROJECT LEAD THE WAY, INC	\$	599.00
SPHERO, INC.	\$	569.91
OTC BRANDS, INC.	\$	542.72
WISCONSIN ASSOCIATION OF	\$	500.00
U. WI-PLATTEVILLE	\$	500.00
MENARDS RACINE WI	\$	497.07
AMZN MKTP US*M09S39MM0	\$	484.25
WM SUPERCENTER #1167	\$	484.21
ARDUINO STORE	\$	480.69
LITTLE FLOWER YOGA	\$	476.00
AMZ*SPHERO, INC.	\$	474.66
AMERICAN PAYROLL ASSOC	\$	473.00
DATAKOMTOOLS.COM	\$	463.50
UWM ATHLETIC	\$	455.00
NFPA NATL FIRE PROTECT	\$	452.98
AMAZON.COM*M029A3RD0	\$	451.80
HEAT & POWER PRODUCTS INC	\$	439.27
FARM & FLEET STURTEVANT	\$	429.22
COSTCO WHSE #1198	\$	428.19
VALIANTELEC	\$	427.46
STARLINE TOWN CAR LLC	\$	425.00
AMZN MKTP US*M07K20PV0	\$	405.21
ADOBE *CREATIVE CLOUD	\$	400.76
SAMS CLUB #6331	\$	398.74
CHRISTOPHER R GREEN SR	\$	388.10
SCHOLASTIC MAGAZINES	\$	379.50
AMZN MKTP US*M84SC89S2	\$	377.97
MAKE.DO	\$	375.00
KENOSHA PUBLIC MUSEU	\$	375.00
ESCAPE INC ESCAPE INC	\$	374.25
(800)6836346 VENDINI TIX	\$	372.00
HOTELS.COM153680194182	\$	366.56
JOANN STORES #2468	\$	357.74
KIMBALL MIDWEST	\$	348.59
SCHOLASTIC READING CLUB	\$	326.50
PAT S SERVICES INC	\$	325.00
SHIFFLER EQUIPMENT	\$	300.76
SAMSCUB #6331	\$	299.50
PAYPAL *ELISSPRINGB	\$	297.00
GFS STORE #1923	\$	289.64
STUFFEDSAFARI COM	\$	285.78
TOWN & COUNTRY GLASS INC	\$	284.00
FESTIVAL FOODS	\$	281.56

AT&T*BILL PAYMENT	\$	281.26
IMSE	\$	279.13
AMZN MKTP US*M01MR6KL2	\$	273.00
IN *ELITE APPAREL LLC	\$	269.58
VIKING ELECTRIC-MILWAUKEE	\$	264.34
GRAINGER	\$	253.11
MLB*BREWERS.COM	\$	250.00
ANIMOTO INC	\$	249.00
PLAYBILLDER PRINT	\$	247.43
JOHNSON CONTROLS SP	\$	246.52
HOBBY LOBBY #350	\$	243.51
AMZN MKTP US*M880Q8W10	\$	242.64
NATIONAL SCIENCE TEACHER	\$	228.00
DOLLAR TREE	\$	225.05
FIRST SUPPLY LLC #2037	\$	218.05
USPS.COM POSTAL STORE	\$	203.50
USPS PO 5668720246	\$	200.00
CHEERSOUNDSEXPRESS	\$	198.00
ADAFRUIT INDUSTRIES	\$	196.75
EXECUCAR AFFILIATES	\$	195.68
VENTRA WEBSITE	\$	190.00
AMZN MKTP US*M02SA0TD0	\$	189.75
DICKS SPORTING GOODS#753	\$	189.74
HARBOR FREIGHT TOOLS 358	\$	189.44
BACKSPIN ENTERPRISES INC	\$	184.99
SHUTTLEFARE.COM	\$	182.00
AATSP	\$	180.00
CESA 6	\$	180.00
MONSTER JANITORIAL LLC	\$	177.64
BERT THOMAS ELECTRIC USD	\$	175.00
ESCAPE INC	\$	174.65
V BELT GLOBAL SUPPLY	\$	168.33
SUPERSHUTTLE EXECUCARLAX	\$	161.66
MKE WAVE	\$	160.00
SAN-A-CARE	\$	156.40
FIBERFIN INC	\$	155.84
EVACUUMSTORE.COM	\$	154.83
WAL-MART #2668	\$	150.09
UW MADISON CAREER SERVICE	\$	150.00
USPS PO 5642807500	\$	150.00
RUSSO POWER RUSSO POWER	\$	149.64
TLF*FLOWERS BY JOSEPH	\$	148.00
SHERWIN WILLIAMS 703180	\$	147.24
LAMINATION DEPOT INC	\$	146.28
TARGET 00022517	\$	145.46
WOODLAND POWER PRODUCTS,	\$	142.40
AMAZON.COM*M08BP2C51	\$	138.19
REI*GREENWOODHEINEMANN	\$	137.52
WWW COSTCO COM	\$	136.94
CRAFTOUTLET.COM	\$	132.50
MARK MY WORDS, LLC	\$	131.64
AMZN MKTP US*M09YM9621	\$	129.90
PIGGLY WIGGLY #004	\$	124.13
HOTELS.COM154096930855	\$	120.58
HOTELS.COM154097010377	\$	120.58

K5 LEARNING	\$	120.00
SP * BREAKOUT INCORPOR	\$	120.00
AMAZON.COM*M02GL64U1	\$	117.14
SQ *CORWIN	\$	116.06
SCHOOL OUTFITTERS	\$	114.74
WERNER ELEC SUP KE	\$	113.94
HOTELS.COM154154717745	\$	112.61
SUMMIT RACING MAIL ORDER	\$	111.83
AMAZON.COM*M045J8HQ2	\$	109.04
ETSY.COM - THEMINTORCHID	\$	107.97
REALLY GOOD *	\$	106.93
BARNES & NOBLE #2037	\$	104.05
DBC*BLICK ART MATERIAL	\$	103.72
AMZN MKTP US*M06G63E81	\$	100.11
MOBYMAX	\$	99.00
AMAZON.COM*M00D04HI1	\$	98.89
CLEANING STUFF	\$	94.58
ARO LOCK & DOOR	\$	87.00
SQ *LOU DEPASQUA	\$	85.00
NATL ART EDU ASSOC	\$	85.00
FASTENAL COMPANY01	\$	84.67
AMZN MKTP US*M068M2T80	\$	83.89
AMZN MKTP US*M22XX6LS1	\$	83.44
AMZN MKTP US*M091W4L12	\$	81.71
BARNES&NOBLE.COM-BN	\$	80.86
WWW.TICKETPRINTING.COM	\$	77.24
CYT CHICAGO	\$	75.00
UW PARKSIDE CASHIERS OFFI	\$	75.00
MAILCHIMP *MONTHLY	\$	75.00
FASTMODEL SPORTS	\$	74.99
SOCCER INNOVATIONS	\$	74.33
WALMART.COM	\$	73.82
BEST BUY 00000299	\$	73.55
STORYBOARD THAT	\$	71.88
AMZN MKTP US*M88WP4W61	\$	69.99
AMZN MKTP US*M89FM5W62	\$	69.99
ASSOC SUPERV AND CURR	\$	69.00
AMZN MKTP US*M850R6R00	\$	68.29
PAYPAL *WEMTA	\$	68.00
SQ *AMBASSADOR	\$	60.42
SP * DR. LYNNE KENNEY	\$	59.00
AMAZON.COM*M02UA4ZO2	\$	56.62
1800DOORBELL	\$	55.99
AMZN MKTP US*M27MJ94A1	\$	53.99
AMZN MKTP US*M098268G0	\$	52.79
WWW.STENHOUSE.COM	\$	52.75
SAMSClub.COM	\$	52.72
AMZN MKTP US*M09IP5FI1	\$	52.61
SCHOOL NURSE SUPPLY INC	\$	51.47
MONROE EQUIPMENT	\$	51.29
NIC INDUSTRIES, INC	\$	51.03
IN *B AND L OFFICE FURNIT	\$	50.00
AMAZON.COM*M04LQ9AB0	\$	49.46
CLIPPARD INSTRUMENT LABO	\$	49.23
TREND ENTERPRISES INC	\$	48.59

PICK N SAVE #871	\$	45.98
WWW.LAMPTECH.COM	\$	44.38
PICK N SAVE #874	\$	43.92
AMZN MKTP US*M09D87R12	\$	43.12
AMZN MKTP US*M27H88FH0	\$	41.55
AMZN MKTP US*M04LL9MM0	\$	40.80
CARDINAL STRITCH UNIVERSI	\$	40.00
AMZN MKTP US*M209B0C30	\$	39.99
AMZN MKTP US*M218S9L11 AM	\$	39.98
K-5MATHTEACHINGRESOURC	\$	39.85
AHA PROCESS INC	\$	37.50
DICKOW CYZAK TILE CARP	\$	36.00
MEIJER STORE #284	\$	35.93
AMZN MKTP US*M032J1XL2	\$	35.22
WISMATH	\$	35.00
JOE SUMMERHAYS PROD.	\$	34.99
TAC1SYSTEMS	\$	34.83
PIGGLY WIGGLY #209	\$	34.77
SMK*WUFOO.COM CHARGE	\$	34.00
ALDI 64007	\$	32.43
AMZN MKTP US*M074S3PG0	\$	32.15
ADOBE *STOCK	\$	31.64
AMAZON.COM*M008O4BA0	\$	31.64
ADOBE *STOCK	\$	31.64
ZOOM.US	\$	29.98
ALDI 64096	\$	29.46
LOWES #02560*	\$	29.16
PIGGLY WIGGLY #203	\$	24.76
KNIVES & BLADES	\$	24.50
WALGREENS #3738	\$	23.51
FOLLETT SCHOOL SOLUTIONS	\$	22.98
CROWN TROPHY	\$	22.74
UBER TRIP 5IAC7	\$	22.05
ACTIVE PARENTING PUBLISHE	\$	21.67
SCHWAAB STAMP INC	\$	21.25
ADOBE *CREATIVE CLOUD	\$	21.09
UBER TRIP D4XP7	\$	20.31
WAL-MART #1167	\$	18.98
CESA 6 GMS SERV FEE	\$	16.16
KMART 3088	\$	15.01
CAREERSAFE ONLINE	\$	15.00
AMAZON.COM*M001Q71J0	\$	14.34
USPS PO 5642800260	\$	13.79
AMAZON PRIME	\$	13.10
EASYKEYSCOM INC	\$	12.00
AMZN MKTP US*M00HJ0YI0	\$	9.49
PCH*INTELIUS 877-893-6132	\$	8.90
AMZN MKTP US*M06J52TK2	\$	8.25
SWA INFLIGHT WIFI	\$	8.00
FACEBK S7ZGGJ6ZV2	\$	7.60
AMZN MKTP US*M219N5ZU1	\$	6.95
PRAIRIE SIDE TRUE VALUE	\$	6.00
WALGREENS #3153	\$	5.05
TRAVELOCITY*7395468952	\$	5.00
SPOTIFY USA	\$	1.04

APL*ITUNES.COM/BILL	\$	0.99
AMZN MKTP US	\$	(1.82)
U-HAULEXPRESS LUBE	\$	(7.05)
DICK'SSPORTINGGOODS.COM	\$	(12.66)
AMZ*SPHERO, INC.	\$	(24.75)
SOLUTION TREE INC	\$	(59.90)
ZORN COMPRESSOR & EQUIPM	\$	(83.17)
GOPHER SPORT	\$	(290.16)
ENTERPRISE RENT-A-CAR	\$	(292.51)
MSI CHICAGO	\$	(726.00)
US Bank Purchasing Card Payment - Individuals	\$	217,381.95

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 22, 2019

Administrative Recommendation

It is recommended that the December 2018 cash receipt deposits totaling \$141,330.60, and cash receipt wire transfers-in totaling \$39,306,301.08, be approved.

Check numbers 573045 through 574099 totaling \$8,391,822.93, and general operating wire transfers-out totaling \$234,068.62, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2018 net payroll and benefit EFT batches totaling \$12,852,094.47, and net payroll check batches totaling \$22,423.78, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT

January 22, 2019

Updates to Wage Schedules for Hourly Employees

Background

On July 24, 2018, the Board of Education approved the following revised hourly wage schedules: Administrative Support Professional, Community and Student Support, Educational Support Professional, Facilities, Food Service, Interpreter, Non-FTE and Seasonal Non-FTE.

The approved hourly wage schedules were drafted based on research comprised of market source data for positions substantially equal to current district hourly positions and interviews with some ESPs and Administrative Support Professionals.

On Oct. 10, 2018, the Office of Human Resources brought forward a change to the 2018-19 Non-FTE Hourly Salary Schedule regarding the part-time library clerk position that had been moved from \$9.06/hour to \$15/hour due to concerns regarding the required knowledge/skills/abilities not aligning with the new rate of pay. Due to the concerns raised, the part-time library clerk and department clerk positions were moved back to \$9.06/hour with board approval on Oct. 10.

Update

After further review of the approved 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule with various members of the HR, Teaching and Learning and Finance teams, another noted concern was found – a different rate for library clerk appeared on the Seasonal Non-FTE Hourly Salary Schedule that differed from both the \$9.06 and \$15 rates of the 2018-19 Non-FTE Hourly Salary Schedule.

Due to this concern, a search of HR files regarding this position was done and existing market data was discovered. Due to the new findings, which included wage data from school districts throughout Wisconsin, along with market data acquired from MRA, the Office of Human Resources proposes that all library clerk roles be moved to \$13.21/hour and the title be adjusted to library aide to align with the knowledge/skills/abilities and department staffing.

In addition, we'd like to propose the part-time department clerk be retitled to curriculum aide to clear up any additional confusion that may exist between the clerical, library and curriculum/Teaching and Learning support roles.

Recap:

Current title/wage	Proposed title/wage	Rationale
Clerical, \$15/hour	Clerical, \$15/hour	Unchanged
Part-time library clerk, \$9.06	Library aide, \$13.21/hour	Title and wage change to match knowledge/skills/abilities
Part-time department clerk, \$9.06/hour	Curriculum aide, \$13.21/hour	Title and wage change to align with knowledge/skills/abilities
Non-existent	Presenter (Community School	This rate varied based on who

	Relations only), \$18.72	and when it was asked for, this will eliminate the need to ask and assign a rate for presenters who teach our family education programs (Fund 80)
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For the ease of implementation/use/reference, the Office of Human Resources would like to combine the 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule into one schedule. Attachment A is the proposed schedule, which is a combination of attachments B and C, our currently approved schedules. This cleanup also included the consolidation of a few titles for ease of use or cleaning up of titles to match what is currently in our systems for administrative purposes, those are outlined below:

Current title	Proposed title/combined title
Student Helper I	Student Helper I (high school first year)
Student Helper II	Student Helper II (high School)
Student Helper III	Student Helper III (college)
6 th Grade Band Clinician, 6 th Grade Orchestra Clinician, Black Watch Sectional Staff and Rambler Sectional Staff	Music Clinician

Also contained in the packet are attachments D through I. These attachments reflect an update to the level increases for all full-time equivalent positions in the Administrative Support Professional, Community and Student Support, Educational Support Professional, Facilities, Food Service and Interpreter groups. These groups are different than the Non-FTE groups noted above because they are not part-time, timesheet roles. Instead, the aforementioned list are regular FTE.

Upon approval of the original hourly wage structures in July 2018, many concerns were raised by employees in the aforementioned hourly employee groups regarding the inequity between them and employees in the teacher and AST groups who have a built-in level increase on their schedules. These concerns were tied to lack of regard for employee longevity as compared to other employee groups and a lowered morale.

To address these concerns, the schedules have been slightly adjusted to reflect a \$0.20 level increase annually, rather than a \$1.00 increase every five years (see attachments D through I). The overall cost impact is ~\$185,000 per year, which would have been spent at year five, but will now be spread out incrementally over the five years instead. This change will go into effect July 1, 2019, and will be contingent upon Board approval like level movements for all other employee groups.

