



REGULAR MONTHLY BOARD MEETING

February 26, 2019

7:00 PM

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

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Regular School Board Meeting
February 26, 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
Minutes of 1/22/19 Special Meeting & Executive Session, and 1/22/19
Regular Meeting
 - C. Consent/Approve 19
Summary of Receipts, Wire Transfers and Check Registers
 - D. Consent/Approve 25
Policy 1310 - Tobacco Use (Second Reading)

E. Consent/Approve	27
Administrative Regulation 4223.1 - Family and Medical Leave Notice of Rights (Second Reading)	
F. Consent/Approve	35
Policy 6610 - Procedures for Selecting and Using Supplementary Instructional Materials (Second Reading)	
XII. Old Business	
XIII. New Business	
A. Discussion	43
Head Start Semi-Annual Report	
B. Discussion/Action	48
2019-2020 Capital Projects Plan	
C. Discussion	52
Employee Handbook	
D. Discussion/Action	101
Adoption of Spanish Language Arts Instructional Materials	
E. Discussion/Action	121
Adoption of Science Instructional Materials	
F. Discussion	148
School Year 2019-20 Preliminary Enrollment Projections	
G. Discussion/Action	155
Donations to the District	
XIV. Other Business as Permitted by Law	156
Tentative Schedule of Reports, Events and Legal Deadlines For School Board (February/March)	
XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District

Kenosha, WI

February 26, 2019

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Alioto	Evan	Jefferson Elementary	Grade 3	Instructional	02/04/2019	1	\$42,036.00
Appointment	Bennett	Marlena	Mahone Middle School	Grade 6	Instructional	01/25/2019	1	\$51,687.00
Appointment	Curtis	Towanda	Food Service	Food Service Worker	Food Service	01/22/2019	1	\$18.24
Appointment	Curtiss	Zachary	Facilities	Electronics Technician	Facilities	02/11/2019	1	\$24.21
Appointment	Gerhards	Dana	McKinley/Grant Elementary	Music	Instructional	02/13/2019	1	\$42,036.00
Appointment	Goodlow	Jhalin	Indian Trail High School & Academy	Security	ESP	01/24/2019	1	\$15.19
Appointment	Greco	Robert	Wilson Elementary School	Night Custodian - Second Shift	Facilities	02/11/2019	1	\$19.32
Appointment	Harris	Jacqueline	Jeffery Elementary School	Classroom	ESP	01/16/2019	0.49	\$15.19
Appointment	Herbrechtsmeier	Caitlin	Jeffery Elementary School	Classroom	ESP	01/22/2019	0.49	\$15.19
Appointment	Hughes	Emily	Mahone Middle School	Special Education	ESP	02/18/2019	1	\$17.21
Appointment	Iorio	Jodi	Tremper High School	Special Education	ESP	02/11/2019	1	\$17.21
Appointment	Jackson	Lawanda	Indian Trail High School & Academy	Security	ESP	02/08/2019	1	\$15.19
Appointment	Panyk	Tonya	The Brompton School	Special Education	ESP	02/01/2019	1	\$17.21
Appointment	Stanard	Kimberly	Jeffery Elementary School	Classroom	ESP	01/14/2019	0.49	\$15.19
Appointment	Vallone-Seaberg	Tammy	Bradford High School	L.D.	Instructional	01/28/2019	1	\$78,773.00
Resignation	Dorsey	Karin	Educational Accountability	Administrative Support (12MO)	ASP	02/26/2019	1	\$18.31
Resignation	Dykstra	Steven	Washington Middle School	Math	Instructional	02/13/2019	1	\$42,036.00
Resignation	Perkins	Cassidy	Lincoln Middle School	E.D.	Instructional	01/24/2019	1	\$44,240.00
Resignation	Rosales	Andrew	EBSOLA CA	Night Custodian - Second Shift	Service	01/17/2019	1	\$21.34
Resignation	Sarang	Jennifer	Lance Middle School	Special Education	ESP	01/25/2019	1	\$17.21
Resignation	Uutela	Marsha	McKinley Elementary School	Information/Health Services	ESP	02/01/2019	1	\$16.20
Resignation	Wade	Jessica	Tremper High School	Interpreter	Interpreter	01/14/2019	1	\$26.34
Retirement	Gehrke	Kelly	Whittier Elementary	Grade 1	Instructional	06/13/2019	1	\$82,021.00
Retirement	Graf	Carol	Wilson Elementary School	Instructional Coach	Instructional	06/13/2019	1	\$82,021.00
Retirement	Smith	Gretchen	Mahone Middle School	Intervention Specialist	Instructional	06/13/2019	1	\$82,021.00

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 22, 2019

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 22, 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 6:32 P.M. with the following members present: Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Ms. Stevens, Mr. Garcia, and Mr. Battle were excused.

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 Items Relating to Students Requiring Confidentiality by Law and Review of Findings/Orders by Independent Hearing Officers.

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

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

1. Review of Findings/Order by Independent Hearing Officer

Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 6:33 P.M. and presented Board members with information relating to two expulsions and one early reinstatement request.

Dr. Savaglio-Jarvis and Mr. Tenuta departed the meeting at 6:40 P.M.

Mr. Kunich moved to approve the hearing officer's recommendation in regards to the first expulsion. Mr. Duncan seconded the motion. Unanimously approved.

Mrs. Modder moved to approve the hearing officer's recommendation in regards to the second expulsion. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Administration's recommendation for conditional reinstatement to Hillcrest in regards to the early reinstatement request. Mr. Duncan seconded the motion. Unanimously approved.

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

Meeting adjourned at 6:43 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 22, 2019

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 22, 2019, 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 7:00 P.M. with the following Board members present: Ms. Stevens, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Garcia and Mr. Battle were excused.

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 noted that the awards and recognitions noted on the agenda would be given at next month's meeting due to the weather.

There were no Administrative Appointments.

Mr. Kunich introduced the student ambassador, Sindhu Shankur-Femaile from Indian Trail High School and Academy, and she made her 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 12/11/18 Special Meeting, 12/11/18 Special Meeting and Executive Session, 12/11/18 Regular Meeting, and 1/8/19 Special Meeting.

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

“It is recommended that the 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.”

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

Mrs. Tanya Ruder, Interim Chief Human Resource Officer, presented the Update to Wage Schedules for Hourly Employees submitted by Mr. Kevin Neir, Human Resource Coordinator; Mr. Rade Dimitrijevic, Human Resource Coordinator; Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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.

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.

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.”

Mrs. Ruder answered questions from Board members.

Mr. Kunich moved to 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. Mrs. Modder seconded the motion. Unanimously approved.

Mrs. Ruder presented Negotiations with the Kenosha Education Association for the 2018-2019 Collective Bargaining Agreement – Impose Final Offer submitted by Mr. Hamdan, Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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.”

Mr. Kunich moved to 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. Mr. Duncan seconded the motion. Unanimously approved.

Mrs. Ruder answered questions from Board members.

Dr. Savaglio-Jarvis presented Policy 1310 – Tobacco Use submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“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 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.”

Ms. Stevens moved to approve updated Policy 1310 – Tobacco and/or Vaping Device Use as a first reading. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Ruder presented Administration Regulation 4323.1 – Family and Medical Leave Notice of Rights submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“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 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.”

Mr. Duncan moved to approve the elimination of Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights as a first reading. Mr. Kunich seconded the motion. Unanimously approved.

Mrs. Julie Housaman, Chief Academic Officer, presented Policy 6610 – Procedure for Selecting and Using Supplementary Instructional Materials submitted by Mrs. Sarah Smith, Coordinator of Language Acquisition; Mrs. Susan Mirsky, Coordinator of English/Language Arts; Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“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 indicates the year an update is made and the rationale for this change:

2018-2019

- 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;
- Add 6-12 English language arts - In the existing curriculum review cycle K-12 English language 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; and
- Move 6-12 social studies - (U.S. History) to Phase 3 - Advancing the purchase of these materials by one year will support the realignment of courses for 9-12 social studies, specifically U.S. History;

2019-2020

- Change K-12 English language arts to K-5 English language arts - The 6-12 English language arts materials purchase was moved to Phase 3 of the cycle.

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.”

Mrs. Modder moved to approve the revised Kenosha Unified School District Policy 6610—Procedures for Selecting and Using Supplementary Instructional Materials—as a first reading. Mr. Duncan seconded the motion. Unanimously approved.

Mrs. Housaman presented the Adoption of Instructional Materials for Kindergarten Through Fifth Grade Mathematics submitted by Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Housaman and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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).

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.

Four programs were found to meet all of the criteria and were moved forward in the process for in-depth review. 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. 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

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.

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.

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."

Mr. Kunich moved to approve the purchase of 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. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Infant Lab/PACE program submitted by Ms. Luanne Rohde, Director of Early Education; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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.

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.

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

Ms. Valeri answered questions from Board members.

Mrs. Modder moved to table the Infant Lab/PACE Program until next month. Ms. Stevens seconded the motion.

Roll call: Ayes: Ms. Stevens and Mrs. Modder. Noes: Mr. Duncan, Mr. Kunich and Mr. Wade. Motion failed.

Mr. Kunich moved to eliminate the Infant Lab and PACE program effective for the 2019-2020 school year. Mr. Duncan seconded the motion.

Roll call: Ayes: Mr. Duncan, Mr. Kunich and Mr. Wade. Noes: Ms. Stevens and Mrs. Modder. Motion carried.

Mr. Keckler, Chief Information Officer, presented the Open Enrollment Allocations for the 2019-2020 School Year submitted by Mrs. Lorien Thomas, Research Coordinator; Ms. Luanne Rohde; Mrs. Bridget Kotarak, Director of Special Education and Student Support; Ms. Valeri; Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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.”

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

Mr. Keckler presented the Four-Year Graduation Rate-Cohort Analysis submitted by Ms. Laura Sawyer, Data Analyst; Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“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 75 (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.

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%.

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%.

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.

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.

This report is an informational item.”

Mr. Keckler gave a PowerPoint presentation entitled *Cohort 2018 Report* that covered the following topics: 2018 cohort graduation rates (after 4 years), 2018 cohort graduation rates by ethnicity (including Iowa), AAMI average credit attainment (2017-18 AAMI participation), 2018 base cohort after 4 years (including Iowa), and graduation rates for classes 2012-2016.

Mr. Keckler answered questions from Board members.

Dr. Savaglio-Jarvis presented the WASB Proposed Resolutions – 2019, excerpts follow:

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

- 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.”

Mr. Kunich moved to approve the proposed resolution recommendations as provided in the report and give their delegate discretionary latitude to vote on amendments or other resolutions. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Kunich presented the Donations to the District.

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

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

Meeting adjourned at 8:47 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 26, 2019

CASH RECEIPTS	reference	total
January 2019 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,927,795.60
District Municipalities	<i>tax settlement - January payment</i>	36,645,760.83
Johnson Bank	<i>account interest</i>	1,525.99
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	103,856.54
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	5,110.38
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	10,027.60
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	42,271.74
HHS	<i>head start grant</i>	174,667.38
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	12,861.37
Total Incoming Wire Transfers		39,923,877.43

January 2019 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	376,818.80
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TOTAL JANUARY CASH RECEIPTS

\$ 40,300,696.23

CASH DISBURSEMENTS	reference	total
January 2019 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>	\$ 10,840,265.81
WI Department of Revenue	<i>state payroll taxes</i>	493,720.20
WI Department of Revenue	<i>state wage attachments</i>	4,284.64
IRS	<i>federal payroll taxes</i>	3,688,351.65
Delta Dental	<i>dental insurance premiums</i>	248,283.91
Diversified Benefits Services	<i>flexible spending account claims</i>	23,047.56
Employee Trust Funds	<i>wisconsin retirement system</i>	0.00
NVA	<i>vision insurance premiums</i>	15,971.55
Various	<i>TSA payments</i>	321,266.55
<i>Subtotal</i>		15,635,191.87
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	92,796.72 *
Aegis	<i>workers' compensation payment</i>	200,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	0.00
Various	<i>returned checks</i>	12.00
<i>Subtotal</i>		309,475.39
Total Outgoing Wire Transfers		\$ 15,944,667.26

January 2019 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01001DP, 01002DP 01003DP</i>	\$ 13,809.11
General operating and food services	<i>Check# 574100 thru Check# 575231 (net of void batches)</i>	8,782,510.45
Total Check Registers		\$ 8,796,319.56

TOTAL JANUARY CASH DISBURSEMENTS

\$ 24,740,986.82

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending January 15, 2019

Merchant Name	Total
3654 INTERSTATE	\$ 7,254.00
HOTEL	\$ 7,174.20
ASG GLOBAL INC	\$ 4,536.60
AIRLINE	\$ 3,260.40
NFPA NATL FIRE PROTECT	\$ 3,158.00
HOTELS.COM154277455609	\$ 2,973.00
AMERICAN TIME AMERICAN	\$ 2,860.33
MARK S PLUMBING PARTS	\$ 2,576.26
RESTAURANTS & CATERING	\$ 2,497.36
BADGER THERMAL UNLIMITED	\$ 2,344.00
DICKOW CYZAK TILE CARP	\$ 2,000.00
WELDERS SUPPLY COMPANY	\$ 1,863.00
MENARDS KENOSHA WI	\$ 1,772.82
BUILDERS HARDWARE	\$ 1,545.00
IN *MILWAUKEE FOOD TOURS	\$ 1,400.00
META INC	\$ 1,339.00
HIGHWAY C SERVICE INC	\$ 1,282.99
KIMBALL MIDWEST	\$ 1,203.09
BATTERIES PLUS #0561	\$ 1,179.40
SOUTHEASTERN EQUIPMENT &	\$ 1,161.40
STERICYCLE	\$ 1,103.34
USPS.COM POSTAL STORE	\$ 1,001.75
DASH MEDICAL GLOVES	\$ 966.00
JOHNSON CONTROLS SS	\$ 955.60
FIRST SUPPLY LLC #2033	\$ 919.33
HALLMAN LINDSAY PAINTS -	\$ 881.09
CINEMARK THEATRES 244	\$ 877.50
VIKING ELECTRIC-CREDIT DE	\$ 871.29
HOTELS.COM154250289444	\$ 844.06
MUSIC THEATRE INTERNATIO	\$ 835.00
CHESTER ELECTRONIC SUPPLY	\$ 800.00
CHRISTOPHER R GREEN SR	\$ 790.30
SQ *MATT WILHELM IN	\$ 750.00
VEHICLE MAINT. & FUEL	\$ 741.55
NATL CCL TEACHERS OF MATH	\$ 708.43
DISCOVERY WORLD, LTD	\$ 681.00
HAJOCA KENOSHA PC354	\$ 678.14
GRAINGER	\$ 676.56
SOLUTION TREE INC	\$ 669.00
WISCONSIN ASSOCIATION OF	\$ 655.00
FLUENCY MATTERS	\$ 653.00
SUPERSHUTTLE EXECUCARWDC	\$ 631.80
ONE HOUR TRANSLATION	\$ 614.01
EDU OUTREACH PARTNERSHIPS	\$ 600.00
JOHNSTONE SUPPLY	\$ 584.90
HARBOR FREIGHT TOOLS 358	\$ 572.82
EVERGREENEDGROUP	\$ 549.00

AWSA	\$	536.00
TROPHY DEPOT INC	\$	529.00
AIA PRODUCTS / DUES	\$	526.00
MMK ENTERPRISES INC.	\$	504.00
USPS.COM STAMP FLMNT SVCS	\$	501.75
LUCID8 LLC	\$	500.00
BEST BUY 00011916	\$	479.96
ARDUINO STORE	\$	469.00
CPO COMMERCE, LLC	\$	464.18
MOTION INDUSTRIES WI04	\$	456.41
AMAZON.COM*MB57K5A70	\$	450.27
48 HR BOOKS INC	\$	392.85
GFS STORE #1919	\$	389.78
SUPERSHUTTLE EXECUCARLAX	\$	382.52
PP*AASHIRTS	\$	372.00
NATL ART EDU ASSOC	\$	350.00
AIRGASS NORTH	\$	349.31
PLANK ROAD PUBLISHING	\$	319.70
ULINE *SHIP SUPPLIES	\$	316.80
PAYPAL *TEMPOKENOSH	\$	300.00
REGAL LIMOUSINE	\$	290.00
4IMPRINT	\$	289.91
FASTENAL COMPANY01	\$	282.70
AT&T*BILL PAYMENT	\$	281.34
ACT - CVENT	\$	280.00
IKEA.COM 319083316	\$	268.01
A AND R DOOR SERVICE	\$	240.00
DOLLAR TREE	\$	237.70
VIKING ELECTRIC - KENOSHA	\$	235.71
SCHOLASTIC READING CLUB	\$	230.00
AMZN MKTP US*MB11590Z1	\$	192.21
TARGET 00022517	\$	185.52
WAL-MART #1167	\$	185.43
FESTIVAL FOODS	\$	183.66
BUILDASIGN.COM	\$	179.33
LITTLE FLOWER YOGA	\$	176.00
OTC BRANDS, INC.	\$	175.88
CROWN AWARDS INC	\$	173.86
AMZN MKTP US*MB0RY44N2	\$	163.51
AMERLIBASSOC ECOMMERCE	\$	160.00
SPEEDY METALS - WEBSITE	\$	155.64
VIKING ELECTRIC-MILWAUKEE	\$	154.08
AMAZON.COM*M28MK66S1	\$	152.45
CULTURALLY RESP	\$	150.00
EXPEDIA 7405172555089	\$	147.17
BADGER TRUCK CENTER	\$	145.00
AMZN MKTP US*M24H440M2	\$	139.99
SUPER SPORTS FOOTWEAR ETC	\$	137.50
REI*GREENWOODHEINEMANN	\$	136.56
AIELLO MIDTOWN FLORIST IN	\$	133.25
DOORLOCKSDI	\$	132.92
AMZN MKTP US*MB8320J01	\$	119.09
FRESH THYME #704 KENOSHA	\$	117.98
FARM & FLEET STURTEVANT	\$	117.93
JCPENNEY 0171	\$	116.03

AMZN MKTP US*MB6EF40P0	\$	114.30
FILTRATION CONCEPTS INC	\$	111.48
AD AGE SUBSCRIP	\$	109.00
PROMETHEAN INC	\$	108.00
MADISON CHILDREN'S MUS F	\$	105.00
SN *TRACKWRESTLING	\$	104.83
OFFICEMAX/DEPOT 6358	\$	104.71
AEROPOSTALE #509	\$	102.25
OFFICEMAX/DEPOT 6045	\$	101.84
ALLIANCE FRANCAISE DE CH	\$	100.00
FIRST STAGE CHILDRENS THE	\$	100.00
THE MIDWEST CLINIC	\$	100.00
PAYPAL *CAVE MOUNDS	\$	100.00
WISCONSIN COACHLINES	\$	100.00
AMAZON.COM*M26LN50H1	\$	99.54
PAYPAL *BRAINARCH	\$	99.00
AMZN MKTP US*MB7T23JR1	\$	95.75
AMAZON.COM*MB4OV6TI1	\$	89.96
COSTCO WHSE #1198	\$	85.37
EB 66TH ANNUAL ENGINE	\$	85.00
651VINYL	\$	82.88
WIAA	\$	82.25
MAILCHIMP *MONTHLY	\$	75.00
TLF*SUNNYSIDE FLORIST OF	\$	75.00
AMAZON.COM*MB3XR0380	\$	72.48
EFS 2 THE RESCUE	\$	69.63
NSPRA	\$	69.00
HOME THEATER DIRECT	\$	67.91
ISTE	\$	63.66
CROWN TROPHY	\$	61.35
BALLCHARTS.COM	\$	60.00
DOMAINPEOPLE/NETNATION	\$	60.00
PICK N SAVE #874	\$	59.06
WM SUPERCENTER #1167	\$	58.08
AMZN MKTP US*M20OR75I0	\$	55.95
REALLY GOOD *	\$	55.93
WE AND ME INC	\$	54.95
BARNES&NOBLE.COM-BN	\$	53.93
SAGE PUBLICATIONS	\$	52.43
KMART.COM 7840	\$	51.57
MEIJER STORE #284	\$	50.78
PIGGLY WIGGLY #344	\$	46.82
SCIENCE OLYMPIAD, INC.	\$	44.95
AMAZON.COM*M27JE4MU1	\$	44.70
MENARDS RACINE WI	\$	44.16
BEST BUY 00000299	\$	41.98
AMZN MKTP US*M27890WM2	\$	40.71
MICHAELS STORES 4733	\$	40.00
QUALITYMOBILEVIDEO	\$	39.71
BNP*ENR/AR/NEWS/PS	\$	39.00
SMK*WUFOO.COM CHARGE	\$	34.00
AMZN MKTP US*MB56U8NF0	\$	33.90
AMZN MKTP US*MB3NM7071	\$	31.69
PRAIRIE SIDE TRUE VALUE	\$	31.41
AMZN MKTP US*MB6Y91OM2	\$	30.59