Administrative Recommendation

Administration recommends that the Board of Education approve:

- The new titles and hourly rates for Library Aide and Curriculum Aide at \$13.21/hour to go into effect with the Feb. 13, 2019, payroll;
- Approve the newly revised 2018-2019 Non-FTE Hourly Wage Schedule (attachment A), which combines the previously approved 2018-19 Non-FTE Hourly Salary Schedule and 2018-19 Seasonal Non-FTE Hourly Salary Schedule to be effective immediately; and
- Approve the breakout of the original \$1.00 increase provided every five years to be \$0.20 per level to be effective July 1, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer &
Interim Chief Human Resource Officer

Kevin Neir
HR Coordinator

Rade Dimitrijevic
HR Coordinator

**Kenosha Unified School District
PROPOSED 2018-2019 Non-FTE Hourly Wage Schedule**

ATTACHMENT A

		Tier 1 - Technical	Tier 2 - Secretarial/Clerical	Tier 3 - Educational	Tier 4 - Student Employment	Tier 5 - Fine Arts	Tier 6 - Athletics/Games/Recreational
Level A	\$7.54				Student Help I (high school first year)		
Level B	\$8.61				Student Help II (high school)		Senior Citizens Center Hostess
Level C	\$9.00						Basketball Scorer/Timer Locker Room Assistant
Level D	\$9.46				Student Help III (college)		Program Activity Help
Level E	\$9.54						Basketball Building Supervisor
Level F	\$10.37			Parent Network Organizer			
Level G	\$10.43						Summer Baseball/Softball Assistant Summer Basketball Assistant Summer Playground Assistant Summer Soccer Assistant Summer Tennis Assistant Summer Weight Training Assistant
Level H	\$10.90						Summer Swim Assistant
Level I	\$12.08			Child Care Even Start Child Care			
Level J	\$12.50						Game Worker
Level K	\$13.21	Seasonal Maintenance Help	Curriculum Aide (T&L department only) Library Aide Summer School Clerk	Summer School Security ESP			Lifeguard
Level L	\$14.23	Cafeteria Worker Substitute Custodian Substitute Night Custodian					
Level M	\$14.86						Summer Basketball Instructor Summer Weight Training Instructor Intramural Activities Supervisor
Level N	\$14.92	Noon Hour Monitor					
Level O	\$15.00		Clerical	CLC Non-certified Instructor Substitute ESP using Discretionary School Funds Title I Classroom ESP Substitute Special Education ESP			
Level P	\$15.09			Summer School SPED ESP			Summer Swim Coach
Level Q	\$15.21	Food Service Technician II					
Level R	\$15.60		Substitute Secretary				
Level S	\$16.24						Stadium Manager
Level T	\$17.00		Accounting Clerk (Finance department only)	Bilingual Translator Substitute Special Education ESP/Long-term			
Level U	\$18.00					Music Clinician KYPAC Specialist	Basketball Official Summer Athletic Program Supervisor Umpire Baseball/Softball Volleyball Official
Level V	\$18.14	Food Service Technician III		Substitute Interpreter			
Level W	\$18.23			Substitute Teacher - Limited			
Level X	\$18.72			Certified Teacher Presenter (Community School Relations only)			
Level Y	\$21.27			Substitute Teacher - Unlimited			
Level Z	\$25.00	Computer Programmer Off-duty Police Officer		Summer School Teacher Summer School Special Needs Health Nurse Summer School Substitute Teacher		Adjunct Music Instructor Summer Band Director Summer Orchestra Director Black Watch Director Rambler Director KYPAC Director	
Level AA	\$26.50			Summer School Coordinator Summer School Site Leader			
Level BB	\$27.57			Substitute Teacher - Long Term			
Level CC	\$50.00			Substitute Principal Professional Development Trainer			
Level DD	\$100.00			Expulsion Hearing Officer (\$100.00/hour with an additional \$25.00/hour for every 15 additional minutes, not to exceed \$300.00 per hearing)			

**Kenosha Unified School District
2018-2019 Non-FTE Hourly Wage Schedule**

ATTACHMENT B

		Tier 1 - Technical	Tier 2 - Secretarial/Clerical	Tier 3 - Educational	Tier 4 - Student Employment	Tier 5 - Fine Arts	Tier 6 - Athletics/Games/Recreational
Level A	\$7.54				Student Help I		
Level B	\$8.61				Student Help II		Senior Citizens Center Hostess
Level C	\$9.06		Part-time Library Clerk Part-time Department Clerk				
Level D	\$9.46				Student Help III		Program Activity Help
Level E	\$10.37			Parent Network Organizer			
Level F	\$12.08			Child Care Even Start Child Care			
Level G	\$12.50						Game Worker
Level H	\$14.23	Cafeteria Worker Substitute Custodian Substitute Night Custodian					
Level I	\$14.86						Intramural Activities Supervisor
Level J	\$14.92	Noon Hour Monitor					
Level K	\$15.00		Clerical Support	CLC Non-certified Instructor Substitute ESP using Discretionary School Funds Title I Classroom ESP Substitute Special Education ESP			
Level L	\$15.21	Food Service Technician II					
Level M	\$15.60		Substitute Secretary				
Level N	\$16.24						Stadium Manager
Level O	\$17.00		Accounting Clerk	Bilingual Translator Substitute Special Education ESP/Long-term			
Level P	\$18.00					Band Clinician	
Level Q	\$18.14	Food Service Technician III		Substitute Interpreter			
Level R	\$18.23			Substitute Teacher - Limited			
Level S	\$18.72			Certified Teacher			
Level T	\$21.27			Substitute Teacher - Unlimited			
Level U	\$25.00	Part-time Computer Programmer Off-duty Police Officer				Adjunct Music Instructor	
Level V	\$27.57			Substitute Teacher - Long Term			
Level W	\$50.00			Substitute Principal Professional Development Trainer			
Level X	\$100.00			Expulsion Hearing Officer (\$100.00/hour with			

Revised with Board approval 10/10/2018

**Kenosha Unified School District
2018-2019 Seasonal Non-FTE Hourly Wage Schedule**

ATTACHMENT C

		Tier 1 - Technical	Tier 2 - Secretarial/Clerical	Tier 3 - Educational	Tier 4 - Student Employment	Tier 5 - Fine Arts	Tier 6 - Athletics/Games/Recreational
Level A	\$7.54				Student Help I		
Level B	\$8.61				Student Help II		
Level C	\$9.00						Basketball Scorer/Timer
Level D	\$9.46				Student Help III		Locker Room Assistant
Level E	\$9.54						Basketball Building Supervisor
Level F	\$10.43						Summer Baseball/Softball Assistant Summer Basketball Assistant Summer Playground Assistant Summer Soccer Assistant Summer Tennis Assistant Summer Weight Training Assistant
Level G	\$10.90						Summer Swim Assistant
Level H	\$13.21	Seasonal Maintenance Help	Summer School Clerk Summer School Library Clerk	Summer School Security ESP			Lifeguard
Level I	\$14.86						Summer Basketball Instructor Summer Weight Training Instructor
Level J	\$15.09			Summer School SPED ESP			Summer Swim Coach
Level K	\$18.00					6th Grade Band Clinician 6th Grade Orchestra Clinician Black Watch Sectional Staff Rambler Sectional Staff KYPAC Specialist	Basketball Official Summer Athletic Program Supervisor Umpire Baseball/Softball Volleyball Official
Level L	\$25.00			Summer School Teacher Summer Special Needs Health Nurse Summer School Substitute Teacher Summer School Coordinator		Summer Band Director Summer Orchestra Director Black Watch Director Rambler Director KYPAC Director	
Level M	\$26.50			Summer School Site Leader			

Revised with Board approval 10/10/2018

Interpreter - ATTACHMENT D

	Current	Proposed
	Tier	Tier
Level A	\$26.34	\$26.34
Level B	\$28.36	\$28.36
Level C	\$28.36	\$28.56
Level D	\$28.36	\$28.76
Level E	\$28.36	\$28.96
Level F	\$28.36	\$29.16
Level G	\$30.39	\$30.39
Level H	\$30.39	\$30.59
Level I	\$30.39	\$30.79
Level J	\$30.39	\$30.99
Level K	\$30.39	\$31.19
Level L	\$32.41	\$32.41
Level M	\$32.41	\$32.61
Level N	\$32.41	\$32.81
Level O	\$32.41	\$33.01
Level P	\$32.41	\$33.21
Level Q	\$34.44	\$34.44

** Annual level movement contingent upon annual board approval*

** Consumer price index (CPI) increases are separate from level movement and are reviewed and presented to the Board of Education for consideration on an annual basis*

Kenosha Unified School District 2018-2019 Educational Support Professional Hourly Wage Schedule

ATTACHMENT E

ESP

Current

	Attendance Classroom Clerical Even Start Facilities Support Family/School Family Service Provider Head Start Infant Lab Information/Health Services In-School Suspension Online Support Security	Bilingual	Preschool Associate Special Education
	Tier 1	Tier 2	Tier 3
Level A	\$15.19	\$16.20	\$17.21
Level B	\$16.20	\$17.21	\$18.23
Level C	\$16.20	\$17.21	\$18.23
Level D	\$16.20	\$17.21	\$18.23
Level E	\$16.20	\$17.21	\$18.23
Level F	\$16.20	\$17.21	\$18.23
Level G	\$17.21	\$18.23	\$19.24
Level H	\$17.21	\$18.23	\$19.24
Level I	\$17.21	\$18.23	\$19.24
Level J	\$17.21	\$18.23	\$19.24
Level K	\$17.21	\$18.23	\$19.24
Level L	\$18.23	\$19.24	\$20.25
Level M	\$18.23	\$19.24	\$20.25
Level N	\$18.23	\$19.24	\$20.25
Level O	\$18.23	\$19.24	\$20.25
Level P	\$18.23	\$19.24	\$20.25
Level Q	\$19.24	\$20.25	\$21.26

ESP

Proposed

	Attendance Classroom Clerical Even Start Facilities Support Family/School Family Service Provider Head Start Infant Lab Information/Health Services In-School Suspension Online Support Security	Bilingual	Preschool Associate Special Education
	Tier 1	Tier 2	Tier 3
Level A	\$15.19	\$16.20	\$17.21
Level B	\$16.20	\$17.21	\$18.23
Level C	\$16.40	\$17.41	\$18.43
Level D	\$16.60	\$17.61	\$18.63
Level E	\$16.80	\$17.81	\$18.83
Level F	\$17.00	\$18.01	\$19.03
Level G	\$17.21	\$18.23	\$19.24
Level H	\$17.41	\$18.43	\$19.44
Level I	\$17.61	\$18.63	\$19.64
Level J	\$17.81	\$18.83	\$19.84
Level K	\$18.01	\$19.03	\$20.04
Level L	\$18.23	\$19.24	\$20.25
Level M	\$18.43	\$19.44	\$20.45
Level N	\$18.63	\$19.64	\$20.65
Level O	\$18.83	\$19.84	\$20.85
Level P	\$19.03	\$20.04	\$21.05
Level Q	\$19.24	\$20.25	\$21.26

* Annual level movement contingent upon annual board approval

* Consumer price index (CPI) increases are separate from level movement and are reviewed and presented to the Board of Education for consideration on an annual basis

ATTACHMENT F**Community & Student Support**

	Current	
	Community and Student Support	Bilingual Community and Student Support
	Tier 1	Tier 2
Level A	\$18.31	\$19.32
Level B	\$19.32	\$20.33
Level C	\$19.32	\$20.33
Level D	\$19.32	\$20.33
Level E	\$19.32	\$20.33
Level F	\$19.32	\$20.33
Level G	\$20.33	\$21.34
Level H	\$20.33	\$21.34
Level I	\$20.33	\$21.34
Level J	\$20.33	\$21.34
Level K	\$20.33	\$21.34
Level L	\$21.34	\$22.36
Level M	\$21.34	\$22.36
Level N	\$21.34	\$22.36
Level O	\$21.34	\$22.36
Level P	\$21.34	\$22.36
Level Q	\$22.36	\$23.37

Community & Student Support

	Proposed	
	Community and Student Support	Bilingual Community and Student Support
	Tier 1	Tier 2
Level A	\$18.31	\$19.32
Level B	\$19.32	\$20.33
Level C	\$19.52	\$20.53
Level D	\$19.72	\$20.73
Level E	\$19.92	\$20.93
Level F	\$20.12	\$21.13
Level G	\$20.33	\$21.34
Level H	\$20.53	\$21.54
Level I	\$20.73	\$21.74
Level J	\$20.93	\$21.94
Level K	\$21.13	\$22.14
Level L	\$21.34	\$22.36
Level M	\$21.54	\$22.56
Level N	\$21.74	\$22.76
Level O	\$21.94	\$22.96
Level P	\$22.14	\$23.16
Level Q	\$22.36	\$23.37

* Annual level movement contingent upon annual board approval

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ASP
Current

ASP
Proposed

	Reception Specialist	Administrative Support Bilingual Administrative Support*	Administrative Specialist	Benefits/Leave Specialist HRIS Specialist Purchasing Specialist Senior Center Program Specialist
	Tier 1	Tier 2	Tier 3	Tier 4
Level A	\$17.29	\$18.31	\$19.32	\$20.33
Level B	\$18.31	\$19.32	\$20.33	\$21.34
Level C	\$18.51	\$19.52	\$20.53	\$21.54
Level D	\$18.71	\$19.72	\$20.73	\$21.74
Level E	\$18.91	\$19.92	\$20.93	\$21.94
Level F	\$19.11	\$20.12	\$21.13	\$22.14
Level G	\$19.32	\$20.33	\$21.34	\$22.36
Level H	\$19.52	\$20.53	\$21.54	\$22.56
Level I	\$19.72	\$20.73	\$21.74	\$22.76
Level J	\$19.92	\$20.93	\$21.94	\$22.96
Level K	\$20.12	\$21.13	\$22.14	\$23.16
Level L	\$20.33	\$21.34	\$22.36	\$23.37
Level M	\$20.53	\$21.54	\$22.56	\$23.57
Level N	\$20.73	\$21.74	\$22.76	\$23.77
Level O	\$20.93	\$21.94	\$22.96	\$23.97
Level P	\$21.13	\$22.14	\$23.16	\$24.17
Level Q	\$21.34	\$22.36	\$23.37	\$24.38

** Consumer price index (CPI) increases are separate from level movement and are reviewed and presented to the Board of Education for consideration on an annual basis*

ATTACHMENT H**Food Service****Current**

	Food Service Worker	Unit Manager	Food Service Worker Crew Leader
	Tier 1	Tier 2	Tier 3
Level A	\$16.21	\$19.72	\$21.37
Level B	\$17.22	\$20.74	\$22.39
Level C	\$17.22	\$20.74	\$22.39
Level D	\$17.22	\$20.74	\$22.39
Level E	\$17.22	\$20.74	\$22.39
Level F	\$17.22	\$20.74	\$22.39
Level G	\$18.24	\$21.75	\$23.40
Level H	\$18.24	\$21.75	\$23.40
Level I	\$18.24	\$21.75	\$23.40
Level J	\$18.24	\$21.75	\$23.40
Level K	\$18.24	\$21.75	\$23.40
Level L	\$19.25	\$22.76	\$24.41
Level M	\$19.25	\$22.76	\$24.41
Level N	\$19.25	\$22.76	\$24.41
Level O	\$19.25	\$22.76	\$24.41
Level P	\$19.25	\$22.76	\$24.41
Level Q	\$20.26	\$23.77	\$25.42

Food Service**Proposed**

	Food Service Worker	Unit Manager	Food Service Worker Crew Leader
	Tier 1	Tier 2	Tier 3
Level A	\$16.21	\$19.72	\$21.37
Level B	\$17.22	\$20.74	\$22.39
Level C	\$17.42	\$20.94	\$22.59
Level D	\$17.62	\$21.14	\$22.79
Level E	\$17.82	\$21.34	\$22.99
Level F	\$18.02	\$21.54	\$23.19
Level G	\$18.24	\$21.75	\$23.40
Level H	\$18.44	\$21.95	\$23.60
Level I	\$18.64	\$22.15	\$23.80
Level J	\$18.84	\$22.35	\$24.00
Level K	\$19.04	\$22.55	\$24.20
Level L	\$19.25	\$22.76	\$24.41
Level M	\$19.45	\$22.96	\$24.61
Level N	\$19.65	\$23.16	\$24.81
Level O	\$19.85	\$23.36	\$25.01
Level P	\$20.05	\$23.56	\$25.21
Level Q	\$20.26	\$23.77	\$25.42

* Annual level movement contingent upon annual board approval

* Consumer price index (CPI) increases are separate from level movement and are reviewed and presented to the Board of Education for consideration on an annual basis

Kenosha Unified School District 2018-2019 Facilities Employee Hourly Wage Schedule

ATTACHMENT I (page 1 of 2)