GUTTORMSEN RECREATION CEN	\$	30.00
FAMOUSFOOTWEAR#2617	\$	29.74
MHE*MCGRRAW-HILL ECOMM	\$	27.50
LYNCH ISUZU TRUCK CTR	\$	26.15
AMAZON PRIME	\$	26.14
WAL-MART #2668	\$	25.10
SHERWIN WILLIAMS 703180	\$	23.10
SHOPKO 31 00200311	\$	22.93
HOBBY LOBBY #350	\$	21.80
MODERN APOTHECARY	\$	19.99
AMZN MKTP US*M29C470H1	\$	19.59
PURPLEPASS	\$	19.10
MCMASTER-CARR	\$	16.52
MAXON EQUIPMENT INC.	\$	15.39
AMZN MKTP US*MB1WT6OE2	\$	14.99
SHIFFLER EQUIPMENT	\$	13.68
AMZN MKTP US*MB4E75FU2	\$	12.99
AMZN MKTP US*MB91M0J90	\$	12.40
PALMEN BUICK GMC CADIL	\$	11.52
AMZN MKTP US*MB9LQ5TT1	\$	10.98
PRIME VIDEO*M269197P1	\$	9.48
AMZN MKTP US*MB7HU3PD0	\$	8.79
PARTY CITY 5154	\$	8.39
EXPEDIA 7399288387881	\$	7.65
AMZN MKTP US*MB8EJ3F72	\$	7.00
USPS PO 5642800260	\$	6.70
ARO LOCK & DOOR	\$	6.00
DBC*BLICK ART MATERIAL	\$	5.06
AMZN MKTP US*MB0QP4TQ0	\$	3.98
USPS PO 5666100158	\$	1.21
CANVA 02200-1522640	\$	1.00
AMZN MKTP US	\$	(0.50)
EVACUUMSTORE.COM	\$	(8.07)
DOLLAR TREE, INC.	\$	(50.64)
NIAAA	\$	(60.00)
ETSY.COM - THEMINTORCHID	\$	(107.97)
ADOBE *CREATIVE CLOUD	\$	(379.67)
US Bank Purchasing Card Payment - Individuals	\$	92,796.72

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 26, 2019

Administrative Recommendation

It is recommended that the January 2019 cash receipt deposits totaling \$376,818.80, and cash receipt wire transfers-in totaling \$39,923,877.43, be approved.

Check numbers 574100 through 575231 totaling \$8,782,510.45, and general operating wire transfers-out totaling \$309,475.39, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2019 net payroll and benefit EFT batches totaling \$15,635,191.87, and net payroll check batches totaling \$13,809.11, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

February 26, 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 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

February 26, 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 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

February 26, 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 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**

February 26, 2019

HEAD START SEMI ANNUAL REPORT

The purpose of this report is to ensure community and school board awareness of the progress of the Kenosha Unified Head Start Program. This is an informational report provided every six months to the School Board. Head Start is defined as a program that works with the most identified at-risk 3 and 4 year-old children and their families.

The Head Start Program has the capacity to serve 389 enrolled children. Three hundred thirty of these children are funded through the Federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2018 through December 2018.

PROGRAM DESIGN AND MANAGEMENT

The program design and management component of Head Start ensures strong, effective organizational management for the program. Activities within the past six months include:

- **Sites and Services**

Head Start enrollment is capped at 389 students. Head Start is provided at the following locations for the 2018-2019 school year (see chart below). There are a total of 32 classroom sessions that enroll Head Start students.

Head Start Locations 2018-2019
Two Sessions (AM and PM)
Bose Elementary School - 1 classroom
Brass Community School - 2 classrooms
Cesar Chavez Learning Station - 5 classrooms
Curtis Strange Elementary School - 1 classroom
Edward Bain School of Language and Art - CA - 2 classrooms
Frank Elementary School - 2 classrooms
Wilson Elementary School - 1 classroom
Single Session
Grewenow Elementary School - PM only - 1 classroom
Jefferson Elementary School - PM only - 1 classroom
McKinley Elementary School - AM only - 2 classrooms
Vernon Elementary School - AM only - 1 classroom

- **Enrollment**

Head Start enrollment as of December 31, 2018 was 384 students. The program must enroll a majority of four year old children. Currently, 215 of the children enrolled are four years old and 169 are three years old. There are 44 three year old children on the waiting list. Sixteen children have withdrawn from the program this year for either a transportation issue, an attendance issue, moving out of town, or because of parent choice to withdraw from the program.

- **Head Start Monitoring Reviews**

The Office of Head Start assesses grantee (KUSD) compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The Aligned Monitoring System allows for greater clarity in distinguishing between high and low grantee performance. It also aids in intensive examination of performance in these core areas:

- Environmental Health and Safety
- Management Systems and Program Governance
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Comprehensive Services and School Readiness
- Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS™) observation instrument

A Focus Area One review was conducted in November. This review is designed to develop an understanding of the foundation for the program services. It gives the grantee the opportunity to discuss program design and management and the governance structure. The School Board serves as the Governing body along with the Policy Council. During this review, the Management Team was able to describe the staffing structure, program design, education, family and health services, fiscal infrastructure and program governance to an offsite reviewer. The results of this review have not yet been received.

FAMILY AND COMMUNITY PARTNERSHIP

The family and community partnership component of Head Start focuses on strengthening families through connecting school and home, and strengthening community awareness, collaboration, and outreach. Key activities for this report include:

- **Family Partnerships**

Strong partnerships with families contribute to positive and lasting change for families and children. Head Start families are encouraged to participate in Head Start's Family Partnership Agreement. Participation has steadily increased in recent years, and the current participation rate is 90%. Head Start Families use the Family Outcomes Assessment as a guide to setting goals in the area of family engagement.

Family Engagement Outcomes are:

- Positive parent-child relationships
- Families as lifelong learners
- Families as learners
- Family engagement in transitions
- Family connections to peers and community
- Families as advocates and leaders

Number of families participating in Family Outcomes			
2015-2016	2016-2017	2017-2018	2018-2019
321 families	347 families	365 families	392 families

- **Providing Family Support**

Family service providers work to develop relationships with Head Start families to provide support for their physical, social, and educational needs. Spanish speaking family service providers have supported families by providing translation support for families during home visits, for newsletters and during parent-teacher conferences. These support mechanisms promote parent involvement which is among the primary desired outcomes of our Head Start program. Family Support initiatives resulted in the following:

- 341 family contacts were made for health services, attendance and parent engagement from August 2018 through December 2018.
- 115 families were identified as needing services through the Family Needs Assessment.
- 109 Community Agency referrals were made from August 2018 through December 2018. The agencies most utilized were the Kenosha Community Health Center, Holiday House, Kenosha County Jobs Center, Boys and Girls Club, and United Migrant Opportunity Services (UMOS).

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

Early Childhood Development and Health Services are designed to ensure that every Head Start child is healthy and receives a quality educational experience that is reflective of best practice. Activities for the past six months include:

- **Health Services**

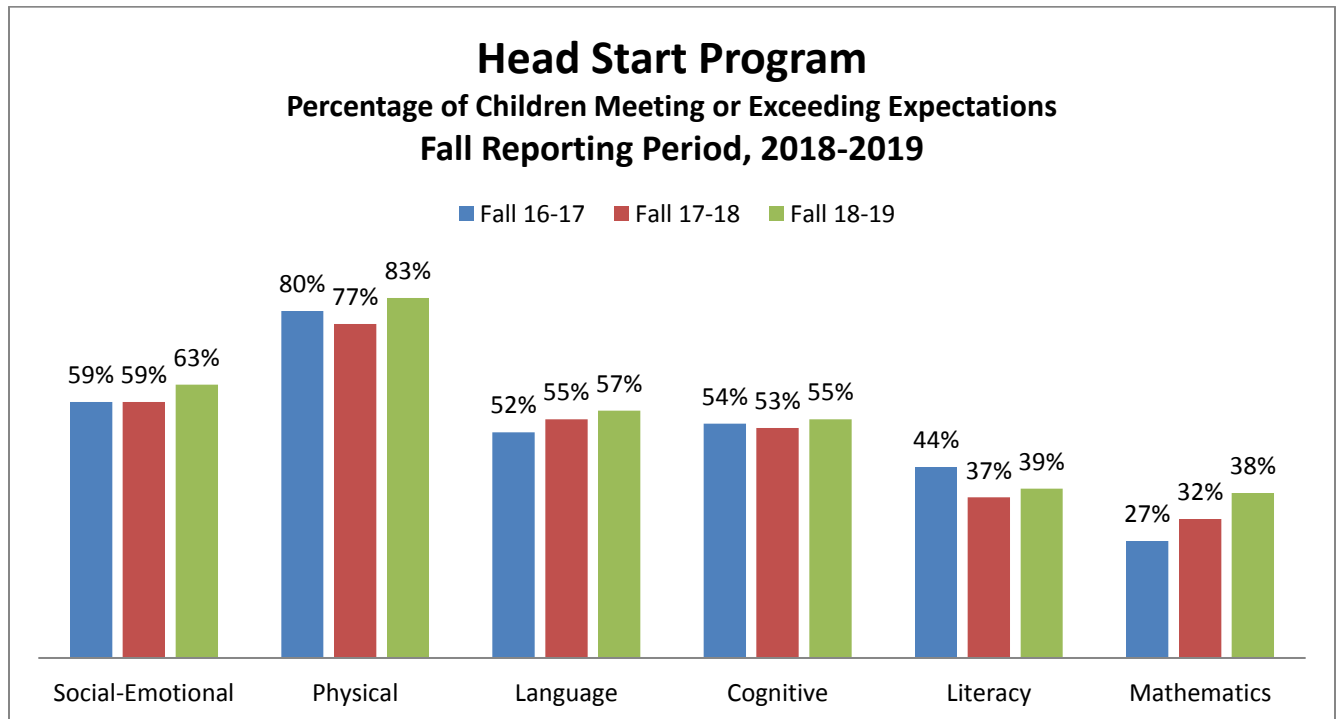
Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first ninety days of the