Facilities

Current

	Day Custodian Mon - Fri Day Custodian Tues - Sat Night Custodian Second Shift Night Custodian Third Shift Assistant Head Custodian Head Custodian Small Elementary Head Custodian Hillcrest Relief Head Custodian Head Custodian Large Elementary Head Custodian ESC Head Custodian LakeView Truck Driver Head Custodian EBSOLA Head Custodian Middle School Head Custodian Reuther Senior Relief Head Custodian Environmental Services Worker Grounds Crew Worker Head Custodian High School Electronics Technician Environmental Services Crew Leader Distribution Crew Leader Painter Electronics Technician Crew Leader Vehicle/Grounds Crew Leader HVAC Mechanic Electrician Carpenter HVAC Crew Leader Carpenter Crew Leader Master Electrician Master Plumber	Tier 1	Tier 2	Tier 3*	Tier 4	Tier 5	Tier 6	Tier 7	Tier 8	Tier 9	Tier 10	Tier 11	Tier 12	Tier 13	Tier 14	Tier 15	Tier 16	Tier 17
Level A		\$18.85	\$19.32	\$20.16	\$20.44	\$20.83	\$21.37	\$23.20	\$23.62	\$24.21	\$25.27	\$26.06	\$26.50	\$28.46	\$29.37	\$30.59	\$32.61	\$32.78
Level B		\$19.87	\$20.33	\$21.17	\$21.45	\$21.84	\$22.39	\$24.21	\$24.63	\$25.22	\$26.28	\$27.07	\$27.51	\$29.47	\$30.39	\$31.60	\$33.63	\$33.80
Level C		\$19.87	\$20.33	\$21.17	\$21.45	\$21.84	\$22.39	\$24.21	\$24.63	\$25.22	\$26.28	\$27.07	\$27.51	\$29.47	\$30.39	\$31.60	\$33.63	\$33.80
Level D		\$19.87	\$20.33	\$21.17	\$21.45	\$21.84	\$22.39	\$24.21	\$24.63	\$25.22	\$26.28	\$27.07	\$27.51	\$29.47	\$30.39	\$31.60	\$33.63	\$33.80
Level E		\$19.87	\$20.33	\$21.17	\$21.45	\$21.84	\$22.39	\$24.21	\$24.63	\$25.22	\$26.28	\$27.07	\$27.51	\$29.47	\$30.39	\$31.60	\$33.63	\$33.80
Level F		\$19.87	\$20.33	\$21.17	\$21.45	\$21.84	\$22.39	\$24.21	\$24.63	\$25.22	\$26.28	\$27.07	\$27.51	\$29.47	\$30.39	\$31.60	\$33.63	\$33.80
Level G		\$20.88	\$21.34	\$22.18	\$22.47	\$22.85	\$23.40	\$25.22	\$25.65	\$26.23	\$27.30	\$28.09	\$28.52	\$30.49	\$31.40	\$32.61	\$34.64	\$34.81
Level H		\$20.88	\$21.34	\$22.18	\$22.47	\$22.85	\$23.40	\$25.22	\$25.65	\$26.23	\$27.30	\$28.09	\$28.52	\$30.49	\$31.40	\$32.61	\$34.64	\$34.81
Level I		\$20.88	\$21.34	\$22.18	\$22.47	\$22.85	\$23.40	\$25.22	\$25.65	\$26.23	\$27.30	\$28.09	\$28.52	\$30.49	\$31.40	\$32.61	\$34.64	\$34.81
Level J		\$20.88	\$21.34	\$22.18	\$22.47	\$22.85	\$23.40	\$25.22	\$25.65	\$26.23	\$27.30	\$28.09	\$28.52	\$30.49	\$31.40	\$32.61	\$34.64	\$34.81
Level K		\$20.88	\$21.34	\$22.18	\$22.47	\$22.85	\$23.40	\$25.22	\$25.65	\$26.23	\$27.30	\$28.09	\$28.52	\$30.49	\$31.40	\$32.61	\$34.64	\$34.81
Level L		\$21.89	\$22.36	\$23.20	\$23.48	\$23.86	\$24.41	\$26.23	\$26.66	\$27.25	\$28.31	\$29.10	\$29.53	\$31.50	\$32.41	\$33.63	\$35.65	\$35.82
Level M		\$21.89	\$22.36	\$23.20	\$23.48	\$23.86	\$24.41	\$26.23	\$26.66	\$27.25	\$28.31	\$29.10	\$29.53	\$31.50	\$32.41	\$33.63	\$35.65	\$35.82
Level N		\$21.89	\$22.36	\$23.20	\$23.48	\$23.86	\$24.41	\$26.23	\$26.66	\$27.25	\$28.31	\$29.10	\$29.53	\$31.50	\$32.41	\$33.63	\$35.65	\$35.82
Level O		\$21.89	\$22.36	\$23.20	\$23.48	\$23.86	\$24.41	\$26.23	\$26.66	\$27.25	\$28.31	\$29.10	\$29.53	\$31.50	\$32.41	\$33.63	\$35.65	\$35.82
Level P		\$21.89	\$22.36	\$23.20	\$23.48	\$23.86	\$24.41	\$26.23	\$26.66	\$27.25	\$28.31	\$29.10	\$29.53	\$31.50	\$32.41	\$33.63	\$35.65	\$35.82
Level Q		\$22.90	\$23.37	\$24.21	\$24.49	\$24.88	\$25.42	\$27.25	\$27.67	\$28.26	\$29.32	\$30.11	\$30.55	\$32.51	\$33.42	\$34.64	\$36.66	\$36.83

*Custodial overtime for building rental permits will use Tier 3 Level L

* Annual level movement contingent upon annual board approval

* Consumer price index (CPI) increases are separate from level movement and are reviewed and presented to the Board of Education for consideration on an annual basis

Kenosha Unified School District 2018-2019 Facilities Employee Hourly Wage Schedule

ATTACHMENT I (page 2 of 2)

Facilities

Proposed

	Day Custodian Mon - Fri Day Custodian Tues - Sat	Night Custodian Second Shift Night Custodian Third Shift	Assistant Head Custodian Head Custodian Small Elementary Head Custodian Hillcrest Relief Head Custodian	Head Custodian Large Elementary Head Custodian ESC Head Custodian LakeView	Truck Driver	Head Custodian EBSOLA Head Custodian Middle School Head Custodian Reuther Senior Relief Head Custodian	Environmental Services Worker Grounds Crew Worker	Head Custodian High School	Electronics Technician	Environmental Services Crew Leader Distribution Crew Leader	Painter	Electronics Technician Crew Leader Vehicle/Grounds Crew Leader	HVAC Mechanic Electrician	Carpenter	HVAC Crew Leader	Carpenter Crew Leader	Master Electrician Master Plumber
	Tier 1	Tier 2	Tier 3*	Tier 4	Tier 5	Tier 6	Tier 7	Tier 8	Tier 9	Tier 10	Tier 11	Tier 12	Tier 13	Tier 14	Tier 15	Tier 16	Tier 17
Level A	\$18.85	\$19.32	\$20.16	\$20.44	\$20.83	\$21.37	\$23.20	\$23.62	\$24.21	\$25.27	\$26.06	\$26.50	\$28.46	\$29.37	\$30.59	\$32.61	\$32.78
Level B	\$19.87	\$20.33	\$21.17	\$21.45	\$21.84	\$22.39	\$24.21	\$24.63	\$25.22	\$26.28	\$27.07	\$27.51	\$29.47	\$30.39	\$31.60	\$33.63	\$33.80
Level C	\$20.07	\$20.53	\$21.37	\$21.65	\$22.04	\$22.59	\$24.41	\$24.83	\$25.42	\$26.48	\$27.27	\$27.71	\$29.67	\$30.59	\$31.80	\$33.83	\$34.00
Level D	\$20.27	\$20.73	\$21.57	\$21.85	\$22.24	\$22.79	\$24.61	\$25.03	\$25.62	\$26.68	\$27.47	\$27.91	\$29.87	\$30.79	\$32.00	\$34.03	\$34.20
Level E	\$20.47	\$20.93	\$21.77	\$22.05	\$22.44	\$22.99	\$24.81	\$25.23	\$25.82	\$26.88	\$27.67	\$28.11	\$30.07	\$30.99	\$32.20	\$34.23	\$34.40
Level F	\$20.67	\$21.13	\$21.97	\$22.25	\$22.64	\$23.19	\$25.01	\$25.43	\$26.02	\$27.08	\$27.87	\$28.31	\$30.27	\$31.19	\$32.40	\$34.43	\$34.60
Level G	\$20.88	\$21.34	\$22.18	\$22.47	\$22.85	\$23.40	\$25.22	\$25.65	\$26.23	\$27.30	\$28.09	\$28.52	\$30.49	\$31.40	\$32.61	\$34.64	\$34.81
Level H	\$21.08	\$21.54	\$22.38	\$22.67	\$23.05	\$23.60	\$25.42	\$25.85	\$26.43	\$27.50	\$28.29	\$28.72	\$30.69	\$31.60	\$32.81	\$34.84	\$35.01
Level I	\$21.28	\$21.74	\$22.58	\$22.87	\$23.25	\$23.80	\$25.62	\$26.05	\$26.63	\$27.70	\$28.49	\$28.92	\$30.89	\$31.80	\$33.01	\$35.04	\$35.21
Level J	\$21.48	\$21.94	\$22.78	\$23.07	\$23.45	\$24.00	\$25.82	\$26.25	\$26.83	\$27.90	\$28.69	\$29.12	\$31.09	\$32.00	\$33.21	\$35.24	\$35.41
Level K	\$21.68	\$22.14	\$22.98	\$23.27	\$23.65	\$24.20	\$26.02	\$26.45	\$27.03	\$28.10	\$28.89	\$29.32	\$31.29	\$32.20	\$33.41	\$35.44	\$35.61
Level L	\$21.89	\$22.36	\$23.20	\$23.48	\$23.86	\$24.41	\$26.23	\$26.66	\$27.25	\$28.31	\$29.10	\$29.53	\$31.50	\$32.41	\$33.63	\$35.65	\$35.82
Level M	\$22.09	\$22.56	\$23.40	\$23.68	\$24.06	\$24.61	\$26.43	\$26.86	\$27.45	\$28.51	\$29.30	\$29.73	\$31.70	\$32.61	\$33.83	\$35.85	\$36.02
Level N	\$22.29	\$22.76	\$23.60	\$23.88	\$24.26	\$24.81	\$26.63	\$27.06	\$27.65	\$28.71	\$29.50	\$29.93	\$31.90	\$32.81	\$34.03	\$36.05	\$36.22
Level O	\$22.49	\$22.96	\$23.80	\$24.08	\$24.46	\$25.01	\$26.83	\$27.26	\$27.85	\$28.91	\$29.70	\$30.13	\$32.10	\$33.01	\$34.23	\$36.25	\$36.42
Level P	\$22.69	\$23.16	\$24.00	\$24.28	\$24.66	\$25.21	\$27.03	\$27.46	\$28.05	\$29.11	\$29.90	\$30.33	\$32.30	\$33.21	\$34.43	\$36.45	\$36.62
Level Q	\$22.90	\$23.37	\$24.21	\$24.49	\$24.88	\$25.42	\$27.25	\$27.67	\$28.26	\$29.32	\$30.11	\$30.55	\$32.51	\$33.42	\$34.64	\$36.66	\$36.83

*Custodial overtime for building rental permits will use Tier 3 Level L

* Annual level movement contingent upon annual board approval

* Consumer price index (CPI) increases are separate from level movement and are reviewed and presented to the Board of Education for consideration on an annual basis

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 22, 2019

Negotiations with the Kenosha Education Association for the 2018-2019 Collective Bargaining Agreement; impose final offer

Background

On Sept. 6, 2018, the District's and Kenosha Education Association's negotiations teams met to exchange initial bargaining proposals. The KEA's original proposal was 2.13 percent and the Board of Education's was 1.25 percent.

The District again met with KEA representatives on Oct. 10, 2018, where the KEA presented a 2.13 percent increase for all teachers at the top level of all tiers of the teacher salary structure and a 2 percent increase for all other teachers. The Board's proposal remained unchanged.

The negotiations teams met for a third and final time on Dec. 17, 2018, where the KEA proposed a 1.75 percent increase for all teachers and the Board's offer remained unchanged. Upon being asked if that was their final answer, the KEA responded it was and, therefore, all parties declared a bargaining impasse.

Recommendation

Act 10 provides that, once the parties reach impasse, the Board is permitted to unilaterally implement its last and final offer. Therefore, it is recommended that the Board impose and implement the Kenosha Unified School District's offer to the members of the bargaining unit represented by the Kenosha Education Association for a 2018-2019 collective bargaining agreement pursuant to Wis. Stat. § 111.70, which results in a total base wage increase of 1.25 percent across the board effective July 1, 2018.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Interim Chief Human Resource Officer and
Chief Communications Officer

Mr. Tarik Hamdan
Chief Financial Officer

**FINAL OFFER OF THE
KENOSHA UNIFIED SCHOOL DISTRICT
FOR A
2018-2019 COLLECTIVE BARGAINING AGREEMENT
BETWEEN THE
BOARD OF EDUCATION
FOR THE
KENOSHA UNIFIED SCHOOL DISTRICT
AND THE
KENOSHA EDUCATION ASSOCIATION**

ARTICLE 1 – RECOGNITION

This Agreement applies to all regular full-time and all regular part-time certificated teaching personnel employed by the Kenosha Unified School District (District), but excluding all other employees, supervisors, and administrators.

ARTICLE 2 – DURATION

This Agreement shall be binding and in full force and effect from July 1, 2018, through June 30, 2019.

ARTICLE 3 – WAGES

Pursuant to this Agreement, effective July 1, 2018, all bargaining unit members shall receive a One and One Quarter Percent (1.25%) base wage increase for the 2018-2019 contract year to be distributed to across-the-board to each member of the bargaining unit.

ARTICLE 4 – MISCELLANEOUS

This Agreement is subject to the Municipal Employment Relations Act (MERA), as revised, and applicable administrative regulations. It is intended to conform to state laws and regulations, including MERA and applicable administrative regulations. In the event that any provision of this Agreement is contrary to law, then such provision shall not be applicable, performed, or enforced, except to the extent permitted by law; however, the remaining provisions shall continue to be in effect. Furthermore, this Agreement is the complete agreement between the parties and supersedes and replaces all previous agreements between the parties.

During the meeting of the Kenosha Unified School District Board of Education on January 22, 2019, the Board approved the implementation of this final offer.

KENOSHA UNIFIED SCHOOL DISTRICT

Date

Date

Date

The KEA has not agreed to this final offer or the implementation thereof, but is signing this document to confirm that they received it and understand that it has been imposed and will be implemented by the KUSD.

KENOSHA EDUCATION ASSOCIATION

Date

Date

Date

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Kenosha Unified School District
Kenosha, Wisconsin

January 22, 2019
Board of Education Meeting

POLICY 1310 – TOBACCO USE

Background:

Each year the Office of Human Resources reviews the Employee Handbook for updates and clarity to ensure we have the best possible resource available for our staff. Upon our initial review of the handbook, it was found that Policy 1310 – Tobacco Use and the 2018-19 handbook should be updated to reflect that vaping is prohibited in addition to traditional tobacco products.

In March of 2017, the Tobacco Use policy was updated, but it did not include language around vaping. While a vaping machine may be considered a tobacco product, the Office of Human Resources believes it is best to clarify that tobacco products of any kind includes vaping with or without nicotine products. The addition of this language gives clear direction that the use of tobacco products and/or vaping with or without nicotine is strictly prohibited on district owned property.

Approved policy changes also will be reflected in the 2019-20 Employee Handbook slated to be reviewed by the Board in February 2019.

Administration Recommendation:

Administration recommends that the board approve updated Policy 1310 – Tobacco and/or Vaping Device Use as a first reading on Jan. 22, 2019, and a second reading on Feb. 26, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer &
Interim Chief Human Resource Officer

POLICY 1310

TOBACCO AND/OR VAPING DEVICE USE

Smoking and the use of tobacco products **and/or vaping devices** in any form, **including those with or without nicotine** ~~by anyone~~, is **strictly prohibited for all persons** on district premises. “Premises” is defined as all property owned by, rented by or under the control of the district, including grounds, schools, offices, work areas, school buses and other school vehicles.

LEGAL REF.: Wisconsin Statutes

Sections 101.123 [Smoking prohibited]

120.12(20) [Board duty; prohibit tobacco use on school premise]

Pro-Children Act of 2001, 42 U.S.C. 7181 through 7184 ~~No Child Left Behind Act of 2001 [Section 4303—No smoking policy for children’s services]~~

CROSS REF.: 5433, Tobacco Use by Students
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

APPROVED: February 25, 2003

REVISED: December 19, 2006
September 23, 2014
October 28, 2014
March 28, 2017
February 26, 2019

Kenosha Unified School District
Kenosha, Wisconsin

January 22, 2019
Board of Education Meeting

**ADMINISTRATIVE REGULATION 4323.1 – FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS**

Background:

Each year the Office of Human Resources reviews the Employee Handbook for updates and clarity to ensure we have the best possible resource available for our staff. Upon our initial review of the handbook, it was found that the state and federal Family Medical Leave Act (FMLA) section had become outdated as outlined in the handbook and in Administrative Regulation 4323.1.

Because FLMA is a state and federal law, we are recommending shortened language in the handbook, which will be brought to the board in February, that provides our employees notice that we honor FMLA, the calendar year we have established as a measurement period, and the rights and obligations they have regarding FMLA (see attachment A). We also would like to eliminate the administrative regulation so that the specifics of FMLA are not frequently outdated as the law changes. The human resource team refers directly to the U.S. Department of Labor for any federal FMLA and Department of Workforce Development for any state WFMLA needs to ensure the most accurate version/information is being used.

Administration Recommendation:

Administration recommends that the board approve the elimination of Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights as a first reading on Jan. 22, 2019, and a second reading on Feb. 26, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer &
Interim Chief Human Resource Officer

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

Employees may be eligible for leave in accordance with the state and federal Family and Medical Leave Acts.

Under the federal Family and medical Leave Act (FMLA), eligible employees are entitled to 12 work weeks of unpaid leave during a calendar year for the birth of a child and to care for the newborn child; or placement with the employee of a child for adoption or foster care and to care for the newly placed child; to care for the employee's spouse, child, or parent who has a serious health; a serious health condition that makes the employee unable to perform the essential functions of his or her job; or for any qualifying exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or call to covered active duty status. An employee may qualify for FMLA of up to 26 work weeks of leave during a "single 12-month period" to care for a covered service member with a serious injury or illness, when the employee is the spouse, child, parent or next of kin of the service member.

Under the Wisconsin Family and Medical Leave Act (WFMLA), eligible employees are entitled to 6 weeks of unpaid family leave in a calendar year for the birth of a child or placement of a child with the employee for adoption, and 2 weeks of unpaid family leave to care for the employee's child, spouse, domestic partner, or parent, if the child, spouse, domestic partner, or parent has a serious health condition. Eligible employees are entitled to 2 weeks of unpaid medical leave for a serious health condition of the employee which makes the employee unable to perform his or her employment.

Leave under the FMLA and WFMLA will be run concurrently, as allowed by law, and will be run concurrently with any other leave which is available to the employee under other district leave and absence policies. All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines will not be used against an employee in any employment decision, including in the determination of raises or discipline.

These are the guidelines for taking family and/or medical leave by employees of the Kenosha Unified School District:

1. ELIGIBILITY FOR LEAVE

An employee is eligible for leave under the WFMLA if he or she has been employed by the for more than 52 consecutive weeks and has been paid by the District for at least 1,000 hours during the 52 weeks prior to the time leave begins. An employee is eligible for leave under the FMLA if he or she has been employed for 12 months by the District and has worked at least 1,250 hours during the 12-month period prior to the time leave begins.

2. ~~TYPE OF LEAVE AVAILABLE~~

A. ~~Birth of a child or placement of a child for adoption or foster care~~

~~Unpaid leave may be taken by an eligible employee for the birth of a child or placement for adoption or foster care of a child with the employee. Under the FMLA, leave must conclude no later than 12 months after the child's birth or placement. An employee may elect to substitute accrued paid leave, as defined under the applicable District Policy or employee handbook, or the District may require the employee to substitute accrued paid leave for unpaid FMLA leave. Leave taken under the WFMLA must begin within 16 weeks of the child's birth or placement. An employee entitled to leave under the WFMLA may substitute any other paid or unpaid leave which has accrued to the employee. Any substituted paid time used will not be available later.~~

B. ~~Serious health condition of employee~~

~~Unpaid leave may be taken by an eligible employee in the event the employee experiences a "serious health condition." A "serious health condition" will generally occur when the employee receives inpatient care at a hospital, hospice or nursing home or when the employee experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. Medical leave may be taken all at once or in smaller increments as medically necessary. An employee must provide the district with a "Health Care Provider Certification" completed by the treating health care provider no later than 15 days of the employee's request for leave. "Health Care Provider Certification" forms are available from the Office of Human Resources. Any accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. If the leave is required due to a work-related injury, workers' compensation leave will run concurrently with the leave an employee is entitled to under the law to the extent permitted. Any substituted paid leave used will not be available later.~~

C. ~~Serious health condition of parent, spouse, child, domestic partner~~

~~Unpaid leave may be taken by an eligible employee in the event the employee's parent, spouse, child or domestic partner experiences a "serious health condition." A "serious health condition" will generally occur when the individual receives inpatient care at a hospital, hospice or nursing home or when the individual experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider.~~

D. ~~Qualifying exigency~~

~~Under the FMLA, unpaid leave may be taken for any qualifying exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or call to covered active duty status. An employee may be required to provide certification of the need for exigency leave. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as~~

FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

~~permitted under federal law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.~~

~~E. — Military caregiver leave~~

~~Under the FMLA, unpaid leave may be taken to care for a covered service member with a serious injury or illness, when the employee is the spouse, child, parent, or next of kin of the service member. An employee may be required to provide certification of the need for exigency leave. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.~~

~~3. — INTERMITTENT OR REDUCED SCHEDULE LEAVE~~

~~Under the FMLA, leave may be taken intermittently or on a reduced leave schedule under certain circumstances. For intermittent leave or leave on a reduced leave schedule taken because of an employee's own serious health condition, to care for a spouse, parent, son, or daughter with a serious health condition, or to care for a covered service member with a serious injury or illness, there must be a medical need for leave and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule. Eligible employees may also take FMLA leave on an intermittent or reduced schedule basis when necessary because of a qualifying exigency. If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, then the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the district's operations. When leave is taken under the FMLA after the birth of a healthy child or placement of a healthy child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only if the employer agrees.~~

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

- ~~1. **Leave entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your unpaid leave entitlement for a calendar year. Your family and medical leave, under state and federal laws, will run concurrently with any other leave for which you are eligible under applicable district policies.~~
- ~~2. **Medical certification.** If your request is based on your serious health condition or the serious health condition of your child, spouse, parent, domestic partner or covered service member, you must provide the district with a medical certification ("Health Care Provider Certification") prepared by the health provider. This certification must be provided to the district within 15 calendar days of the request for leave, unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good faith efforts, in which case it must be provided as soon as practicable. If you fail to provide a timely certification, your leave request, or your continuation for leave, may be denied or delayed until the required certification is provided.~~

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

3. ~~**Additional certification.** If the district has any doubts about the accuracy of your initial medical certification, you must submit to another certification, at the district's expense, by a health care provider selected by the district. If the second opinion differs from the initial certification, a third opinion may be obtained. The third opinion is final and binding.~~
4. ~~**Re-certification.** On a periodic basis, you must provide the district with subsequent re-certifications that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.~~
5. ~~**Intent to return to work.** You must provide the district with a periodic report on your status and intent to return to work.~~
6. ~~**Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the district with a medical release, "Fitness for Duty Certification" signed by your health care provider before you can return to work. If you fail to provide the district with a medical release, your reinstatement will be delayed until the required certification is provided or denied.~~
7. ~~**Substitution.** Accrued leave, as defined under the applicable District policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise unpaid leave period.~~

~~When paid leave is substituted for your unpaid leave, the paid leave will run concurrently with your family and medical leave and will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.~~

8. ~~**Maintenance of insurance coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the district requires the substitution of paid leave, your share of premiums, if any, will be paid through the district's normal payroll deduction method. Otherwise, the district will designate a method for collecting premiums when your leave is unpaid.~~
9. ~~**Employment protection.** Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position has been filled, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. You will have no greater right to employment at the end of your leave than you would have had with the district if you had not taken leave.~~

~~In the case of instructional employees, your re-employment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please contact the Office of Human Resources for additional information on your reinstatement rights.~~

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

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

~~Wisconsin Bone Marrow and Organ Donation Leave Act~~

~~Unpaid leave may be taken by an eligible employee for the purpose of service as a bone marrow or organ donor if the employee provides his or her employer with written verification that the employee is to serve as a bone marrow or organ donor. An employee is eligible for leave if he or she has been employed by the District for more than 52 consecutive weeks and worked at least 1,000 hours during the preceding 52-week period. Leave may be taken only for the period necessary for the employee to undergo the bone marrow or organ donation procedure and to recover from the procedure, up to a maximum of six weeks in a 12-month period.~~

~~If an employee requests bone marrow and organ donation leave, the employer may require the employee to provide certification issued by the health care provider of the bone marrow or organ recipient or the employee, whichever is appropriate, of any of the following: that the recipient has a serious health condition that necessitates a bone marrow or organ transplant; that the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure. The employee shall make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the District's operations, subject to the approval of the health care provider of the bone marrow or organ recipient, and give the District advance notice in a reasonable and practicable manner. An employee may substitute, for portions of bone marrow and organ donation leave, paid or unpaid leave of any other type provided by the District.~~

~~LEGAL REF.: 29 USC Chapter 28 Sections 2601-2654 (Family and medical Leave Act)
29 C.F.R. Part 825
Wisconsin Statute Section 103.10 (Family or Medical Leave)
Wis. Admin. Code Ch. DWD 225
Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)~~

~~CROSS REF.: Policy 4280, Employee Attendance and Punctuality
Employee Handbook~~

ATTACHMENT A

FAMILY AND MEDICAL LEAVE ACT (FMLA)

Employees may be eligible for leave in accordance with the state and federal Family and Medical Leave Acts. Kenosha Unified School District utilizes the calendar year (January 1 through December 31) to establish its 12- month FMLA measurement period.

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

1. **Leave entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your unpaid leave entitlement for a calendar year. Your family and medical leave, under state and federal laws, will run concurrently with any other leave for which you are eligible under applicable District policies.
2. **Medical certification.** If your request is based on your serious health condition or the serious health condition of your child, spouse, parent, domestic partner or covered service member, you must provide the District with a medical certification (“Health Care Provider Certification”) prepared by the health provider. This certification must be provided to the District within 15 calendar days of the request for leave, unless it is not practicable under the particular circumstances to do so despite the employee’s diligent, good-faith efforts, in which case it must be provided as soon as practicable. If you fail to provide a timely certification, your leave request or your continuation for leave may be denied or delayed until the required certification is provided.
3. **Additional certification.** If the District has any doubts about the accuracy of your initial medical certification, you must submit to another certification, at the District’s expense, by a health care provider selected by the District. If the second opinion differs from the initial certification, a third opinion may be obtained. The third opinion is final and binding.
4. **Re-certification.** On a periodic basis, you must provide the District with subsequent re-certifications that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.
5. **Intent to return to work.** You must provide the District with a periodic report on your status and intent to return to work.
6. **Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the District with a medical release, “Fitness for Duty Certification” form signed by your health care provider before you can return to work. If you fail to provide the District with a medical release, your reinstatement will be delayed until the required certification is provided or denied.
7. **Substitution.** You may be paid by the District, or you may request payment, for any paid leave to which you have a right to payment at the time of your leave under the

District's applicable leave policies. When paid leave is substituted for your unpaid leave, the paid leave will run concurrently with your family and medical leave and will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

8. **Maintenance of insurance coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the District requires the substitution of paid leave, your share of premiums, if any, will be paid through the District's normal payroll deduction method. Otherwise, the District will designate a method for collecting premiums when your leave is unpaid.
9. **Employment protection.** Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position has been filled, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. You will have no greater right to employment at the end of your leave than you would have had with the District if you had not taken leave.

In the case of instructional employees, your re-employment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please contact the Office of Human Resources for additional information on your reinstatement rights.

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

*Legal Ref.: 29 USC Chapter 28 Sections 2601-2654 (Family and Medical Leave Act) 29 C.F.R. Part 825
Wisconsin Statute Section 103.10 (Family or Medical Leave) Wis. Admin. Code Ch. DWD 225
Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)*

Cross Ref: Board Policy 4280

**Kenosha Unified School District
Kenosha, Wisconsin**

January 22, 2019

**POLICY 6610—PROCEDURES FOR SELECTING AND
USING SUPPLEMENTARY INSTRUCTIONAL MATERIALS**

Background

School Board Policy 6610 includes a seven-year curriculum cycle that details the selection and purchase of updated curriculum materials in Phase 3 of the seven-year cycle. To be responsive to the continuously changing global community and academic expectations and standards, it is essential that the curriculum cycle is reviewed regularly. When necessary, updates to this cycle are brought to the School Board for approval to ensure the immediate needs of students and teachers alike are addressed through this process.

The revisions to the seven-year cycle in Policy 6610 are based on effective utilization of the \$1.987 million set aside for curriculum resources that will result in providing educators with essential curriculum materials earlier than previously scheduled. The following chart indicates the year an update is made and the rationale for this change:

PROPOSED REVISIONS TO SEVEN-YEAR CURRICULUM REVIEW CYCLE UPDATES INCLUDING RATIONALE		
YEAR	PHASE	RATIONALE
2018-19	<u>Phase 1</u> Move 6-8 world language to Phase 2.	The middle school world language curriculum review team had participated in researching the high school curriculum materials; and as a result of that, they are prepared to complete Phase 2 of the curriculum review cycle in spring 2019.
	<u>Phase 2</u> Add 6-12 English language arts.	In the existing curriculum review cycle K-12 English language

PROPOSED REVISIONS TO SEVEN-YEAR CURRICULUM REVIEW CYCLE UPDATES INCLUDING RATIONALE		
YEAR	PHASE	RATIONALE
	<p>Move 6-12 social studies (U.S. History) to Phase 3.</p>	<p>arts is scheduled to begin the review process in the 2019-20 school year. The 6-12 curriculum team was established in 2015-16, and the team is prepared to embark on the process of material selection. The copyright date of the existing materials is 2005 for grades 6-8 and 2006 for grades 9-12. Neither series are aligned to the KUSD English language arts standards.</p> <p>Advancing the purchase of these materials by one year will support the realignment of courses for 9-12 social studies, specifically U.S. History.</p>
2019-20	<p><u>Phase 1</u></p> <p>Change K-12 English language arts to K-5 English language arts.</p>	<p>The 6-12 English language arts materials purchase was moved to Phase 3 of the cycle.</p>

Recommendation

Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials—as a first reading on January 22, 2019, and a second reading on February 26, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. Che Kearby
Coordinator of Educator Effectiveness and Social Studies

Ms. Susan Mirsky
Coordinator of English/Language Arts

Ms. Sarah Smith
Coordinator of Language Acquisition

POLICY 6610
SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials, including required textbooks, **equipment**, and supplementary books and materials, shall be recommended to the School Board by the ~~Superintendent of Schools~~, in accordance with District rules and regulations. The Board shall make the final determination regarding selection of materials.

Textbooks and other materials which are required to be read by all students shall be evaluated and recommended to the ~~Superintendent~~ by the ~~Assistant Superintendent of Teaching and Learning~~ **chief academic officer** and the curriculum design team. This team is charged with the responsibility of screening materials and preparing recommendations for selection and adoption of instructional materials.

Supplementary materials which are to be used for particular programs in individual schools may be selected by teachers, teacher committees, or departments with the approval of the principal, the ~~Assistant Superintendent of Teaching and Learning~~ **chief academic officer**, and the ~~Superintendent~~/designee.

The Board shall adopt the required ~~textbooks~~ **materials and equipment** for the District.

The District shall not discriminate in the selection and evaluation of instructional and library materials or media on the basis of sex, race, religion, national origin, 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 118.03(2) [Purchase of textbooks]
 118.13 Pupil discrimination prohibited
 120.10(15) Textbooks
 120.12(11) Indigent children
 120.13 School board powers
 120.13(5) Books, material and equipment
Wisconsin Administrative Code
PI 9.03(1) [Prohibiting discrimination against pupils]

CROSS REF.: 1410, Free Materials
 2110, Benchmarks
 3280, Student Fees
 5110, Equal Educational Opportunities/Discrimination Complaint
 6300, Curriculum Development and Improvement
 6430, Instructional Arrangements (The Learning Situation)
 6620, Library Resources
 6810, Teaching About Controversial Issues
 Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: March 9, 1999
 January 29, 2002
 December 15, 2015
 April 24, 2017
 February 26, 2019

RULE 6610

PROCEDURES FOR SELECTING AND USING
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. No student shall be required to read supplementary books or those on a required list if the parent/guardian indicates there are reasons why a particular book should not be read by their child.
2. Movies/video clips can enhance the educational experience for students. Therefore, movies/videos must be directly relevant to the curriculum and be appropriate for all students within the classroom. Following careful evaluation, movies/video clips in various formats and other audio-visual materials may be used for instructional purposes in accordance with District Policy 3531.1—Copyrighted Materials.
3. Movies/video clips are defined as being less than 25 minutes in length and are to be used with classroom discussion or activities.
4. Commercial entertainment videos having obvious educational value may be included when appropriate to the subject being studied. Commercial videos that are unrated or rated PG or PG-13 shall not be shown to students in the District without advance written notice to the parents. Such notice shall contain an accurate description of the contents of the film. No videos having an R, NC-17, or X shall be shown to students at any school.
5. Parents/guardians not wishing to have their children participate in viewing a particular video may indicate this decision in a note to the principal. The decision of the parent/guardian will be respected, and an assignment of equal value may be given as an alternative to attending the showing of such a video. The parent/guardian shall be given an opportunity to review District-owned audio-visual materials as available, at no additional expense to the District.

RULE 6610
 PROCEDURES FOR SELECTING AND USING
 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

SEVEN-YEAR CURRICULUM REVIEW CYCLE

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
	Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
2016-17	<ul style="list-style-type: none"> • K-5 math • 11-12 science (fourth courses) • K-12 art • 9-12 career and technical education (business and family and consumer science) • K-8 Spanish language arts (dual language) 	<ul style="list-style-type: none"> • 6-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science 	<ul style="list-style-type: none"> • K-5 science • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages 	<ul style="list-style-type: none"> • 11-12 math (fourth courses) • K-5 social studies • 9-12 English Language Development III 	<ul style="list-style-type: none"> • K-5 reading • 6-12 English • K-12 English Language Development I/II 	<ul style="list-style-type: none"> • 6-10 math 	
2017-18	<ul style="list-style-type: none"> • 6-12 social studies (U.S. History/ Government) • 4 – 12 performance music • Career and technical education (technology) 	<ul style="list-style-type: none"> • K-5 math • 11-12 science (fourth courses) • K-12 art • 9-12 career and technical education (business and family and consumer science) 	<ul style="list-style-type: none"> • 6-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science 	<ul style="list-style-type: none"> • K-5 science • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages 	<ul style="list-style-type: none"> • 11-12 math (fourth courses) • K-5 social studies • 9-12 English Language Development III 	<ul style="list-style-type: none"> • K-5 reading • 6-12 English • K-12 English Language Development I/II 	<ul style="list-style-type: none"> • 6-10 math

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
		<ul style="list-style-type: none"> K-8 Spanish language arts (dual language) 					
2018-19	<ul style="list-style-type: none"> 6-10 math K-5 music Early education 9-12 social studies electives 6-8 world language 	<ul style="list-style-type: none"> 6-12 social studies (U.S. History/Government) 4 – 12 performance music Career and technical education (technology) 6-12 English language arts 6-8 world language 	<ul style="list-style-type: none"> K-5 math 11-12 science (fourth courses) K-12 art 9-12 career and technical education (business and family and consumer science) K-8 Spanish language arts (dual language) 6-12 social studies (U.S. History/Government) 	<ul style="list-style-type: none"> 6-12 social studies (World History) K-12 health 6-12 theatre 6-11 science 	<ul style="list-style-type: none"> K-5 science 9-12 career and technical education (Exploring Health Occupations) 9-12 world languages 	<ul style="list-style-type: none"> 11-12 math (fourth courses) K-5 social studies 9-12 English Language Development III 	<ul style="list-style-type: none"> K-5 reading 6-12 English K-12 English Language Development I/II
2019-20	<ul style="list-style-type: none"> K-12 English language arts K-12 English Language Development I/II K-12 physical education 	<ul style="list-style-type: none"> 6-10 math K-5 music Early education 9-12 social studies electives 6-8 world language 	<ul style="list-style-type: none"> 6-12 social studies (U.S. History/Government) 4 – 12 performance music Career and technical education (technology) 6-8 world language 6-12 English language arts 	<ul style="list-style-type: none"> K-5 math 11-12 science (fourth courses) K-12 art 9-12 career and technical education (business and family and consumer science) K-8 Spanish language arts (dual language) 	<ul style="list-style-type: none"> 6-12 social studies (World History) K-12 health 6-12 theatre 6-11 science 	<ul style="list-style-type: none"> K-5 science 9-12 career and technical education (Exploring Health Occupations) 9-12 world languages 	<ul style="list-style-type: none"> 11-12 math (fourth courses) K-5 social studies 9-12 English Language Development III

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
				<ul style="list-style-type: none"> 6-12 social studies (U.S. History/ Government) 			
2020-21		<ul style="list-style-type: none"> K-12 English language arts K-12 English Language Development I/II K-12 physical education 	<ul style="list-style-type: none"> 6-10 math K-5 music Early education 9-12 social studies electives 6-8 world language 	<ul style="list-style-type: none"> 6-12 social studies (U.S. History/ Government) 4 – 12 performance music Career and technical education (technology) 6-8 world language 6-12 English language arts 	<ul style="list-style-type: none"> K-5 math 11-12 science (fourth courses) K-12 art 9-12 career and technical education (business and family and consumer science) K-8 Spanish language arts (dual language) 6-12 social studies (U.S. History/ Government) 	<ul style="list-style-type: none"> 6-12 social studies (World History) K-12 health 6-12 theatre 6-11 science 	<ul style="list-style-type: none"> K-5 science 9-12 career and technical education (Exploring Health Occupations) 9-12 world languages

Throughout 2016-21, The Curriculum Review Cycle may need to be amended due to state and district curriculum and assessment guidelines and revisions.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 22, 2019

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR
KINDERGARTEN THROUGH FIFTH GRADE MATHEMATICS**

Background

The Kenosha Unified School District curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction, and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential.