program. The chart below provides the name of the assessment, the number of children that have received the assessment as of December 2018 and the percent of students in the program that have met this requirement. The Kenosha Community Health Center (KCHC) continues to offer services for Head Start children to receive these required exams and follow up treatment. As indicated below, there has been a significant increase in the percentage of children in compliance of these requirements. The improvements in these numbers are likely attributed to the monitoring systems in place and the established community partnerships.

Assessment	Number of Students completed	Percentage of Students 2018	Percentage of Students 2017
Growth Assessment	345 students	90%	90%
Lead	360 students	94%	84%
Physical Exam	275 students	72%	62%
Dental Exam	273 students	71%	66%
Immunizations	382 students	99%	100%

STUDENT ACHIEVEMENT

The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. School Readiness Outcomes (reported for 378 children) for fall, 2018-2019 are summarized below as compared with the previous two years:



Head Start School Readiness Goals

Each year, the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the [Head Start Early Learning Outcomes Framework](#). Below are the 2018-19 School Readiness Goals within each category and students' levels of performance upon entering Head Start in the Fall of 2018:

- **Approaches to Learning**

Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking (ELOF Goal: P-ATL5, 6, 7, 9).

Fall, 2018-2019 report: Currently, 77% of children are meeting/exceeding expectations for this goal.

- **Social and Emotional Development**

Children will appropriately express and respond to a broad range of emotions, including concern for others (ELOF Goal: P-SE6, 7).

Fall, 2018-2019 report: Currently, 75% of children are meeting/exceeding expectations for this goal.

- **Language and Literacy**

Children will increasingly match the amount and use of language required for different social situations and follow social and conversational rules (ELOF Goal: P-LC4).

Fall, 2018-2019 report: Currently, 65% of children are meeting/exceeding expectations for this goal.

- **Cognition**

Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during every day experiences (ELOF Goal: P-MATH1, 2, 4).

Fall, 2018-2019 report: Currently, 49% of children are meeting/exceeding expectations for this goal.

- **Perceptual, Motor, and Physical Development**

Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation (ELOF Goal: P-PMP3).

Fall, 2018-2019 report: Currently, 79% of children are meeting/exceeding expectations for this goal.

**Informational report only

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of Leadership and Learning

Ms. Luanne Rohde
Director of Early Education

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 26, 2019

2019-2020 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2019-20.

Historically during times of rapid enrollment growth this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

Available Budget:

The overall major maintenance budget is \$2,000,000; however \$500,000 will once again be used to continue to pay off the loan used to fund the Reuther masonry restoration project that was performed in 2009-2011. The current estimate is that the loan for that project will be completely paid off by the end of the 2019-20 fiscal year. That leaves \$1,500,000 available for major maintenance projects this coming fiscal year. In addition, we have a budget of \$500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past several years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2019-20 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 18 years ago, and the energy savings project program started 16 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 18 years.

As part of the report associated with the 2017-18 capital plan, we noted that for a 6 year period we will be using almost all of the major maintenance funds at Bullen, Lance, Tremper and Bradford. This will be the third year of that 6-year plan, and the funds will be split between the second year of the project at Tremper and the

first year of the project at Bradford. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting. Performing the major maintenance work at these schools at the same time that the majority of the building is being retrofitted with new mechanical systems, lighting and ceilings is proving to be a very efficient and economical way to accomplish a number of pressing maintenance and renovation needs.

Planning, Facilities, and Equipment Committee:

This report was presented at the February 12, 2019, meeting of the Planning, Facilities, and Equipment Committee and the committee voted unanimously to forward this report to the Board for consideration.

Administration Recommendation:

Administration recommends Board approval of the 2019-20 Capital Projects Plan as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2019-20 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Tremper High School Improvements Project:

The bulk of the work performed at Tremper last year and the next two years is energy related and will be funded by the revenue limit exemption previously approved by the Board. There are, however, a number of scope items that we identified that are best performed at the same time the energy related work is being performed and those items are being funded by the major maintenance budget. The major maintenance scope is widespread and will improve the condition, functionality, and aesthetics in almost every area of the building. The majority of these scope items are directly tied to energy saving scope items that will be performed concurrently by the same contractors thus resulting in a significant savings versus performing these scope items as stand-alone projects.

The major maintenance scope includes the following major elements:

- Major upgrade to the auditorium including new seating, carpeting, ceilings, wall sound panels, and sound system.
- Creation of a new culinary, FCS and sewing classrooms on the south end of the school by the other Career and Technical Education classrooms.
- Renovation of the library to make one common space instead of three separate rooms.
- Asbestos abatement and new flooring in large portions of the school.
- Replacement of the 50 plus year old science casework.
- The major maintenance budget will fund a portion of the new main entrance to the school, namely the aspects of the design that improve school safety including offices for the School Resource Officer and the Attendance Office at the new main entrance.
- A life safety code related problem regarding egress from the pool deck will be resolved by creating an exit path from the pool deck without having to exit through the shower rooms.

Bradford High School Improvements Project:

The rationale for performing major maintenance work at Bradford is the same as it is for Tremper. There are some scope items that are similar to Tremper, but because of the differences in the design and condition of the school there are some fairly significant differences. The major maintenance scope at Bradford includes the following major elements:

- The commons at Tremper was completely remodeled approximately 10 years ago modernizing that space while also making significant improvements in the functionality of the space. The commons at Bradford is original and has several shortcomings with the two most notable being safety and space problems related to the space having more than one level, and the lack of connection to the cafeteria for supervision purposes. This project will make major renovations to the commons area.
- The public restrooms at the school will be gutted and reconstructed for efficiency and accessibility as well as to modernize those spaces.
- Asbestos abatement and new flooring in large portions of the school. This includes portions of the 1960's building with orange quarry tile flooring. The goal is to make the public areas of the school less disjointed than they currently are as you move between the 1960's and 1980's portions of the school.
- The major maintenance budget will fund a portion of the new main and teacher entrances to the school, namely the aspects of the design that improve school safety and accessibility.
- Another large change at Bradford will be adding a fire sprinkler system to the entire building as currently less than 25% of the school is sprinklered.

Kenosha Unified School District
Kenosha, Wisconsin

February 26, 2019
Board of Education Meeting

EMPLOYEE HANDBOOK

Background:

The 2019-2020 handbook is the fifth edition of the handbook. This year we have a few minor housekeeping updates and grammatical and formatting corrections, but no changes to any currently existing benefits.

The following are the recommended changes for the 2019-2020 handbook:

Section title	Change	Page #
Table of contents	Layout and final page numbers will be updated once changes are approved/denied.	1-3
Emergency closings	Policy reference title update.	11-12
Job postings	Clarifying the length of time we post a position online to include that the time requirement is based on calendar days.	11
Payroll	Updating to reflect the new intranet that has been rolled out and spelling out sections rather than numbers that didn't align.	12
Employee Online	Removed portal because it is not part of the formal name.	12
Payroll deduction	Added Wisconsin Retirement System deductions note and clarified language regarding premiums withheld from checks. Also adjusted language about ability to update Employee Online.	14
Vacation days	Cleaned up language to make it easier to read and added language regarding when an employee may begin using accrued vacation days.	17-18
Carryover vacation days	Clarified language.	18
Jury duty	Clarified which office to send payment to – Finance.	20
FMLA	Cleaned up language to reflect that the district honors FMLA, share the calendar we have established as a measurement period, outline the requirements to qualify and notify the district, and employee rights and obligations under FMLA and WFMLA. This information all existed previously, but was mixed in with the actual law, which has been removed to ensure the handbook does not lag actual law.	20-25