Elementary mathematics began year 1 of the seven-year process in 2016 with the formation of a Curriculum Committee. In fall 2016 an invite was sent to all elementary schools requesting individuals to serve on the elementary curriculum design team. All individuals that expressed interest were selected to be part of the team.

The Elementary Curriculum Committee was comprised of 31 members representing 18 of 24 elementary schools ([Appendix A](#)). Their work began in fall 2016 with a review of district data, the common core math standards, and the existing curriculum. At the same time, a program evaluation was conducted by the Wisconsin Evaluation Collaborative that resulted in 8 key findings and 12 recommendations which were shared with the Board in a report in November 2017 ([Appendix B](#)). In the second year, the team developed grade level scope documents as well as identifying critical units of study for each grade level.

Rationale for Curriculum Update

This request to adopt and purchase math instructional materials for kindergarten through fifth grade aligns with Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement ([Appendix C](#)).

Instructional Materials Review Process

The instructional materials review process began in April 2018 with a Request for Purchase, resulting in 12 responses from publishers. Based on the content of the proposals, nine programs were selected for an initial review, which was conducted June 26 through 28, 2018. The initial review team utilized the Instructional Materials Evaluation Tool (IMET), developed by Student Achievement Partners ([Appendix D](#)) to evaluate each program based on the following criteria:

- Focus and Coherence
- Rigor and Balance
- Standards for Mathematical Practice
- Access to Standards for All Learners

Four programs were found to meet all of the criteria and were moved forward in the process for in-depth review. Prior to the end of the 2017-18 school year, the coordinator of mathematics reached out to principals of schools that had not been represented on the original committee to invite them to recruit teachers to participate in the in-depth review process so that all elementary schools would be represented during this process. The in-depth review was conducted July 16 through 19, 2018, and July 23 through 24, 2018. Review teams used the Curriculum Materials Analysis Tool ([Appendix E](#)) developed by the National Council of Supervisors of Mathematics to evaluate each resource using three rubrics: Tool 1—Mathematics Content, Tool 2—Mathematical Practices, and Tool 3—Equity, Assessment & Technology. Ultimately, only three programs were part of the in-depth review process after receiving notification from one of the publishers that the publication of their program had been postponed and review samples would not be available for review until later in 2019. Based on the data from the in-depth review, two programs were selected as finalists.

Instructional materials and resources from both finalists were on display at the Educational Support Center from October 26, 2018, through November 9, 2018. Instructional staff and community members were invited, via the Kenosha Unified School District media outlets, and the *Kenosha News*, to peruse the materials and provide feedback ([Appendix E](#)). Elementary staff were also provided electronic access to both programs and invited to submit their feedback using an electronic form ([Appendix F](#)).

Representatives from the both finalist programs were invited to present their program to elementary staff. These presentations were held on November 1, 2018. The presentations were recorded and shared so they could be viewed by individuals who were unable to attend the presentations in person.

After the community review period was complete, the team met on November 15, 2018, to review the feedback collected from the community and elementary instructional staff. A consensus process was used to make the final selection.

The Office of Teaching and Learning held small group meetings for elementary principals and instructional coaches on November 16, 2018, and November 19, 2018, to share

the final recommendation of the committee and ask for their commitment to support the full implementation of new mathematics instructional resources. Support for the adoption was received from 24 of 25 elementary principals ([Appendix G](#)).

As a result of the in-depth review process, which totals more than 650 hours of review, *Bridges in Mathematics* was selected as the core instructional program for Kenosha Unified School District kindergarten through grade 5 mathematics. *Bridges in Mathematics* is a comprehensive kindergarten through fifth grade curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. *Bridges* blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

SEG Measurement, an independent third-party research firm, recently conducted a study of the effectiveness of *Bridges in Mathematics* using data from the 2015-16 and 2016-17 school years. By comparing students' end-of-year scores from their state math assessments (Partnership for Assessment of Readiness for College and Careers), SEG Measurement found that students in *Bridges* classrooms achieved significantly higher scores than others who did not use *Bridges* ([Appendix H](#)).

Bridges is currently in use in numerous districts across the United States, including the following districts in Wisconsin: Elmbrook, Greendale, Green Bay, Madison, Menomonee Falls, Neenah, Oshkosh, Salem, and Stevens Point.

INSTRUCTIONAL MATERIALS

The Purchase/Contract Rationale form includes a list of teacher resources and instructional materials ([Appendix I](#)).

NEW MATERIAL BENEFITS

- Built from the ground up to fully address Common Core State Standards, the second edition remains anchored in an inquiry-based approach to math education for kindergarten through fifth grade.
- Draws upon decades of research into the best methods for teaching and learning math.

- Includes a wide variety of age-appropriate assessments at each grade level, ranging from interviews, observation tips, and short performance tasks for the youngest students to unit pre and postassessments, midunit checkpoints, and more extensive performance tasks for grades 2 and up.
- Incorporates increasingly complex visual models, including the Number Line and the Array models, in a coherent framework across the curriculum.
- Includes Number Corner, which features short daily workouts that introduce, reinforce, and extend skills and concepts related to the critical areas of study at each grade level.
- Resources for communicating with families and encouraging family involvement available in both English and Spanish.
- Suggestions for targeted reteaching, supporting English learners, and additional challenges to support the range of learners in each classroom
- Complete and ready-to-use curriculum with detailed lesson plans, embedded formative assessments, hands-on kits and manipulatives, digital tools, and a variety of effective teacher supports.

Implementation

Purchase of the kindergarten through fifth grade *Bridges in Mathematics* curriculum in spring 2019 will allow teachers on-line access to materials before leaving for the summer.

Successful implementation will also require extensive professional learning for classroom teachers, instructional coaches, and administrators that includes both initial training as well as ongoing job-embedded support. *Bridges* recommends all staff attend a two-day Getting Started workshop as well as monthly two-hour collaborative planning sessions that are included with purchase of the materials. One-day workshops are available for both instructional coaches and administrators as well as customized follow-up support workshops at an additional cost. Following the first year of implementation, district staff may attend a *Bridges* facilitator workshop, which would allow the district to conduct future Getting Started sessions for new staff in house. The *Bridges* educator site also includes an extensive professional development library that includes a collection of articles, videos, and archived webinars to provide teachers with on-demand professional learning and support.

Planning is in progress for the following professional learning sessions:

DATE	TOPIC	AUDIENCE	PROVIDER
April-May 2019	Introduction to Bridges in Mathematics	<ul style="list-style-type: none"> Kindergarten-grade 5 teachers and administrators 	<ul style="list-style-type: none"> Coordinator of mathematics Elementary mathematics teacher consultant Bridges staff
June-August 2019	Bridges Getting Started Workshops (2 days)	<ul style="list-style-type: none"> Kindergarten-grade 5 teachers 	<ul style="list-style-type: none"> Bridges staff
August 2019	Abridged Getting Started Workshops (½ day)	<ul style="list-style-type: none"> Kindergarten-grade 5 teachers Administrators who did not attend summer sessions 	<ul style="list-style-type: none"> Coordinator of mathematics Elementary mathematics teacher consultant Elementary mathematics teacher leaders
	Bridges Coaching Workshop	<ul style="list-style-type: none"> Elementary instructional coaches 	<ul style="list-style-type: none"> Bridges staff
	Bridges Administrator Workshop	<ul style="list-style-type: none"> Elementary principals 	<ul style="list-style-type: none"> Bridges staff
September 2019-April 2020	Monthly Unit Planning Workshops	<ul style="list-style-type: none"> Elementary instructional staff 	<ul style="list-style-type: none"> Coordinator of mathematics Elementary mathematics teacher consultant Elementary mathematics teacher leaders
	Follow-Up Support Workshops	<ul style="list-style-type: none"> Elementary math leadership teams 	<ul style="list-style-type: none"> Bridges staff

DATE	TOPIC	AUDIENCE	PROVIDER
Summer 2020	Bridges Getting Started workshops	<ul style="list-style-type: none"> Kindergarten-grade 5 teachers 	<ul style="list-style-type: none"> Coordinator of mathematics Elementary mathematics teacher consultant Elementary mathematics teacher leaders
	Bridges Facilitator Workshop	<ul style="list-style-type: none"> Coordinator of mathematics Elementary mathematics teacher consultant Elementary mathematics teacher leaders 	<ul style="list-style-type: none"> Bridges staff
	Bridges Leadership Institute	<ul style="list-style-type: none"> Coordinator of mathematics Elementary mathematics teacher consultant Elementary mathematics teacher leaders 	<ul style="list-style-type: none"> Bridges staff

Kindergarten through fifth grade mathematics will begin Phase 4 of the curriculum development process in September 2019. Throughout the school year, the coordinator of mathematics and will work with lead teachers, instructional coaches, and principals to monitor the impact of the *Bridges in Mathematics* instructional resources. The Phase 4 work will include:

- Assessing student progress using assessments embedded in the program
- Planning and activating the ongoing program evaluation design
- Collecting teacher feedback

Phase 5 of the curriculum review cycle will be conducted from September 2020 through June 2023. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on end-of-unit assessments
- Analyzing state assessment results
- Reviewing data to determine the extent to which curriculum alignment is present
- Reviewing and updating curriculum guides and assessments as necessary
- Continuing professional learning and monitoring impact
- Evaluating the improvements made

Recommendation

Administration recommends that the Board of Education grant approval to purchase kindergarten through fifth grade *Bridges in Mathematics* curriculum materials as outlined in this report including [Appendix I](#), showing an estimated purchase cost of \$942,597.78 for materials.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Jennifer Lawler
Coordinator of Mathematics

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Kenosha Unified School District
Kenosha, Wisconsin

January 22, 2019

INFANT LAB/PACE PROGRAM

The Infant Lab/PACE (Parent and Child Education) Program was developed and implemented at least 30 years ago. Through extensive research it has been challenging to find the exact date for the inception of the program. It began at Reuther High School and in 2013 was moved to Indian Trail High School. The program was implemented to serve students who were pregnant during their high school years. The PACE Program provided parenting classes and the ability for pregnant students to earn credits and attend school in an alternative setting in order to meet all of the students' individual needs. The Infant Lab provided students with child care which allowed them to attend school and earn credits toward graduation.

PACE Program offers:

- Child Development Class
- Human Biology Class
- Parenting Class

Infant Lab Offers:

- Child Care (babies and toddlers, 1 month to 3 years old)

During the late 1900's Reuther was the only school in Kenosha Unified that had alternative programming to earn a high school diploma. This is no longer the case, currently students have the ability to earn a high school diploma using several options at all of the comprehensive high schools as well as Reuther, eSchool, or a combination of each.

Classes offered for students at all of the comprehensive high schools consist of:

- ITED (Iowa Tests of Educational Development), these are a set of standardized test given annually to high school student in many schools in the United States covering grades 9 through 12. The ITED diploma provides the student with a High School Competency Diploma.
- eschool classes – these are online classes that have a teacher assigned to assist students, students participate in on-line classes at home. However, students are required to attend eschool for their assessments.
- Blended eschool and general education classes – students may combine their school day with several eschool classes and attend their high school for electives or other classes.
- Edgenuity courses are computer based on-line learning programs designed for students who need to repeat or make up a classes. Classes may be individualized which includes accelerated courses or the ability to repeat or finish a course. The

on-line courses may also be done with a combination of general education courses and elective courses.

Below is a chart with the numbers of students utilizing our Infant Lab and PACE programs from 2009-10 to the current year of 2018-19.

Year	2009-10	2018-19
Number of Infants in the Lab	51	6
Number of Students in PACE Program	50	11

The numbers in the chart depicts the decrease in usage of the program. The decrease in usage can be attributed to several factors, a 50% drop in the teen birth rate state wide, students wanting to stay at their home school to finish their education, and the offer to take eschool courses, remaining at home and graduate with a regular diploma.

The Infant Lab currently has 5 Educational Support Personnel (ESP's) to serve our students who need child care. The number of ESP's required for the number of Infant and Toddlers we currently have enrolled would be a maximum of 2. During the spring of 2017, the Chief of HR and Chief of School Leadership notified all 5 of the ESP's that 3 positions for the Infant Lab would be eliminated at the end of the 2018-19 school year. They were encouraged to seek open positions for which they are qualified within the district. A meeting was held and information was disseminated to the ESP's. They were given personal support for applying on WECA (KUSD's application site) and how to search for other vacant openings.

The current PACE program has one full time teacher that serves 11 students and who oversees 6 infants.

Total cost for both programs is \$329,678.47. The cost for personnel in the Infant Lab is \$235,252.97 and the Pace personnel is \$94,425.50.

Community Resources offered to pregnant teens or teens with children:

- Kenosha Human Development Services (KHDS)
- Nurse/Family Partnership
- Early Head Start
- Prevention Services Network (PSN)
- Kenosha Area Family and Aging Services (Kafasi)
- Care Net Family Resource Center
- Kenosha Health Department
- Women, Infants, and Children (WIC)

Administrative Recommendation

Administration recommends that the Board of Education eliminate the Infant Lab and PACE program effective for the 2019-2020 school year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

Luanne Rohde
Director of Early Education

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 22, 2019

Open Enrollment Allocations – 2019-20 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 2019-20 Open Enrollment period is from February 4 to April 30, 2019. 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 2019-20. 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 2019-20 within the Kenosha Unified School District. After a review of the historical data and enrollment projections, this 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 2019-20. Recommendation is for a total of 191 spaces, 19 of which are designated for selected special education programs service/types as noted in Appendix A and Appendix B.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Sue Valeri
Chief of School Leadership

Bridget Kotarak
Director of Special Education
and Student Support

Luanne Rohde
Director of Early Education Programs

Lorien Thomas
Research Coordinator

APPENDIX A

Number of Regular Education Open Enrollment Spaces (2019-20)

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	36
Grade 7	10
Grade 8	10
Grade 9	20
Grade 10	5
Grade 11	5
Grade 12	5
Total	191

Historical Open Enrollment Allocations & Confirmed Enrollments

School Year	Board Allocated Seats	New Open Enrollment Students (3rd Friday)	Total Open Enrollment Students (3rd Friday)	Alternative Application Enrollments Accepted
2018-19	205	48	104	13
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

APPENDIX B

Number of Special Education Open Enrollment Spaces (2019-20)

Program	Recommended Spaces
High School	
• Cross-Categorical	4
• 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
Total	19

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 22, 2019

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2017-18 - Graduation Class of 2018)

Executive Summary

Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. For over twenty years and counting, this cohort analysis 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 2014-15 until the end of summer school four school years later in August 2018. Additionally, the graduation “base cohort” of the Class of 2017 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2016 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. Additionally, starting in early 2019, the new federal “Every Student Succeeds Acts (ESSA)” report cards will display the average 4-year and 7-year cohort graduation rates as one of the required accountability indicators.