Wisconsin bone marrow and organ donation leave	Added this section in its own area, was part of FMLA but it was deemed appropriate and important enough to call out on its own.	25
Unpaid medical leave	Clarified what a benefit-eligible employee is, cleaned up language so as not to imply that all employees will qualify for unpaid medical leave, reordered the content for clarity purposes, added language to notify employees of what occurs if they cannot return after the 12 month leave period. These cleanups were done to ensure proper administration of this benefit, the benefit itself is unchanged.	26
Tuition assistance	This section was modified to align the tuition assistance offered to all groups other than AST because the amount of assistance provided was the same regardless of employee group, however, the stipulations varied slightly. This was also revised to outline the process an employee must follow to receive tuition assistance. There was no change to the \$50/credit amount previously offered. The process has been automated to save administrative time, so the steps have changed.	28
Tobacco and/or Vaping Device Use	This was updated to align with the updated policy, which now includes a reference to prohibiting vaping on school premises in addition to traditional tobacco products.	36
New employee introductory period	This section is being eliminated because it was not tied to anything and employees in their introductory period have the same standards for termination or non-contract renewal as all other employees, so this language is not necessary.	37
Unpaid medical leave separation	Language was added in line with Policy 4361 to outline what options an employee has at the end of a 12 month unpaid medical leave. This language was necessary as we have had employees unable to return or inquire about the process.	38
Job abandonment	This language was added and is taken from Wis. State Statute 230.34 and Board Policies 4280 and 4244 regarding what happens to an employee who is a no call/no show and how this will be handled by the district. This language was necessary as we have had this occur.	38
Employee acknowledgement	This section was updated to reflect the rollout of the new staff intranet.	47
Various pages	Grammatical updates and/or formatting was done to remove spacing issues, extra commas and to align paragraphs/titles.	Throughout

Administration Recommendation:

This document is being shared as a discussion item for this meeting on Feb. 26, 2019. Any suggestions, comments or reflections by board members will be processed accordingly. This will be presented to the Board for approval on March 26, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer &
Interim Chief Human Resource Officer

TABLE OF CONTENTS

Introduction	3
Disclaimer Statement,-	3
Common Terms and Definitions,-	3
Management Responsibilities and Employee Expectations,-	4
Section 1: Employment	5
Equal Opportunity Employer,-	5
Anti-Harassment,-	5
Use of Telephones/Mobile Phones/Pagers,-	6
Use of Cameras, Video and Audio Recording Devices,-	7
Staff Acceptable Use,-	7
Conflict of Interest,-	9
School Year/Hours of the Day/Workday,-	10
Lunch Periods,-	10
Break Time for Nursing Mothers,-	10
Emergency Closings,-	11
Inclement Weather,-	11
Job Postings,-	11
Employment ID,-	11
Facility Visitors,-	11
Section 2: Compensation	12
Base Pay,-	12
Job Classifications,-	12
Payroll,-	12
Direct Deposit,-	12
Employee Online Portal Intranet,-	12
Overtime/Compensatory Time Off for Hourly Employees,-	12
Time and Attendance,-	13
Payroll Deduction,-	13
Garnishments and Wage Assignments,-	13
Tax Deferred Investments,-	13
Section 3: Employment Records	14
Personnel Data Changes,-	14
Personnel Records,-	14
Employee Evaluations,-	15
Section 4: Employee Benefits and General Leaves	16
Benefits,-	16
Vacation Days,-	16
Carry-Over Vacation Days,-	17
Personal Days,-	17
Illness on a Holiday or Vacation Day,-	17
Holidays,-	17
Sick Days,-	18
Bereavement,-	18
Jury Duty,-	19

Family and Medical Leave Act (FMLA),-	19
Wisconsin Bone Marrow and Organ Donation Leave	20
Maternity/Paternity Leave,-	22
Child-rearing Leave,-	23
Unpaid Medical Leave,-	23
Military Leave,-	23
Retirement in Wisconsin Retirement System,-	23
Employee Assistance Program,-	24
Travel Pay Policy,-	24
Tuition Reimbursement Assistance ,-	25
Worker's Compensation,-	26
Light Duty,-	26
Employee Property,-	26

Section 5: Conditions of Employment **28**

Required M Medical Documentation: Non-certified Positions,-	28
Required Transcripts, Certification and Medical Documentation for Certified Staff,-	28
Licensure,-	29
Staff Physical Examinations,-	29
Employee Attendance and Punctuality,-	29
Absence Reporting/Procedures,-	30
Accident Reports,-	30
Employee Dress and Grooming,-	30
Alcohol and Drug-Free Workplace,-	31
Drug Testing: Reasonable Suspicion,-	31
Tobacco and/or Vaping Device Use on School Premises,-	32
Employee Right to Know: Toxic Substances and Infectious Agents,-	32
Employee Training and Professional Learning,-	32
New Employee Introductory Period , 33	

Section 6: Employee Separation **34**

Termination of Employment by the District,-	34
Reduction in Force,-	34
Employee Resignation/Retirement,-	34
Teacher Resignation Forfeiture,-	34
Unpaid Medical Leave Separation	34
Job Abandonment	34

Section 7: Employee Conduct, Code of Ethics and Disciplinary Action **35**

General Rules of Conduct,-	35
Employee Code of Ethics,-	36
Employee Discipline,-	36
Progressive Discipline/Termination Procedures,-	37
Employee Complaint (Grievance) Procedure,-	37
Staff Gifts,-	40
Staff Misconduct Reporting,-	40
Leadership Called Meetings,-	40
Teacher Planning and Collaboration Time,-	40
Violence in the Workplace,-	40
Employee Information Boards,-	41

Anti-Graffiti,	41
Searches,	42
Employee Acknowledgement,	42

INTRODUCTION

This employee handbook is provided as a reference document for the District. This handbook communicates state and federal statutes and the employment policies of the Board of Education, which serves as a decision-making guide for District staff. While it is intended to provide employees with information about the District, it should not be considered all-inclusive.

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

DISCLAIMER STATEMENT

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

The provisions set forth in this handbook may be altered, modified, changed or eliminated at any time by the Board of Education with notice. This employee handbook supersedes any and all previous handbooks, statements, policies, procedures, rules or regulations given to employees, whether oral or written.

The superintendent and/or his or her designee is/are responsible for the management of this handbook. The content of the handbook is the responsibility of the Board of Education.

COMMON TERMS AND DEFINITIONS

- School leadership refers to principals and/or assistant principals.
- District refers to Kenosha Unified School District.
- Supervisor refers to the individual who supervises an employee.
- Benefit eligible is defined as an employee who is .50 FTE or greater and is eligible for District benefits as defined in Section 4.
- FTE is defined as a person's full-time equivalent status.
- Exempt employee is defined as an employee who is exempt from the provisions of the Fair Labor Standards Act (FLSA) requirements for overtime compensation. Generally, certified staff (teachers) and administrators are exempt under FLSA regulations 29 U.S.C. Section 213.
- Non-exempt employee is defined as an employee who is assigned an hourly wage and may be eligible for additional compensation in accordance with the Fair Labor Standards Act (FLSA).
- Part-time employee is defined as an employee who works greater than 880 hours per year and is eligible for Wisconsin Retirement System (WRS) and life insurance.
- Part-time temporary/seasonal employee is defined as an employee who works less than 880 hours per year. This employee is not eligible for benefits.
- Workweek is defined, for payroll and FMLA leave allowance purposes, as Sunday through Saturday.

MANAGEMENT RESPONSIBILITIES AND EMPLOYEE EXPECTATIONS

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

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

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

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

SECTION 1: EMPLOYMENT

EQUAL OPPORTUNITY EMPLOYER

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

Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

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

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

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

Reference: Board Policy/Rule 4110

ANTI-HARASSMENT

The Kenosha Unified School District seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the District's high ideals. Harassment is a form of misconduct that undermines the integrity of the District's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

All new employees will receive a copy of the employee harassment policy and other harassment educational information as a part of the initial employment process and at other times as appropriate and necessary. Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the District. Intimidation and harassment can arise from a broad range of physical or verbal behaviors by employees or by non-employees, such as outside contractors or members of the community, which can include, but are not limited to, the following:

- physical or mental abuse;
- offensive or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- racial, ethnic or religious insults or slurs;

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

These activities are offensive and inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the District but also for each individual in the District. It is the responsibility of the administration and all employees to ensure that these prohibited activities do not occur. An employee or supervisor may be held individually liable as a harasser and subject to the same penalties that may be imposed upon employers under state or federal law.

Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge. Any employee who witnesses or otherwise becomes aware of harassment or similar unacceptable behavior has an affirmative duty to report said conduct to his or her supervisor, or to the administration.

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

Reference: Board Policy 4111

USE OF TELEPHONES/MOBILE PHONES/PAGERS

The District provides mobile telephones to some employees for the purpose of conducting District business. The use of District-owned mobile phones to make or receive personal calls is discouraged, although it is understood that usage for personal reasons may be necessary in some situations. Use of District mobile phones resulting in cost due to overage, long distance, roaming or other charges realized by the employee shall be the responsibility of the employee. Such costs shall be passed along to the employee.

In addition, employees are prohibited from using personal cellphones and pagers while supervising students during work hours unless pre-approved by his or her supervisor. Employees are allowed to make personal calls on their personal cellphones when not supervising students.

Employees may not use District-owned mobile phones while driving any District-owned or personal vehicle at any time, unless a hands-free device is employed. Employees are also prohibited from using personal mobile phones while driving a District vehicle, or while driving a personal vehicle in the performance of District business, unless a hands-free device is employed. In addition, texting or emailing while driving a District vehicle or while driving a personal vehicle while on District business is prohibited.

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

Supervisors will notify employees of any emergency calls intended for the employee.

USE OF CAMERAS, VIDEO AND AUDIO RECORDING DEVICES

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

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

STAFF ACCEPTABLE USE

Technology may be used for instruction, research, communication and other educational or professional purposes. Employee use of technology shall be consistent with the educational goals and objectives of the District and shall comply with applicable Board policies and rules.

The District will maintain a District website and use social media for the purpose of collaborating, communicating and disseminating District information. Content posted on the District's website and social media pages is the property of the District.

The District's electronic communication system, which includes telephones, copy/scan/fax machines, desktop computers, laptop computers, email and the network, is the property of the District. All messages, information and data sent, received or stored on the District's electronic communication system is the property of the District. The District reserves the right to monitor employee and student use of technology and inspect any messages, information or data sent, received or stored on the District's electronic communication system.

Failure to comply with this policy and its implementing rule may result in discipline, up to and including termination.

For the purposes of this document, an electronic communications system is defined as the District's technology offerings, including but not limited to telephones, mobile phones, fax/scan/copy machines, internet, Wi-Fi, the network computing devices and other technology tools available to staff.

1. **Responsibility:** Employees are responsible for the proper use of any District electronic communication accounts that are issued under their name or that the employee is charged with managing. Employees are responsible for ensuring proper use of technology by students under their supervision.
2. **Passwords and security:** Employees are prohibited from sharing their password for any electronic communication accounts that are issued under their name. Employees may, however, share their password with a member of the IT staff, if necessary. In that case, the employee shall change his or her password immediately after the IT staff member has completed the task. Employees also are prohibited from accessing another user's account without permission. If an employee identifies a security problem associated with the network or his or her user account, the employee shall notify IT staff.
3. **Privacy:** Passwords are for the purpose of preventing unauthorized access to the District's electronic communication system only; employees have no expectation of privacy when using the District's electronic communication system, even for personal use. The electronic communication system is the property of the District, and the District reserves the right to monitor and inspect any messages, information and data sent, received or stored on the District's electronic communication system. Documents or messages created, sent, received or stored on the District's electronic information system may be considered a public record and subject to disclosure under the Public Records Law.

4. **Prohibited use of the District's electronic communication system:** Employees' use of the District's Electronic Communication System must reflect the District's standards for professionalism. Employees shall not use the District's electronic communication system for:

- a. Accessing, sending, viewing or storing messages, images, websites or other materials which are sexually explicit, obscene, pornographic, or harmful to minors;
- b. Soliciting for personal commercial activities or non-District related organizations or activities, unless approved by the District pursuant to the procedures in Board Policy 1500;
- c. Accessing or disclosing confidential information without authorization any access to or disclosure of confidential student information must comply with the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes and the District's student records policy); or
- d. Any other purpose which would violate law or Board policy (including harassment policies).

Employees who use District equipment on District premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.

5. **Use of District technology equipment off District premises:** Employees may use District-owned technology equipment off District premises with appropriate administrator approval. Technology equipment may not be removed from a District building if its removal in any way causes disruption to the learning environment or decreases access to technology for District staff. Any technology assigned to staff for both on and off premises must be reflected in Destiny Asset Manager.

Employees who use District equipment off District premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.

6. **Personal use of the District's electronic communication system:** Incidental and occasional personal use of the District's electronic communication system is permitted, but such use is subject to this policy. Personal use of technology must be limited to break time and time outside the workday. Personal use must not interfere with student instruction, the performance of an employee's job duties or District business. Employees shall not use their District email address for personal commercial purposes. Employees may connect personal technology devices to the District's network, as long as this does not interfere with the operation, integrity or security of the District's network. The District is not responsible for the safety or security of personal technology devices or the software on them that employees choose to bring into the District. The District does not provide technology support for personal devices.
7. **Personal/off-duty use of social media and personal web pages:** Even if an employee is off-duty and not using the District's electronic communication system, an employee's personal use of technology or social media may be subject to this policy and regulated by the District if: the employee chooses to identify himself/herself as a District employee; the use affects the employee's job performance or the performance of other District employees or the use involves or relates to the District, District students/families or District employees. Unless authorized to do so by the superintendent or his/her designee, employees shall not represent themselves as a spokesperson for the District or create or post content to a personal/non-authorized website that purports to be an official/authorized website of the District. Employees shall not use their District email address to register for a personal social media account and shall not post photos of students or other personally identifiable confidential student information on personal pages and/or sites

without the written consent of the adult student or the minor student's parent/guardian.

8. **Electronic communication with students:** Employees shall use their District email address when communicating with students. Unless authorized to do so by the superintendent or his/her designee, employees shall not communicate with students via their personal email addresses, social media accounts, home phones, cellphones or other application not authorized by the District for communication with students. Employees also should use discretion when communicating with parents on social media (e.g., accepting "friend" or "follower" requests).
9. **The District's website/social media pages:** The superintendent or his/her designee reserve the right to approve content posted on the District's website and social media pages. All school-level web editors must communicate with the District web specialist for information and assistance. The editors are responsible for ensuring accurate information is shared by maintaining the website and requesting updates be made by the web specialist. All school-level social media administrators must communicate with the District communications specialist for information and assistance. The social media administrators are responsible for ensuring accurate and timely information is shared and/or posted. The web editors and social media administrators are expected to ensure accurate spelling and grammar.

The following content shall not be posted or shared on the District's website or social media pages:

- a. Content that is sexually explicit, obscene, pornographic or depicts alcohol, drug or tobacco use.
- b. Copyrighted material without the written consent from the owner and proper attribution.
- c. Any photos, videos, names, artwork or other likenesses of students with a media restriction on file.
- d. Links to personal or commercial websites.
- e. Content that violates Board policy or rules.
- f. Personally identifiable information relating to individual students or their families, except as permitted by the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes, and the District's student records policy. Elementary (4K-5) students only may be identified by their first name and last initial. Note: Regardless of age, photos, videos, names, artwork or other likenesses cannot be used if a student has a media restriction on file. Home telephone numbers, home addresses and email addresses of students and their family members shall not be posted or shared.

Reference: Board Policy and Rule 4226

CONFLICT OF INTEREST

In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of any employee of the District or a member of the Board of Education shall be appointed to and/or assigned to a position having a conflicting interest with a position held by a close relative.

Conflicting interest is defined as having a direct responsibility involving power to recommend appointment, dismissal, promotion and demotion or for supervision and evaluation of close relatives. For purposes of this policy, close relatives shall be defined as spouse, parent, mother-in-law, father-in-law, son, daughter, sister, brother, brother-in-law, sister-in-law, daughter-in-law or son-in-law.

Positions of conflicting interest are defined as follows:

1. Any administrative or supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis. (For purposes of applying this section of the policy, the quasi-supervisory positions of the following sections shall not be viewed as immediate supervisory

positions.)

2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any Recreation Department position having supervisory responsibility within any program.

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

Nothing in this policy shall be construed as discouraging the appointment of relatives for positions not designated by this policy as being in conflict. Except as restricted by this policy, each recommendation for appointment shall be based upon the best qualified applicant for the position to be filled. Nothing in this policy shall be construed to limit the opportunity for promotion of any person employed by the District.

Reference: Board Policy 4331

SCHOOL YEAR/HOURS OF THE DAY/WORKDAY

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

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

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

LUNCH PERIODS

Hourly employees working six hours or more per day shall receive at least a 30-minute duty-free lunch period. Lunch will be scheduled with a supervisor to best meet the scheduling needs of the building or department. An employee must receive permission to work during their scheduled lunch period and must report any time worked.

BREAK TIME FOR NURSING MOTHERS

As per Section 7(r) of the Fair Labor Standards Act, for one year after the birth of a child, all nursing mothers will be allowed reasonable break time during the work day to express breast milk. The break time will be allowed each time the mother has the need to express breast milk. A place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, will be provided for nursing mothers to express breast milk.

Reference: Board Policies 4351 and 4351.1

EMERGENCY CLOSINGS

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

Refer to Policy 3643 - See the Inclement Weather Emergency School Closings section to
determine who reports to work during a school closing.

Reference: Board Policies 3643 and 6210
Wisconsin Statutes
Sections 115.01(1)
121.006(2)
121.02(1)

~~INCLEMENT WEATHER~~

~~Please refer to Board Policy and Rule 3643.~~

~~*Reference: Board Policy/Rule*~~
~~*3643*~~

JOB POSTINGS

When the District determines to post a position, the vacancies will be posted ~~on the District website~~ **online** for a minimum of five **calendar** days **or until filled**.

EMPLOYMENT ID

Each employee is given an ID badge at the time of hire. The ID is provided for security purposes. The first badge is issued at no cost to the employee. Any lost or stolen badges should be reported to your supervisor. Employees are expected to wear their badge every day and ensure it is visible when on District property.

FACILITY VISITORS

The District welcomes visitors. To ensure the safety and well-being of all students and staff, visitors must comply with the following procedures:

1. Enter through the front lobby area.
2. Sign the visitor register upon entering and exiting the facility to ensure that everyone is accounted for in the event of an emergency.
3. Wear required identification.
4. Comply with building procedures to ensure the safety of the students and staff.

SECTION 2: COMPENSATION

BASE PAY

KUSD is committed to providing a fair and competitive compensation package that will attract, retain and develop staff.

JOB CLASSIFICATIONS

KUSD positions will be assigned to employment classifications based on the education and experience requirements of the positions and in accordance with state or federal requirements, where applicable. When positions change, they will be reassessed and may be reclassified, if necessary.

PAYROLL

KUSD runs payroll on a biweekly cycle. Payroll information, including payroll periods and pay dates, is updated and published annually **and can be viewed** on the KUSD ~~intranet~~ **Staff Information web page** and by **. This information is also accessibly by** contacting the Payroll Department, ~~in addition to~~ **and is distributed** to all new hires. All employees' normal wages are paid through the end of the current pay period. Special wages, like overtime and call-in pay (see **Overtime/Compensatory Time Off for Hourly Employees #5** below), will be included in the next pay period.

DIRECT DEPOSIT

KUSD requires and provides direct deposit into the employee's bank or credit union. All payrolls are processed utilizing direct deposit only.

EMPLOYEE ONLINE ~~PORTAL~~

All employees will have the ability to view their paycheck stubs through Employee Online. It is each employee's responsibility to verify the accuracy of the information. Employees should check for mistakes made in salary and leave balances each time a paycheck is directly deposited. The Kenosha Unified School District takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. In the unlikely event of an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Payroll Department so that corrections can be made as quickly as possible. Any changes to an employee's time record must be approved by his/her supervisor/principal.

OVERTIME/COMPENSATORY TIME OFF FOR HOURLY EMPLOYEES

Overtime assignments and weekend duties for hourly employees will be assigned at the discretion of the supervisor and/or District administrator. Hours, shifts and assignments will be determined by the District. Employees will be paid for all hours worked. All overtime must be approved in advance by the immediate supervisor. Employees will be paid overtime as required by the Fair Labor Standards Act. The District may provide mutually agreeable compensatory time off in lieu of overtime pay.