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 2018 will utilize these 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. Beginning with School Year 2016-17, all Kenosha Unified students earning a diploma have a 23.5 total credit requirement and must successfully pass the U.S. Civics Exam

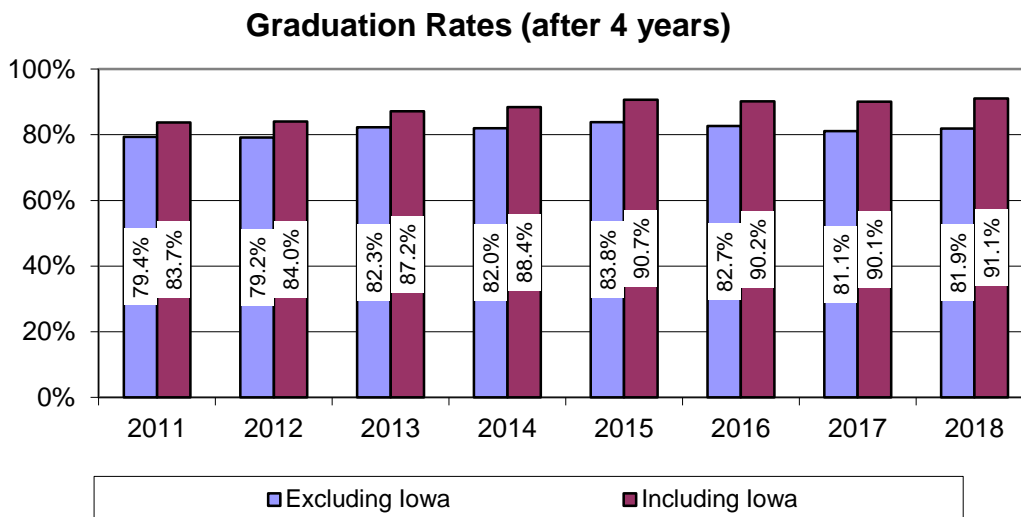
(U.S. Citizenship and Immigration Services Exam) with a score of 65 or higher out of 100 questions. Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 4 credits for English/Language Arts, 3 credits each for Social Studies, Math and Science, 1.5 in physical education, 0.5 in health education and encourages each district to have an additional 8.5 elective credits which totals 23.5 credits. For the current school year (cohort 2018) 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 2018)

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.

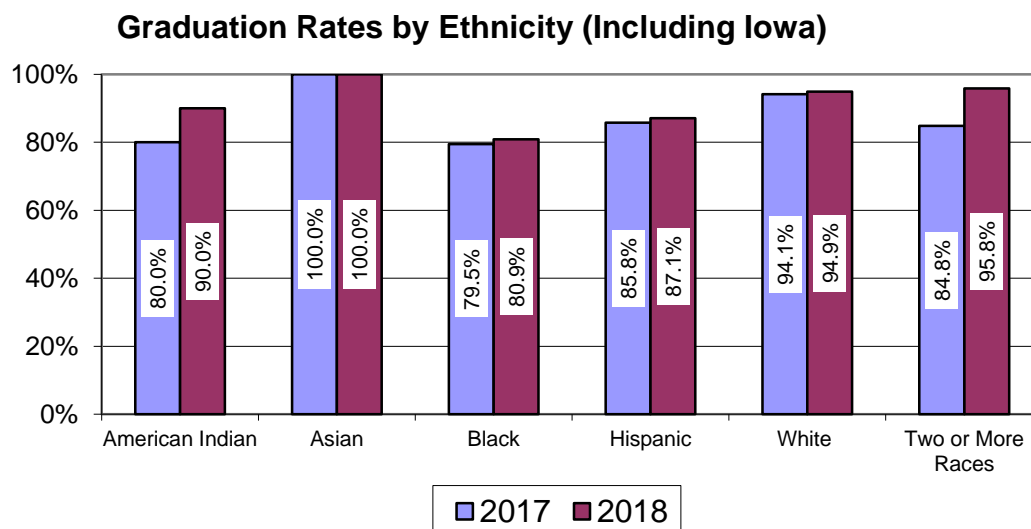
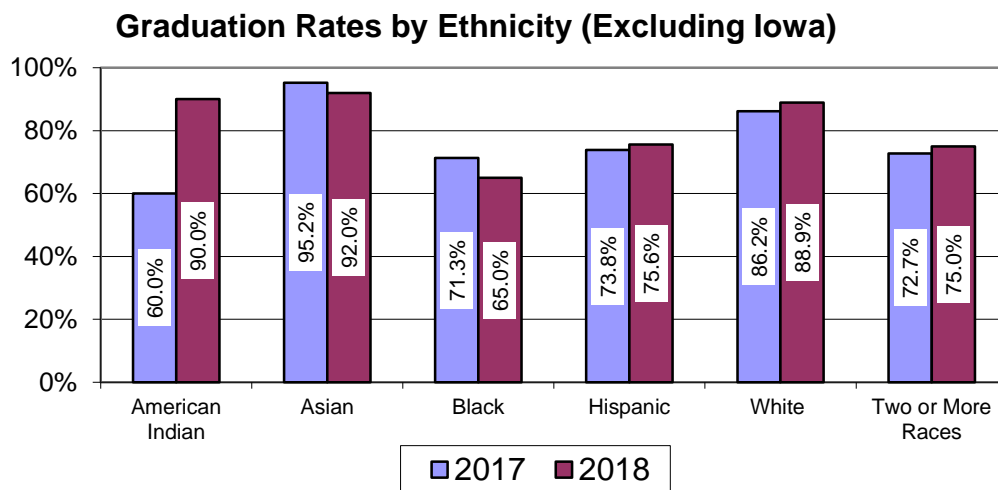
1. At the end of the four-year cycle, the KUSD Class of 2018 achieved an overall graduation rate of 81.9% when excluding "Iowa" graduates, and 91.1% when including "Iowa" graduates. The final figure displays a 1.0% increase compared to the Class of 2017 for those Including "Iowa" graduates. This is the 4th 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 83.8% compared to Males at 80.1%. When including "Iowa" graduates, this gender gap closes slightly to five percent with the Class of 2018 reporting Females graduating at 92.2% and Males at 90.1%. In comparison to last year the Male graduates group, when including "Iowa", increased by 2.5%.
3. Most of the minority ethnic groups graduated at lower levels than their white peers in 2018. The two exceptions are with Asian students and American Indian or Alaska Native students,

where they continue to graduate at the highest levels compared to all ethnic groups; 92.0% when excluding “Iowa” graduates and 100.0% when including “Iowa” graduates; 90.0% when excluding “Iowa” graduates and 90.0% when including “Iowa” graduates respectively.

4. Black students and those with Two or More Races show the lowest graduation rates. However, students with Two or More Races showed an increase from 2017 to 2018 when excluding and including “Iowa” graduates. Students with Two or More Races increased from 72.7% in 2017 to 75.0% in 2018 when excluding “Iowa” graduates and increased from 84.8% to 95.8% when including “Iowa” graduates. Black students decreased from 71.3% in 2017 to 65.0% in 2018 when excluding “Iowa” graduates, but increased from 79.5% to 80.9% when including “Iowa” graduates.

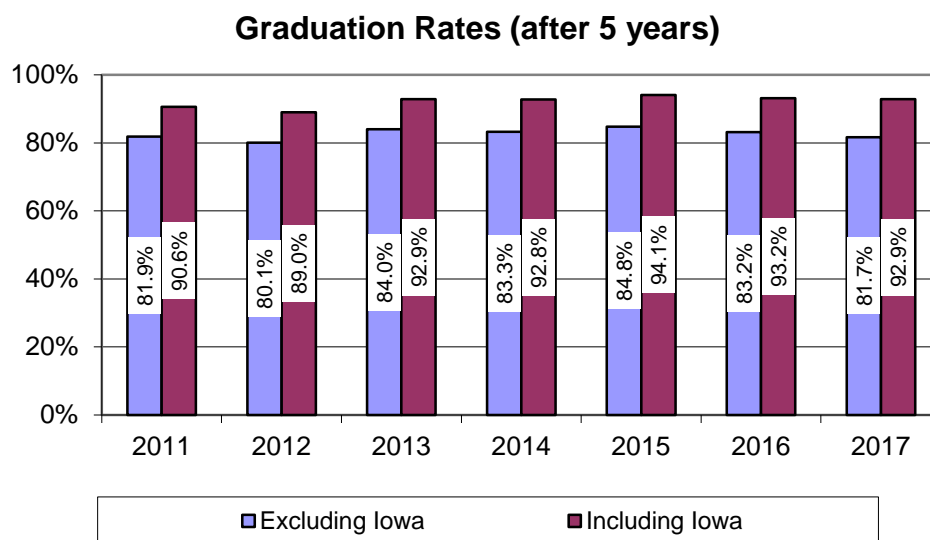


5. The graduation rates for the target groups in the School and District Report Card, “Students with Disabilities”, “Economically Disadvantaged”, and “English Learners” report graduation rates at a lower rate than their comparison group.

6. Students with Disabilities reported an increase from 2017 to 2018. When including “Iowa” graduates, the rate increased from 81.2% in 2017 to 84.0% in 2018.
7. The percent of students that transferred out of Kenosha since 9th grade was 9.6% in 2018, which is relatively flat in comparison to 2017.
8. The dropout rate stayed at 2.1% in 2018 compared 2017 when excluding “Iowa” graduates as dropouts. The student groups with higher dropout rates were Black students (6.4%) or English Learners (4.5%).
9. The number of “Iowa” graduates in the 2017 Cohort Graduation Class after four years was 144, which is relatively stable from the 139 graduates in the Class of 2017.

Five-Year Cycle (Class of 2016)

10. At the end of the five-year period, 1,264 students (81.7%) graduated when excluding “Iowa” graduates and 1,438 students (92.9%) graduated when including “Iowa” graduates, resulting in a decrease of 1.5% and 0.3% of students, respectively, when compared to the end of the fifth year of the Class of 2016.



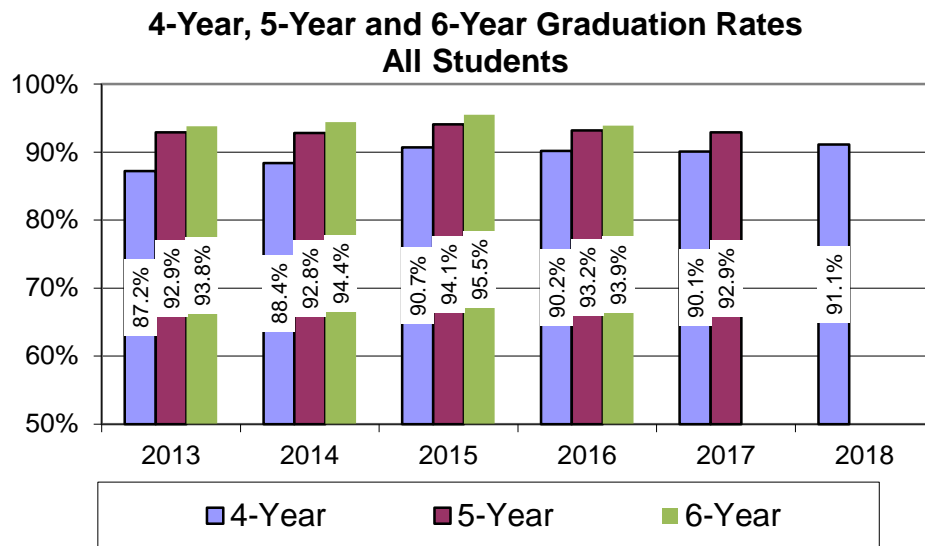
11. The Class of 2017, when compared to that of the Class of 2016, reported rates slightly lower (92.9% in 2017 vs. 93.2% in 2016). All groups, except Black, American Indian or Alaskan Native, reached 85% or higher. The most notable increase was with Two or More Races, reporting 90.9% in 2017 compared to 83.7% with the Class of 2016.
12. The percent of “Credit Deficient” students in the 2017 graduation cohort group at the end of the fifth year was 2.4%, which is a slight decrease in comparison to 2016’s fifth year students.
13. The number of “Iowa” graduates in the 2017 cohort group after five years was 174 students, an increase of 35 students when compared to the same cohort group after four years (139).

Six-Year Cycle (Class of 2015)

14. At the end of the six-year period, 1,278 students (83.4%) graduated when excluding “Iowa” graduates and 1,439 students (93.9%) graduated when including “Iowa” graduates.

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 a slight increase when compared to the 5-year rate.



This report is an informational item.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Laura Sawyer
Data Analyst

Link to Complete Report with Appendices: <https://www.kusd.edu/sites/default/files/document-library/english/cohort-report.pdf>

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Kenosha Unified School District
Kenosha, Wisconsin

January 22, 2019

WASB Proposed Resolutions – 2019

The Superintendent and Leadership Council reviewed the 2019 WASB proposed resolutions and make the following recommendations:

Resolution	Title	Recommendation
19-01-a	Repeal existing Resolution 2.13 - State Aids and Strikes	Support
19-01-b	Repeal existing Resolution 4.40 - Repeal Teacher Contract Law	Support
19-02	Reducing the Number of School Board Members in a District	Support
19-03	Student Poverty & Revenue Limits	Support
19-04	Community Schools	Support
19-05	Funding for Gifted and Talented Programming	Support
19-06	Competitive Grants	Support
19-07	Special Education Reimbursement Rate and Other Special Education Provisions	Support
19-08	Common School Fund/Library Aid	Support
19-09	Reading Interventions	Support
19-10	Private School Aid/Voucher Funding	Support
19-11	Oppose/Eliminate Special Education Vouchers	Support
19-12	Indigenous People's Day	Support
19-13	Tobacco-, Nicotine- & Vaping-free Schools	Support
19-14	Mental Health Revenue Limit Exemption	Support
19-15	Trauma-Informed Care	Support
19-16	School Safety	Support
19-17	Early Childhood Development and Education	Support
19-18	DPI Licensing of Clinical Counselors	Support
19-19	Higher Learning Commission	Support
19-20	State Funding for Early College Credit Program and Start College Now Program	Support
19-21	Early College Credit/Start College Now Programs	Support
19-22	State Funding for Collaborative Efforts to Address Behaviorally Challenged/Expelled Students	Support

It is recommended that the School Board provide direction to its delegate relative to the 2019 WASB proposed resolutions and give their delegate discretionary latitude to vote on amendments or other resolutions.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**

2 Madison, Wisconsin

3 November 30, 2018

4
5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2019 RESOLUTIONS**

6 WASB Policy & Resolutions Committee

7 Brett Hyde, Muskego-Norway School Board, Chair

8
9
10 **Resolution 19-01: *Technical Resolution—Revisions to Repeal Outdated or Obsolete Resolutions***

11
12 **a) Repeal existing resolution 2.13, which reads:**

13
14 **2.13 State Aids and Strikes**

15 The WASB supports legislation which will allow the state superintendent to pay aids to a school
16 district on a minimum statutory number of days if the cause is a strike by school employees or
17 some other cause beyond the control of the school board. (1991-16)

18
19 **Rationale:**

20 This resolution is outdated.

21
22 2013 Wisconsin Act 257 repealed the requirement that each school board schedule at least 180 school
23 days annually. Further, due to the enactment of 2011 Wisconsin Act 10 there are no longer any
24 collective bargaining agreements in place that might protect a teacher who refuses to work (i.e.,
25 strikes) and a teacher who refuses to work can simply be fired.

26
27 Although school boards are no longer required to schedule at least 180 school days, school boards
28 remain subject to the requirement that they must annually schedule a certain number of hours of direct
29 pupil instruction, which varies by grade level. Under s. 121.02 (1) (f), Wis. Stats., school boards must
30 “annually, schedule at least 437 *hours* of direct pupil instruction in kindergarten, at least 1,050 *hours*
31 of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades
32 7 to 12.”

33
34 Current section 121.23(2), Wis. Stats., provides that if a school district fails to provide the number of
35 hours of direct pupil instruction specified (above) as the result of a strike by school district employees,
36 for the purposes of computing general aid, the state superintendent shall compute the school district's
37 primary and secondary ceiling costs per member in accordance with the procedure specified in that
38 statute.

39
40
41 **b) Repeal existing resolution 4.40, which reads:**

42
43 **4.40 Repeal Teacher Contract Law**

44 The WASB supports legislation to repeal the teacher contract law, since its provisions are covered
45 by and may conflict with local bargaining agreements. (1980-3)

Rationale:

This resolution is outdated.

Due to the enactment of 2011 Wisconsin Act 10 there are no longer any collective bargaining agreements in place that might overlap or conflict with the teacher contract statute; therefore, the rationale for this resolution no longer exists.

Resolution 19-02: *Reducing the Number of School Board Members in a District*

Create: The WASB supports legislation allowing a school district board with more than three members to reduce its number of board members to the next lowest odd number of board members in a single step.

Rationale:

State statutes spell out the methods for changing the number of school board members within a district. (See ss. 120.02 (1) and 120.41(2), Wis. Stats.) In all school districts this involves a petition process that places the question before either the annual meeting (in common and UHS districts) or the next school board election (in unified districts).

Currently, whenever a school district with more than three (3) school board members votes to reduce the number of school board members, the reduction is accomplished by electing one less school board member each year thereafter until the school board is reduced to the approved number of members. (See s. 120.03(3)(e), Wis. Stats.)

This resolution supports allowing a school board with more than three members to reduce its membership from an odd number of members to the next lowest odd number of members in one step, thus maintaining an odd number of board seats and reducing the likelihood that tie votes will occur.

Note: There are currently four school boards in the state with 3 school board members: Brighton #1, Dover #1, Geneva J4 and Norris. All other school boards have at least five members.

Resolution 19-03: *Student Poverty & Revenue Limits*

Amend Resolution 2.20 (q) to read as follows:

The WASB supports using student poverty as a factor in the state equalization aid formula and revenue limits.