Call-in pay: *Employees may be called in to work by the District as needed.* Only non-exempt employees will receive a minimum of one hour pay per occurrence for each time called into work. If call-in hours result in more than 40 hours for the week, non-exempt employees will be paid overtime pay for time worked over 40 hours.

Overtime pay: Only non-exempt employees will receive compensation at the rate of one and one-half

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

TIME AND ATTENDANCE

All non-exempt employees are required to keep accurate and complete records of time worked on a District-issued timesheet or timekeeping system (check with your supervisor). Non-exempt employees will forward a complete and signed timesheet to their supervisor at the end of each pay period within one working day.

PAYROLL DEDUCTION

All required deductions, such as federal, state and local taxes **and Wisconsin Retirement System contributions, as well as** all authorized voluntary deductions, such as TSAs, ~~Wisconsin Retirement System contributions~~ and health insurance **and other benefit** premiums, will be withheld automatically from employee paychecks. ~~However, employees are responsible to set up any additional~~ **are able to adjust** voluntary deductions via Employee Online.

GARNISHMENTS AND WAGE ASSIGNMENTS

All official garnishments and wage adjustments will be processed according to the prevailing applicable laws via legal documents provided to the Payroll Department.

TAX DEFERRED INVESTMENTS

Employees have the opportunity to take advantage of tax deferred income taxation provisions. The Office of Human Resources will maintain a list of investment companies available to employees.

Reference: Wisconsin Statutes

Sections 71.64

103.457

109.03

241.09

812.42

812.43

Fair Labor Standards Act

26 U.S.C. 3102

26 U.S.C. 3402

29 C.F.R. Part 541, et seq.

SECTION 3:

EMPLOYMENT RECORDS

PERSONNEL DATA CHANGES

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

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

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

PERSONNEL RECORDS

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

1. Personnel records may be examined in the presence of the Office of Human Resources personnel.
2. Materials shall not be removed from personnel files without permission of the superintendent or designee.
3. The Office of Human Resources may duplicate post-employment file materials for the employee and the individual employee will pay the cost.
4. Transcripts and licenses may, if requested, be returned to individuals upon termination of employment provided a receipt is signed.
5. Pre-employment references, credentials and evaluations are not available to employees. Confidential pre-employment credentials shall be sent to the supplying agency only.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to anyone to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, the assignment, the dates of employment and compensation.
8. An employee may request the source of any material placed in his/her file.
9. Any written complaint about an employee, or written material that the employee's principal or other supervisor deems derogatory, will be called to the employee's attention within 48 hours. The employee may respond; his/her response will be reviewed by the administrator, attached to the complaint or written material and included in the employee's personnel file.
10. Where parents have oral complaints about an employee, the affected employee will be notified if/when they are addressed by an administrator in writing. The employee will be given a meaningful opportunity to provide input for the response.

Reference: Board Policy/Rule 4260

EMPLOYEE EVALUATIONS

Personnel shall be evaluated periodically and recommendations for further employment shall be made by the superintendent of schools or designee. Employee evaluations shall be conducted in accordance with applicable state laws and established District procedures.

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

Students may evaluate the performance of their secondary teachers using established evaluation forms and in accordance with established procedures. The evaluation forms shall be kept confidential until after course grades are assigned by the teacher and then become the teacher's property.

Reference: Board Policy/Rule 4380

SECTION 4: EMPLOYEE BENEFITS AND GENERAL LEAVES

BENEFITS

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

VACATION DAYS

Benefit eligible employees will earn vacation will is earned on the fiscal year (July 1-June 30) and may take it on the calendar year (Jan. 1-Dec. 31). New employees may not take vacation for six months from the date of hire. However, nNew employees will earn vacation time on a prorated basis at the rate of 1/12 of their allocated amount per month and may begin using accrued vacation upon completion of six months of service.

All employees who earn vacation time will be paid out unused earned vacation time upon a voluntary separation from the District. Payout of vacation time will be calculated based on the remaining balance of vacation days earned as of the date of the voluntary separation. Any individual whose employment with the District is involuntarily terminated will not be paid for unused earned vacation time.

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

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Non-exempt/hourly 12-month employees

(Employees currently receiving a greater benefit will retain that benefit)

One week = five days

During first year, two weeks prorated

After first year, two weeks

After second year, three weeks

After third year, four weeks

Non-exempt/hourly 10-month employees (food service or secretary)

Current 10-month employees who continue to accrue vacation will maintain their vacation benefit for the duration of their employment as a 10-month employee, but vacation may not be taken. Payment for vacation time in lieu of time off will be granted annually in June. Once an employee leaves one of the two 10-month employee groups referenced above via transfer or separation from the District, their

grandfather status is gone. The sunset of this benefit was effective June 30, 2013.

CARRY-OVER VACATION DAYS

Employees may carry over a maximum of five vacation days from one calendar year to another. Employees must submit their requests for carryover vacation days, after approval by their department supervisors, to the Office of Human Resources before commencement of winter recess. **Carryover** This-vacation **days** must be used by June 30 of the following calendar year. Any remaining **carryover vacation days** at that time will be removed from the employee's available vacation leave balance.

Reference: Board Policy 4280

PERSONAL DAYS

All employees who earn sick days may request to use up to two days as paid personal days. Personal days may be taken January through December. The Personal Request Leave form can be found on the District website and must be submitted to the employee's supervisor for approval. These days will be deducted from the employee's accrued sick days.

ILLNESS ON A HOLIDAY OR VACATION DAY

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

HOLIDAYS

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Non-exempt/hourly 12-month employees

Independence Day

Labor Day

Thanksgiving Day

Day after

Thanksgiving

Christmas Eve

Christmas Day

New Year's Eve

New Year's Day

Martin Luther King, Jr. Day

Good Friday

Memorial Day

Exempt and non-exempt/hourly 10-month employees

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Day

New Year's Day

Martin Luther King, Jr. Day

Additional holiday information

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

All 12-month exempt and non-exempt (hourly workers) will receive winter recess as paid time off. These dates are designated by the District calendar.

Supervisors have the option of adjusting schedules of those employees who may have to work due to the needs of the District.

Ten-month employees are off during spring break and winter recess; however, these are unpaid days except the holidays referenced above. Temporary part-time non-benefit employees are not eligible for holiday pay.

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

SICK DAYS

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

Employees who work 10 months will receive 10 paid days per year and those who work 12 months will receive 12 paid days per year up to a maximum of 90 days. Any benefit-eligible employee who works 50 percent or greater per week (.50 FTE or greater) will be eligible for sick leave on a pro-rated basis. Temporary (part-time/non-benefit eligible) employees will not accrue sick days. Employees currently receiving a greater benefit will retain that benefit.

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

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

Sick days will be taken in half-day or full-day increments. After three consecutive days, the employee must provide documentation from the physician who treated the employee and/or employee's immediate family when returning to work. The supervisor may request a medical excuse or other documentation regarding the use of sick days at any time.

Sick days will not be paid out upon separation from the District. Administrative, Supervisory and Technical employees should refer to their policy.

BEREAVEMENT

Bereavement may be utilized up to six paid days for immediate family members (including spouse, mother, father, sister, brother, child, son-in-law, daughter-in-law, father-in-law, mother-in-law, domestic partner or any other person whom the employee stands in a mutually acknowledged relation of parent or child) and up to three paid days for grandparents, grandchildren, sister-in-law, brother-in-law, aunt, uncle, niece, nephew, stepmother or stepfather. Proof of death must be provided to the building/departments leave reporting secretary.

JURY DUTY

Upon receipt of notification from the state or federal courts of an obligation to serve on a jury or to act as a court witness, an employee should notify his or her supervisor. The employee is required to provide copies of the subpoena or jury summons to his or her supervisor and the Office of Human Resources. The supervisor will verify the notification and make scheduling adjustments to accommodate the employee's obligation. Employees will not be deducted pay for jury duty or subpoenaed court appearances on behalf of the District if the above is adhered to. If an employee is called to appear as a plaintiff, defendant or for subpoenaed and non-subpoenaed court appearances not related to the District, they will be deducted pay unless vacation or personal days are used. Any compensation (except transportation) received by the employee for jury duty or service must be paid to the **Finance Office** District.

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.

~~Under the federal Family and Medical Leave Act (FMLA), an employee attains eligibility if he/she has worked for the District for at least 1,250 hours during the 12 months preceding the commencement of family medical leave. Eligible employees are entitled to 12 workweeks 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 condition; 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, son, daughter 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 workweeks 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, son, daughter, parent, or next of kin of the service member.~~

~~Under the Wisconsin Family and Medical Leave Act (WFMLA), an employee attains eligibility if he/she has~~

~~worked for the District at least 52 consecutive weeks and at least 1,000 hours in the preceding 52 weeks prior to the commencement of family medical leave. Eligible employees are entitled to six 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 two 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 two 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.~~
Eligibility for leave

~~An employee is eligible for leave under WFMLA if he or she has been employed by the District for more than 52 consecutive weeks and has been paid by the District for at least 1,000 hours during the 52-week period 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.~~

~~1. 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 of a child for adoption or foster care 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 Board 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" form 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 Board 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 or, 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, son, daughter 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 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, son, daughter, 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.~~

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.

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: Board Policy 4280

Board Policy, Rule and Administrative Regulation 4323.1

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.: Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)

MATERNITY/PATERNITY LEAVE

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

CHILD-REARING LEAVE

Once maternity/paternity and/or FMLA have/has been exhausted, an employee may request up to one year leave for the birth or adoption of a child. This one-year period includes the time off for maternity/paternity leave and/or FMLA, will not exceed 12 months total, must be taken immediately following the exhaustion of maternity/paternity or FMLA and may not be taken on an intermittent basis. Child-rearing leave will be unpaid, and no benefits will be provided during this time. Requests may be granted at the discretion of the superintendent and/or his or her designee and may not be requested in consecutive years. An employee returning from child-rearing leave will be placed in an assignment for which the employee qualifies at the pay rate that is commensurate with his or her assignment.