Rationale:

Currently, both the equalization aid formula (a/k/a school funding formula) used to calculate each district's general equalization aid allocation and the revenue limit formula count each pupil as one pupil without regard to any special needs or characteristics that pupil may possess.

Existing WASB Resolution 2.20 (q) supports using student poverty as a factor in how *state aid*—specifically general equalization aid—is calculated and distributed to each school district through the school funding formula. This resolution would add student poverty as a factor in calculating the *revenue limit* applicable to each school district.

Adding a poverty factor to the formula for calculating general aid but not to the formula for calculating revenue limits would provide districts with state general equalization aid in proportion to their level of student poverty. A district would not, however, be able to spend any additional general aid that might be generated under that formula change on programs or services for students (e.g., to address the needs of students from poverty backgrounds) unless its revenue limit adjusts in similar manner. In general, under the revenue limit law any additional general equalization aid received by the district would have to be used to reduce the district's property tax levy (This assumes no offsetting adjustment in revenue limits is allowed). By supporting an adjustment in revenue limits this resolution would give local school boards the option to use any additional revenue this change might generate at their discretion.

Resolution 19-04: *Community Schools*

Create: The WASB supports state funding for inclusive “community schools” programming that utilizes strategic community partnerships to provide support services such as health and nutrition as well as enhanced learning opportunities to meet the diverse needs of students and families.

Rationale:

“Community schools” are public schools that combine academics, physical health, mental health, and social service resources for students and families through partnerships with a variety of community service organizations. In this model, the school serves as a host location around which a network of resources and systems are built that try to ensure every student's needs are met. Studies have shown community schools increase academic achievement, improve student attendance and may increase parents' involvement, attendance at school activities, and engagement with school faculty, staff, and other parents. This resolution, if adopted, would support a dedicated source of state funding for community schools.

Resolution 19-05: *Funding for Gifted and Talented Programming*

Create: The WASB supports increasing state funding for Gifted and Talented programming in Wisconsin's public schools.

Rationale:

Current Wisconsin law mandates that “each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.” However, the state currently appropriates only \$237,200 annually to fund services to gifted and talented students statewide, making this a statutory directive largely an unfunded state mandate. This resolution supports additional funding for gifted and talented programming.

1 **Resolution 19-06: *Competitive Grants***

2
3 **Create:** The WASB opposes the use of competitive grants as a vehicle to deliver state funding to
4 school districts that should be distributed through categorical aids. The WASB supports
5 ensuring that competitive grant programs recognize the diversity of school districts and resources
6 available to them, that applications are simple and easy to complete, and, to the extent possible,
7 that grant application deadlines are staggered so they do not all fall at the same time.

8
9 **Rationale:**

10 This resolution recognizes that competitive grants are increasingly being utilized to distribute
11 state funding to school districts for various purposes as an alternative to providing categorical
12 aid. With greater use of competitive grants, comes more work for districts in applying for the
13 grants, which can be cumbersome and labor-intensive, particularly for smaller districts with less
14 staff resources to devote to grant-writing. Such difficulties for districts are aggravated when
15 numerous grant application deadlines fall at the same time.

16
17
18 **Resolution 19-07: *Special Education Reimbursement Rate and Other Special Education***
19 ***Provisions***

20
21 **Amend** Resolution 2.31 to read as follows:

22
23 The WASB supports increasing the special education categorical aid reimbursement level to not
24 less than ~~33~~60 percent of prior year eligible costs and maintaining funding at not less than this
25 percentage each year thereafter. The WASB further supports the following provisions related to
26 funding for children with disabilities:

27
28 (a) Funding that follows the student on a pro-rated basis within the school year rather
29 than being targeted to the district.

30 (b) Funding for special needs vouchers will not impact a public school's state aid, nor
31 will private schools that receive special needs vouchers be reimbursed at a higher
32 percentage rate for their special education costs than the reimbursement rate public
33 schools receive for their special education costs.

34 ~~(b)-(c)~~ Full federal and state funding for students living in rehabilitation centers and foster
35 homes within the school boundaries.

36 ~~(c)-(d)~~ Full federal and state aid for mandated special education transportation costs.

37 ~~(d)-(e)~~ Full federal and state funding for the cost of assistance to students required by law,
38 which is not related to a child's education, including but not limited to nursing assistance,
39 interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations
40 and programming and individualized behavior modification programming.

41 ~~(e)~~ ~~Increases in state and federal resources for serving severely emotionally disturbed~~
42 ~~students.~~

43 ~~(f)~~ ~~Streamlined processes for settling special education disputes to minimize legal costs.~~

44 ~~(g)~~ ~~Limitations on legal fees school districts are required to pay attorneys for pupils who~~
45 ~~prevail in special education disputes.~~

1 ~~(h)-(f)~~ The WASB supports the use of federal, state and local resources in a collaborative
2 manner to support transition programs for students with disabilities to achieve better
3 employment and postsecondary opportunities for these students.

4 ~~(i)-(g)~~ The WASB supports full federal and state funding for children with high cost/low
5 incidence disabilities, ensuring that the additional resources come from increasing the
6 current special education appropriation.

7 ~~(j)-(h)~~ The WASB supports full state and federal government funding of services
8 provided by cooperative public agencies for students ~~with the most severe disabilities~~.
9

10 **Rationale:**

11 Special education categorical aid provides state funding to districts to reimbursement certain eligible
12 costs from the prior year. The amount of funding each district receives is based on the total amount
13 appropriated for this aid and a school district's eligible costs in the prior year. The main special
14 education categorical aid appropriation was last increased in 2008-09. It has been frozen at about
15 \$369 million since then even though costs for special education services continue to increase.
16

17 When special education costs increase faster than growth in special education categorical aid, this aid
18 is prorated, and the percentage of costs reimbursed by that aid decrease over time. On a percentage
19 basis, the reimbursement rate declined from roughly 60 percent in the 1989-90 school year to roughly
20 30 percent in the 2004-05 school year and without an increase in special education categorical aid will
21 likely drop below 25 percent by the 2019-20 school year.
22

23 Special education expenditures that are not reimbursed by the state or federal special education
24 categorical aid programs are eligible for reimbursement under state general equalization aids;
25 however, state-imposed revenue limits restrict the amount of state general equalization aids and
26 property tax revenue a school district may receive. Thus, regardless of any increases in general
27 equalization aids (which are inside the revenue limits), rising special education costs (combined with
28 revenue limit restrictions) have the effect of reducing a district's available resources for non-special
29 education-related instruction (i.e., the district's regular education programming and staff).
30

31 This resolution calls for an increase in special education categorical aid funding sufficient to increase
32 the reimbursement rate to 60 percent of prior year eligible costs (as opposed to the 33 percent rate
33 called for in the existing resolution). Based on 2017-18 figures, each one percent increase in the
34 reimbursement rate translates to an annual increase in state expenditures of approximately \$14.45
35 million. It also updates several provisions in the existing resolution reflecting policy goals or priorities
36 around special education, eliminating some policy statements and adding new policy goals.
37
38

39 **Resolution 19-08: Common School Fund/Library Aid**

40
41 **Amend 2.82 Fines and Forfeitures** as follows:
42

43 **2.82 Fines & Forfeitures Common School Fund**

44 The WASB opposes any legislation to repeal, modify, or jeopardize the constitutional provisions
45 of ~~fines and forfeitures as a source of income for~~ establishing and endowing the common school
46 fund.

1 The WASB supports ensuring that the income of the common school fund will continue to be
2 directed toward public school libraries as library aid and opposes efforts to divert common
3 school fund monies to provide general support for public schools.

4
5 **Rationale:**

6 The Common School Fund was established by Wisconsin's original state Constitution in 1848
7 and is managed by the Board of Commissioners of Public Lands (BCPL), which is comprised of
8 the state attorney general, state treasurer and secretary of state. The income generated from the
9 state's common school fund, which is the funding source for library aid for public school
10 libraries, is derived primarily from investments in fixed-income securities, and interest payments
11 on loans made from the fund to municipalities and school districts by the BCPL through the State
12 Trust Fund Loan Program. In addition, under our state Constitution, revenues from certain fines
13 and forfeitures, unclaimed property and sales of public lands are deposited in the common school
14 fund and are added to the principal of the common school fund.

15
16 Wisconsin public schools and students benefit from having the income generated by the common
17 school fund used exclusively in their school libraries. Not only does library aid help provide
18 equitable access to learning materials for all staff and students in our public schools, library aid
19 monies are the sole source of state funding for public school libraries. For many school districts,
20 this is the only money available to them for making library-related purchases.

21
22 This resolution supports protecting the common school fund against attempts to repeal or abolish
23 it or remove or diminish its sources of support and income. The resolution also supports
24 maintaining the exclusive use of the income of the common school fund as library aid to public
25 school libraries.

26
27
28 **Resolution 19-09: Reading Interventions**

29
30 **Create:** The WASB supports legislation to provide commensurate state funding for ongoing
31 assessment, intensive interventions and remediation for students who have reached third grade
32 but do not read at grade level.

33
34 **Rationale:**

35 Although school boards are mandated by state law to assess reading proficiency and provide certain
36 intervention and remedial services (see, for example, section 121.02 (1)(c), Wis. Stats.), no specific
37 state funding is provided for the purpose of meeting these intervention and remediation mandates.

38
39 This resolution supports state funding to meet these various reading-related state mandates.

40
41 Reading proficiency at the third-grade level is a strong predictor of high school success and graduation
42 and correlates with lifetime economic success. Students who do not overcome reading deficits are
43 likely to struggle throughout their academic careers, have low student achievement and a reduced
44 likelihood of graduation.

1 **Resolution 19-10: *Private School Aid/Voucher Funding***

2
3 **Repeal and recreate 2.70 Private School Aid** to read as follows:

4
5 **2.70 Private School Aid/Voucher Funding**

6 The WASB strongly opposes the use of state or federal taxpayer dollars to subsidize nonpublic
7 schools or nonpublic students/parents through a system of vouchers, scholarship tax credits,
8 tuition tax credits or deduction plans or other similar arrangements.

9
10 All publicly funded schools, including private schools receiving voucher funding, must have the
11 exact same accountability and transparency standards and requirements.

12
13 The WASB opposes the current voucher funding mechanism, under which taxpayer-financed
14 vouchers are provided to private schools through deducting state aid from public school districts
15 harms the majority of Wisconsin's students by diminishing resources available for public schools
16 or requiring school boards to raise local property taxes to compensate for the lost aid. Creating
17 two publicly supported education systems threatens the sustainability of public school districts.

18
19 The WASB supports legislation to require property tax bills to include information from the
20 school district in which the property is located regarding the dollar amount (and percentage
21 change) of the net reduction in state aid, if any, to the school district between the current year
22 and the previous year as a result of pupils enrolled in statewide voucher program, the Racine
23 voucher program, the Milwaukee voucher program, or the special needs voucher program.

24
25 **Rationale:**

26 This proposed resolution rewrites the existing resolution in recognition that some of its provisions
27 are either outdated or unlikely to be realized but maintains opposition to the use of
28 public/taxpayer dollars to subsidize nonpublic schools as a core principle. The reworked
29 resolution also maintains support for the same accountability requirements for all schools that
30 receive public funding as well as support for transparency in the way vouchers are funded.

31
32 The new language is directed toward the statewide voucher program (WPCP), the Racine
33 voucher program (RPCP) and to a lesser degree, the Special Needs Scholarship Program (SNSP).
34 It is argued that the current funding system for these three voucher programs is being hidden or
35 obscured by running the funding through the public school funding formula where it is largely
36 hidden from public view and is neither clear nor well understood. That is because the costs of
37 vouchers in these programs are now being funded by deducting state aid from the public school
38 district in which participating voucher pupils reside. As a result, the local school boards of
39 districts in which voucher pupils in these programs reside are essentially being forced either to
40 raise property taxes to fund the cost of these vouchers or to cut programs and staff. No matter
41 which choice a board makes in such a situation, that involuntary "choice" has the potential to
42 weaken support for public schools and school boards.

1 **Resolution 19-11: *Oppose/Eliminate Special Education Vouchers***

2
3 **Amend** Resolution 2.705 Oppose Special Education Vouchers as follows:

4
5 The WASB opposes the use of state tax monies to provide special education vouchers for students
6 with disabilities or other special educational needs to attend private schools located anywhere in the
7 state and supports eliminating the Special Needs Scholarship program.

8
9 **Rationale:**

10 Private schools participating in the Special Needs Scholarship Program (SNSP) currently receive a
11 state aid payment of \$12,431 for each eligible pupil, regardless of the extent of the pupil's disability.
12 The general aid of the district in which the participating pupil resides is reduced to cover the payments
13 to the private school.

14
15 A participating private school must implement an individualized education plan (IEP) or services plan
16 in effect for a student, although that plan may be modified by agreement between the private school
17 and the student's parent. Beginning with the 2018-19 school year, a participating private school may,
18 but is not required to, submit to DPI a financial statement and supporting documentation indicating the
19 actual costs it incurred to implement the modified IEP or services plan for a participating student.
20 Then, beginning in the 2019-20 school year, DPI must pay all submitted actual costs for educating a
21 given participating pupil in the previous school year, up to 150 percent of the amount it would have
22 otherwise paid for that pupil (at least \$18,647). The DPI must deduct this amount from the
23 equalization aid of the school district in which that participating pupil resides.

24
25 In addition, DPI must reimburse the participating private school for 90 percent of documented costs
26 that exceed this 150 percent amount with state dollars from the program's GPR appropriation. The 90
27 percent reimbursement for services provided above this 150 percent amount (above \$18,647) could
28 potentially include services that would not be eligible to be reimbursed if those services were provided
29 at a public school. However, because the DPI is not allowed to question or investigate the legitimacy
30 of any cost figures submitted, some argue this makes this voucher program and the schools
31 participating in it unaccountable. Some also argue that providing a minimum 90 percent state
32 reimbursement to private schools for services that need not be provided by licensed or certified special
33 education teachers while public schools are only reimbursed by the state for roughly 25 or their
34 eligible costs is patently unfair. This resolution supports eliminating the special needs voucher
35 program.

36
37
38 **Resolution 19-12: *Indigenous People's Day***

39
40 **Create:** The WASB supports legislation to add Indigenous People's Day to the list of public
41 school observation days in Wisconsin.

42
43 **Rationale:**

44 Indigenous people have inhabited the Americas and Wisconsin for over 10,000 years and have
45 contributed much to the culture and history of this state. This resolution supports adding Indigenous
46 People's Day to the list of Observance Days recognized by the state and the Department of Public
47 Instruction (DPI) to honor and show respect to the contributions of indigenous people in the state.

1 State statutes governing general school operations currently designate 21 special observance days (see
2 section 118.02 Wis. Statutes).

3
4 The DPI's website listing all the special observance days indicates:

5
6 "Honoring observance days can teach the elements of tradition that preserve U.S. society
7 and foster an awareness of our cultural heritage. Observance days can be part of a rich
8 social studies curriculum that gives these individuals and events proper emphasis, both in
9 the context of Wisconsin and U.S. history and in relation to their effect on or
10 improvement of our political, economic, and social institutions."

11
12 **Resolution 19-13: Tobacco-, Nicotine- & Vaping-free Schools**

13
14 **Amend** Resolution 6.02 to read:

15
16 **6.02 Tobacco-free, Nicotine-free & Vaping-free Schools**

17
18 The WASB supports ~~tobacco-free school environments~~ school learning environments
19 free of tobacco, nicotine and vaping products and devices.

20
21 **Rationale:**

22 This resolution updates the existing WASB resolution on "tobacco-free" schools to reflect the
23 emergence of E-cigarettes and other vaping products and devices as replacements for traditional
24 tobacco cigarettes and other tobacco products as nicotine delivery mechanisms.

25
26 The resolution language is updated to specifically mention nicotine, the addictive agent in
27 tobacco products, as well as vaping products and devices that do not typically include tobacco
28 but are often filled with nicotine and other chemicals that are harmful to students.

29
30
31 **Resolution 19-14: Mental Health Revenue Limit Exemption**

32
33 **Create:** The WASB supports legislation to allow local districts to exceed the revenue limit for
34 mental health related services by creating a new fund. This newly created fund would allow
35 school districts to levy taxes above their revenue limit for the purposes of providing mental
36 health related services as identified and determined at the local level. Services may include, but
37 not be limited to the following:

- 38
39
 - 40 • Contracting with mental health service providers;
 - 41 • Hiring a mental health coordinator;
 - 42 • Hiring of an autism coordinator;
 - 43 • Hiring a behavioral specialist or interventionist;
 - 44 • Contracting with outside agencies for mental health screening in grades preK-12;
 - 45 • Hiring a parent/peer advocate; or
 - 46 • Training for staff in the areas of trauma sensitive schools, restorative practices, youth
mental health first aid, emotional regulation.

1 **Rationale:**

2 Providing a revenue limit exception for mental health services would allow local school board
3 the option to raise local property taxes to fund additional types of mental health services for
4 students (enumerated in the resolution) rather than having to rely on state aid or grant programs
5 that do not currently cover these services. School boards could, at their discretion, choose to
6 utilize the option to raise additional funds locally to fund the types of services enumerated in the
7 resolution. Creating a new fund (within the Wisconsin Uniform Financial Accounting
8 Requirements or WUFAR) would ensure the additional revenue raised under this revenue limit
9 exception would be designated specifically for such services.

12 **Resolution 19-15: *Trauma-Informed Care***

14 **Create:** The WASB supports the use of trauma-informed care in schools, including recognizing
15 how adverse childhood experiences can have an impact on a child's development and can
16 increase needs for counseling or support.

18 **Rationale:**

19 School boards play a crucial role in ensuring the healthy development of all students. This resolution
20 promotes the incorporation of trauma-informed practices in schools to better address the needs of
21 students who have experienced adverse childhood events.

23 Trauma is extreme stress that can overwhelm a person's ability to cope. It can be an event, a series of
24 events, or set of circumstances that harms a person's physical or emotional well-being.

26 Trauma-informed care is not a therapy, intervention, or specific action. It is an approach to engaging
27 people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges
28 the role that trauma has played in their lives.

30 **Note:** The first round of state school safety grants issued in summer 2018 required that applicants
31 provide staff with a minimum of 3 hours combined training in Adverse Childhood Experiences
32 (ACE) and Trauma-Informed Care/Trauma Sensitive Schools (TIC/TSS) before the end of the
33 2018-2019 school year; or demonstrate that staff has already received such training.

36 **Resolution 19-16: *School Safety***

38 **Create:** The WASB supports stronger relationships and communication between school districts
39 and law enforcement agencies to improve school safety. To further enhance school safety, the
40 WASB requests that the state Legislature and Governor enact comprehensive school safety
41 legislation, including:

- 43 • Legislation allowing prosecutors to bring Felony charges against any individual who
44 intentionally conveys a threat or false information concerning an attempt to use a
45 dangerous weapon (including a firearm) to injure or kill a person on school property, on
46 transportation provided by a school, or at an event sanctioned by a school;

- Allocating sufficient funds:
 - to increase the number of school resource officers (SROs) who are fully trained law enforcement officers in school buildings;
 - to enable school districts to make needed security improvements;
 - to enable school districts to offer enhanced mental health services for students and staff who need help; and
 - to equip school crisis teams to react to threats before they become actual emergencies.

Rationale:

Public school students and staff have the right to learn and teach in an environment where they are not only safe and secure but not distracted by the threats of a school shooting or other incidents of school violence. To that end, this resolution supports building stronger relationships and closer communication between school districts and law enforcement agencies. It also supports specific school safety legislation aimed at curbing threats as well as providing additional flexible and sustainable safety-related resources to school districts outside state-imposed revenue limits on school districts.

Resolution 19-17: *Early Childhood Development and Education*

Create: WASB members support the participation of the WASB in discussions of early childhood initiatives and in coalitions that help prepare children to succeed in school.

In addition, the WASB recognizes the benefits of:

- Universal screenings of pre-school children to ensure that children are attaining key developmental milestones prior to enrolling in school;
- Early intervention, prior to kindergarten or 4K, for children found to and be at-risk of not attaining developmental milestones or for those who have social-emotional deficits that could impair their ability to learn and/or interfere with the ability of other children to learn in a school environment;
- Early literacy initiatives that encourage parents and other caregivers to introduce children to books at an early age; and
- Providing parent education to equip parents of pre-school children to better aid their children in their development.

Rationale:

This resolution recognizes recent findings regarding the importance of early childhood development in school success, including in reducing achievement gaps and increasing graduation rates, and in fostering social-emotional learning. The resolution also supports the participation in activities intended to promote and enhance early childhood development and education.

Research in neuroscience has spotlighted the significant brain development that occurs early in a child's life. By the time a child begins 4K or Kindergarten, a significant portion of brain development has occurred. What happens during the first few years sets the stage for the rest of a child's life.

1 Parents can have a significant role in enriching early childhood experiences. Parents can, through
2 everyday interaction with their child, foster meaningful learning. This resolution recognizes that
3 school districts have a vested interest in successful early childhood development and that enhancing
4 each parent's understanding of their role and equipping them with simple techniques to foster learning
5 can be very important to their child's successful early development.
6
7

8 **Resolution 19-18: *DPI Licensing of Clinical Counselors***

9

10 **Create:** The WASB supports legislation authorizing the Department of Public Instruction to issue an
11 educator license to clinical counselors, so school districts can employ clinical counselors to provide
12 mental health services to students the same way other licensed district staff are employed to do so.
13

14 **Rationale:**

15 Mental health aspects of school safety are becoming an increasing concern of students, staff and
16 school leaders. In many areas of the state mental health professionals are in short supply. However,
17 new training avenues are being opened for mental health counselors that are not currently recognized
18 by Department of Public Instruction (DPI) licensure statutes or rules. Marquette University, for
19 example, has opened a master's degree program in clinical mental health counseling that will soon be
20 producing graduates. Other states and universities already recognize clinical mental health counseling
21 through licensure and certification programs and courses of study leading to advanced degrees.
22

23 Legislation authorizing the DPI to issue an educator license to a clinical counselor would enable
24 school districts to employ clinical counselors on their staff to be proactive in meeting the mental health
25 needs of students. These clinical counselors could supplement the services provided by other pupil
26 services professionals while developing long-term relations with the students they serve in the school
27 those students attend. It may be possible for school districts to directly bill private health insurance
28 providers and/or Medicaid for the mental health services provided to students, potentially enabling
29 districts to recoup a portion of the costs associated with employing these mental health professionals.
30
31

32 **Resolution 19-19: *Higher Learning Commission***

33

34 **Create:** The WASB supports federal legislation to require higher education accrediting agencies to
35 relax credentialing requirements for high school staff who teach dual credit courses to maximize a
36 district's ability to provide dual credit programming and coursework.
37

38 **Rationale:**

39 Dual enrollment coursework in high schools exposes high school students to career clusters that
40 inform their own post-secondary plans, provide rigorous learning opportunities that broaden their
41 learning, and can decrease their overall tuition costs, minimizing student loan debt.
42

43 The State of Wisconsin has made it easier to license teachers in critical shortage areas such as
44 technical education, business education, family/consumer education, computer science, and
45 mathematics. Many of these teachers have been certified to teach dual enrollment courses in high
46 schools that enable students to take dual enrollment courses in which they earn both high school and
47 college credit upon successful completion.

1 However, the Higher Learning Commission, which issues accreditation to colleges and universities in
2 19 states, and other regional accrediting authorities have moved to require that instructors in their
3 regions who teach college level courses, including dual credit classes, must meet stricter credentialing
4 requirements, including earning a master's degree or at least 18 credits beyond a bachelor's degree in
5 the subject they teach. Some believe this certification requirement could reduce access to dual
6 enrollment classes if those who currently teach these courses are not able to obtain the additional
7 degrees or course credits required under the new certification criteria.

8
9 Through previous resolutions, the WASB has recognized the value of ensuring that high school
10 students have access to meaningful opportunities to earn college credit (see Resolutions 3.63 (d) and
11 (e) and 3.67 (a)). The WASB also supports providing state funding for the professional development
12 of high school teachers participating in dual enrollment programs, as a way to enable schools to offer
13 more dual credit classes (see Resolution 3.63 (e)).

14
15 This resolution aims to maintain and maximize Wisconsin school districts' ability to provide dual
16 enrollment programming and coursework by urging Congress to require accrediting agencies to relax
17 credentialing requirements for high school staff who teach dual enrollment courses

18
19
20 **Resolution 19-20: State Funding for Early College Credit Program and Start College Now Program**

21
22 **Amend existing resolution 3.63 (f) to read as follows:**

23
24 **3.63 (f) State Funding and Flexibility for Course Options Program**

25 The WASB supports additional, adequate state funding to reimburse school districts for costs
26 associated with students who take courses through postsecondary educational institutions at the
27 expense of the students' resident school district (or primary district of attendance), including
28 through the Early College Credit Program and the Start College Now Program. ~~the cost to~~
29 ~~school districts of students taking courses through the Course Options Program. The WASB~~
30 ~~further supports legislation to amend the Course Options Program to provide school districts~~
31 ~~with an adequate amount of time to make appropriate adjustments to course offerings, class~~
32 ~~schedules, and staffing assignments and to allow districts to give due consideration to their~~
33 ~~resident students in allocating spaces in Course Options Program classes conducted as~~
34 ~~concurrent enrollment classes in the district's own facilities and taught by a district teacher.~~

35
36 **Rationale:**

37 The language of the existing resolution is outdated because of recent state statutory changes.

38
39 The 2017 Wisconsin Act 59 eliminated both the Course Options and Youth Options programs. The
40 Course Options statute was changed to Part-time Open Enrollment. The Youth Options statute (s.
41 118.55, Wis. Stats.) was renamed the Early College Credit Program (ECCP) and took effect in the
42 2018-19 school year. Under these changes, the Youth Options Program and the higher-education
43 elements of the Course Options Program were replaced by the ECCP and by the opportunity for pupils
44 to take technical college courses under a separate statutory program called "Start College Now."

1 In a manner like that of the now-repealed Course Options program, the new ECCP statute allows
2 Wisconsin public and private high school students to take one or more courses at an institution of
3 higher education for high school and/or college credit, effective July 1, 2018.

4
5 *Note:* Under the ECCP, an “institution of higher education” means an institution within the
6 University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution
7 of higher education located in the state. [Although technical colleges are not included under the
8 ECCP, pupils that have completed 10th grade continue to have the option to take courses at
9 technical colleges through a separate statute (see s. 38.12(14), Wis. Stats.).]

10
11 Subsequently, 2017 Wisconsin Act 307 excluded dual-enrollment courses offered for post-secondary
12 credit to high school pupils enrolled in a public high school from the ECCP, if all the following apply:

- 13
14 1. The school board of the relevant school district has entered into an agreement to provide a
15 college credit in high school program to academically qualified pupils under which the
16 participating pupils may take the course for postsecondary credit, and such agreement is with
17 either the chancellor of a University of Wisconsin System 4-year institution, or the president of
18 a private, nonprofit postsecondary institution that is a member of the Wisconsin Association of
19 Independent Colleges and Universities;
- 20
21 2. The instruction of pupils in the course takes place in a school building in the school district
22 or a school district facility; and
- 23
24 3. The individual who provides instruction in the course is a high school teacher who is
25 employed by the school district and either: a) certified or approved to provide the instruction
26 by the participating institution of higher education, or b) a faculty member of the participating
27 institution of higher education.

28
29 Dual enrollment programs (a/k/a dual credit programs) are programs through which high school
30 students are simultaneously enrolled (i.e., have a dual enrollment) in both high school and
31 college courses and earn both high school and college credit (i.e., dual credit) for the successful
32 completion of those courses.

33
34
35 **Resolution 19-21: *Early College Credit/Start College Now Programs***

36
37 **Amend** existing resolution **3.67**, to read as follows:

38
39 **3.67 ~~Youth Options~~ Early College Credit/Start College Now Programs**

40
41 (a) The WASB supports legislation which allows high school students to take courses at technical
42 colleges, universities and colleges in this state and receive high school credit, with final approval by
43 the school board.

44
45 (b) The WASB supports statutes, administrative laws-rules and decisions governing the Youth Options
46 program-college credit in high school programs that show deference to local school board policies.

1 (c) The WASB supports state funding to support ~~this mandate~~ college credit in high school programs.

2
3 (d) ~~The WASB supports further limiting the maximum number of college credits per school year.~~

4
5 (d) ~~(e)~~ The WASB supports that college courses to be considered for school board approval be
6 applicable to an academic degree, certification or diploma program at both the college and high school
7 level as well as being different from existing high school courses.

8
9 (e) ~~(f)~~ The WASB supports legislation indicating that under ~~the Youth Options Program~~ college credit
10 in high school programs, school districts would have the final authority to approve or deny offering
11 high school credits based on local policies and would only be responsible for payment of tuition for
12 those courses approved by the school board for high school credit.

13
14 (f) ~~(g)~~ The WASB supports limiting the level of tuition that districts are responsible for under the
15 ~~Youth Options Program~~ Early College Credit Program to the average per credit UW tuition and
16 requiring parents to make up the difference for ~~Youth Options~~ courses taken at greater cost.

17
18 (g) ~~(h)~~ The WASB supports requiring students to reimburse school districts for ~~Youth Options~~ non-
19 district, postsecondary courses for which they do not receive credit.

20
21 (h) ~~(i)~~ ~~The WASB supports statutory changes to improve coordination between the Youth Options and~~
22 ~~Course Options Programs that provide opportunities for students to complete coursework at~~
23 ~~educational institutions other than the student's resident district.~~ The WASB further supports
24 reasonable limitations on opportunities for students to initiate postsecondary coursework at other
25 educational institutions at the expense of the student's resident school district as well as reasonable
26 limitations on the maximum number of college credits a student may earn at the expense of the
27 student's resident school district.

28
29
30 **Rationale:**

31 The existing resolution language is outdated and should be revised due to statutory changes.

32
33 The 2017-19 state budget (2017 Wisconsin Act 59) eliminated both the Youth Options and Course
34 Options programs. The Course Options statute was changed to restore Part-time Open Enrollment.
35 The Youth Options statute (s. 118.55, Wis. Stats.) was renamed the Early College Credit Program
36 (ECCP) and took effect in the 2018-19 school year. Under these changes, the Youth Options Program
37 and the higher-education elements of the Course Options Program were replaced by the ECCP and by
38 the opportunity for pupils to take technical college courses under a separate statutory program called
39 "Start College Now."

40
41 The recreated resolution language replaces references to the Youth Options Program and Course
42 Options Program with appropriate new language to reflect current law and rearranges certain
43 provisions to make the resolution flow more logically.

1 **Resolution 19-22: State Funding for Collaborative Efforts to Address Behaviorally**
2 **Challenged/Expelled Students**

3
4 **Create:** The WASB supports state funding for collaborative efforts involving school districts working
5 with counties and law enforcement agencies to help ensure that the underlying issues that caused
6 certain students to be expelled or that contributed to the behaviors that resulted in expulsion do not
7 become school safety issues.

8
9 **Rationale:** Currently, the state does not specifically provide state resources or other assistance to
10 assist or enable local districts to voluntarily provide educational services to pupils that have been
11 expelled. This is particularly true for non-special-education pupils who are often cut loose from
12 contact with the educational system following an expulsion, potentially leading to alienation and
13 resentment on the part of these expelled students.

14
15 Under revenue limits, many school districts, including many small and rural school districts, lack the
16 resources to offer educational services or maintain meaningful contact with these expelled pupils.
17 Alternative high schools may not exist in the vicinity and treatment facilities or technical college
18 campuses are often located many miles from where the student resides, limiting options even when
19 spaces for the expelled student may be available. In addition, students in rural areas may live far
20 enough away from school that a lack of transportation or adequate broadband service can prevent them
21 from checking in or working online in a home-based educational program.

22
23 Collaborative approaches suggested by this resolution could help ensure that efforts to both assist
24 expelled students and make schools more secure are not undertaken in a silo but are coordinated with
25 law enforcement, mental health professionals and county social services personnel. Further, such
26 collaborative, community-based approaches can continue to assist and engage such students after they
27 reach age 21 and can offer options for assisting or engaging these students during those periods (such
28 as summer or other holiday breaks) when school is not in session.

29
30 *Note:* The existing WASB resolutions on expelled students are as follows:

31
32 **Resolution 3.82, Home Instruction, states:**

33 The WASB supports the position that school districts be permitted, but not required, to
34 provide home instruction to students under 16 years of age who are expelled. (1980-8)

35
36 **Resolution 5.00(c), Expelled Students, states:**

37 The WASB supports school districts collaborating with municipal, county, state and
38 private-sector organizations in providing alternative services to expelled students when
39 rehabilitation, treatment and mental health services are the child's primary needs, rather
40 than instruction. (2000-16)

41
42
43
44 -- End --
45
46



January 22, 2019

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Linse Block Foundation donated \$15,000 to McKinley Elementary School. The donation was to be used for student technology and school supplies.
2. Elaine Rust donated digital production equipment to Indian Trail High School & Academy. The estimated value of the donation is \$7,969.
3. Peter Fine donated \$3,700 to Jefferson Elementary School. The donation was to be used to purchase library books and supplies.
4. Herbert's Jewelers donated various jewelry to Roosevelt Elementary School for its student secret Santa shop. The value of this donation is \$1,984.45.
5. The Carpenters Local #161 UBCJA donated \$1,500 to Indian Trail High School & Academy. The donation was to be used to purchase playhouses for special needs students.
6. Tom and Shirley Duncan donated \$2,000 to the Bradford High School Planetarium.
7. An anonymous donation of \$500 was received for the Bradford High School Planetarium.
8. Michael and Linnea Pitts donated \$250 to the Bradford High School Planetarium.
9. Carmelo Tenuta donated \$250 to the Bradford High School Planetarium.
10. The estate of William Grogan donated a wheelchair to Lance Middle School. The estimated value of this donation is \$200.
11. Patrick and Pamela DeGrace donated \$100 to the Bradford High School Planetarium.
12. Dr. and Mrs. James Foster donated \$100 to the Bradford High School Planetarium.
13. Mario Garretto donated \$50 to the Bradford High School Planetarium.
14. Paul and Joann DeFazio donated \$25 to the Bradford High School Planetarium.

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 22, 2019

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

January

- January 8, 2019 – Cancelled: Standing Committee Meetings
- January 8, 2019 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- January 21, 2019 – Dr. Martin Luther King, Jr. Day – District Closed
- January 22, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom
- January 25, 2019 – Second quarter Ends, Staff Workday, No Students Report

February

- February 12, 2019 – Standing Committee Meetings (Audit/Budget/Finance & Planning/Facilities/Equipment) – 5:30 P.M. in ESC Boardroom
- February 18, 2019 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- February 25, 2019 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- February 26, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom

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