UNPAID MEDICAL LEAVE

Benefit-eligible employees (**as defined in the Introduction of this Handbook**) who have exhausted FMLA, or did not originally qualify for FMLA, and are still unable to perform their regular duties due to their need to continue to care for the individual who was the subject of the original FMLA request ~~may will~~ be **eligible for** placed on an unpaid medical leave. **Combined total Such leaves shall not extend more than 12 months. Unpaid medical leave shall not be taken on an intermittent basis. Subsequent unpaid medical leave will not be granted unless the employee has returned to normal work duties for a minimum of six months.** ~~Such leave shall not be taken on an intermittent basis.~~

In order to receive an unpaid medical leave of absence, the employee must submit a “Request for an Unpaid Medical Leave” form. In addition, the employee will be required to provide the Office of Human Resources with medical documentation supporting the need for the requested leave. The unpaid medical leave will be granted at the discretion of the superintendent or his/her designee.

During the **unpaid** medical leave, the employee will receive no compensation from the District. The District reserves the right to determine ~~if the position is vacant and the whether the~~ position will be permanently filled ~~during such leave after one year. If When~~ the employee is able to return **within the 12 month leave period, the employee may return to his/her original position if not filled by the District. If the District has filled the position, the** District may assign the employee to a **comparable** vacant position for which he/she is qualified or the employee may apply for an open position through the **District’s** application process.

Employees who are unable to return to work following 12 months of such leave shall retire, resign or will be separated from the District in accordance with section 6 – Employment Separation of this Handbook.

Participation in the District’s insurance coverage ~~may will~~ be available ~~as outlined~~ **subject to provisions** in the health insurance summary plan description **which can be found on the HR section of the District’s intranet.**

~~Unpaid medical leave cannot be taken on an intermittent basis. Subsequent medical leave will not be granted unless the employee has returned to normal work duties for a minimum of six months.~~

MILITARY LEAVE

Employees who serve in the armed forces will be granted leaves of absence if called to duty, and will be reinstated in accordance with the applicable state and federal laws and regulations. Employees will be paid the difference between their military pay and District pay only for the employee’s annual two week military training.

*Reference: Wisconsin Statutes
Sections 321.63 – 321.66*

RETIREMENT IN WISCONSIN RETIREMENT SYSTEM

For eligible staff, the District will pay one-half of the actual contribution rate (employer required share), which is determined by the Employee Trust Fund board. The employee will be responsible for the other half (employee required share).

EMPLOYEE ASSISTANCE PROGRAM

The District recognizes that a wide range of problems not directly associated with job functions can have an effect on job performance. Employee problems can stem from emotional disorders, alcohol or other drug dependency, family or marital problems, financial problems, or societal pressures and changes. The District is concerned with job performance, including attendance, conduct and productivity during employment hours.

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

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

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

The program will operate within the following guidelines:

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

Reference: Board Policy 4233

TRAVEL PAY POLICY

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

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

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

Reference: Board Policy 3412
Wisconsin
Statutes Sections
118.24
Fair Labor Standards Act
29 C.F.R. Part 541, et seq.

TUITION ASSISTANCE REIMBURSEMENT

~~Non-instructional staff~~ All staff other than AST

The District shall provide ~~tuition assistance payment~~ of \$50 per credit up to ~~12~~^{six} credits maximum per school year. ~~Courses taken during the summer will be considered part of the up and coming school year.~~ ~~semester. Prior approval by the Office of Human Resources is required. Employees must:~~ **Facilities employees only: All costs to maintain employment certifications and/or licenses will be paid by the District.**

To receive tuition assistance, employees must:

- 1. Prior to taking the course:**
 - a. Visit Frontline – Professional Growth to complete *either* an Out of District Course Approval Form or select a course from the District's activity catalog**
 - i. Requests will be routed to the building administrator/department supervisor for review and/or approval**
 - ii. Out of district courses must be taken via a regionally accredited school**
- 2. Following completion of the course:**
 - a. Complete all course evaluations on Frontline – Professional Growth**
 - b. Upload a copy of the official transcript showing the credits earned or a certificate of completion and a copy of receipts for courses taken**
 - i. Only courses earning a "B" or higher, or pass for non-graded courses, will be considered for assistance**
 - c. This will be routed to department supervisors/building administrators for review and/or approval**
 - i. If approved, this will be routed to the Office of Human Resources for processing as outlined below**

Requests for tuition assistance will be processed biannually in February and October by the Office of Human Resources. Due dates for requests will be January 31 for February processing and September 30 for October processing.

***Submitting a form or selecting a course in Frontline does not track credits needed for Tier advancement. This process will be communicated separately to teaching staff each spring.**

- ~~1. Submit their request in writing to the Office of Human Resources no later than 30 days before the start of the course.~~
- ~~2. Choose a course related to the improvement of their ability to perform his/her present job expectations or to advance their career within the District.~~
- ~~3. Take courses on his/her own time.~~
- ~~4. Take courses offered by a regionally accredited school.~~
- ~~5. Have a completion grade of "B" or higher, or pass for non-graded courses.~~
- ~~6. Provide the official transcript and/or certificate of completion to the Office of Human Resources within 30 days of completion.~~
- ~~7. Provide proof of tuition payment.~~
- ~~8. Continue employment within the District for three years after the completion of the coursework or must repay the prorated amount~~
 - ~~a. Less than one year = 100 percent~~
 - ~~b. One to less than two years = 50 percent~~
 - ~~c. Two to less than three years = 25 percent~~
- ~~9. (Facilities employees only) All costs to maintain employment certifications and/or licenses will be paid by the District.~~

~~—~~

~~— Teachers and interpreters~~

~~— The District shall provide a payment of \$50 per credit up to six credits maximum per semester.~~

~~— Employees must:~~

 - ~~1. Choose a course related to the improvement of their ability to perform his/her present job expectations or to advance their career within the District.~~
 - ~~2. Take courses on his/her own time.~~
 - ~~3. Take courses offered by a regionally accredited school.~~
 - ~~4. Have a completion grade of "B" or higher.~~
 - ~~5. Provide the official transcript and/or certificate of completion to the Office of Human Resources within 30 days of completion.~~
 - ~~6. Provide proof of tuition payment.~~
 - ~~7. (Interpreters only) Educational interpreters who successfully pass the Educational Interpreter Performance Assessment (EIPA) will be reimbursed every five years by the District once they submit a copy of their test results to the Office of Human Resources. This skills test is required for all five-year licensed educational interpreters by the Department of Public Instruction (DPI) and is therefore an expense that will be covered by the District.~~

Administrative, Supervisory and Technical employees (AST)

WORKER'S COMPENSATION

Worker's compensation was established to provide a basic safety net of benefits for employees who are injured on the job. While working for the District, employees are automatically covered by worker's compensation insurance, which is paid by the District. This insurance coverage provides benefits to any employee who meets the following requirements: 1) the injury or illness occurs while engaged in performing work activities; and 2) the injury or illness arises out of working conditions, not personal medical conditions.

Under the rights and benefits of Worker's Compensation Act: It is essential that an employee promptly report to his/her supervisor any injury or illness, no matter how minor it may appear at the time. Employees who are injured or become ill on the job must immediately report such injury or illness to their supervisor(s) along with the Employee Accident Report form and turned into the Office of Human Resources within 24 hours.

Employees are also required to report all work related injuries or illnesses that may need medical attention to the Care Line (1-855-650-6580). If it is unknown whether or not medical attention is needed, call the Care Line. This is the mandatory procedure for these injuries, and they must be reported as soon as possible.

Failure to follow this procedure may result in the failure to file the appropriate Worker's Compensation Report in accordance with the law, which may in turn jeopardize the employee's right to benefits in connection with the injury or illness.

Any leave taken under worker's compensation will run concurrently with the employee's family medical and leave act (FMLA) allowance.

LIGHT DUTY

If lost time occurs, a written report from the treating physician must be completed within 24 hours of the incident. If the employee is able to return to work, any pertinent work restrictions must be indicated on the Workers' Compensation Work Status Report Form. Forms are available at each site office. If work restrictions exist, attempts will be made to place the employee in the Transitional Return to Work Program, if a reasonable placement is available. If the District makes any restricted work available, this may trigger a cessation or reduction of worker's compensation benefit payments. If the employee is unable to work, the anticipated return to work date and expected duration of the injury or illness must be indicated by the treating physician on the Workers' Compensation Work Status Report Form. Upon return to work following a work-related injury or illness, an employee will be required to provide certification from the employee's treating physician verifying that the employee is able to safely perform job functions.

Reference: Worker's Compensation Act

EMPLOYEE PROPERTY

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

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

The District will assist individuals seeking redress by providing any available information that will help to facilitate reimbursement from others for any loss or damage of personal property on District premises, but assumes no responsibility for such loss as a District.

Any exception to this policy requires the approval of the superintendent of schools, upon recommendation by the Office of Human Resources.

Reference: Policy 3623

SECTION 5: CONDITIONS OF EMPLOYMENT

REQUIRED MEDICAL DOCUMENTATION: NON-CERTIFIED POSITIONS

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

1. Employee must furnish the District with proof of a completed physical examination prior to employment start date.
2. Employee must furnish the District with a completed tuberculin skin test prior to employment start date.
3. Employee must agree that the appointment is contingent upon board of education approval regardless of whether the employee has been placed on the District's payroll.
4. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.
5. Employee must pass the criminal background check during the application process.

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

REQUIRED TRANSCRIPTS, CERTIFICATION AND MEDICAL DOCUMENTATION FOR CERTIFIED STAFF

The following conditions of employment apply for all certified staff:

1. Official college transcripts should reflect a 2.75 grade point average (GPA) in overall undergraduate coursework or 3.0 in major or 3.0 in a master's program (all GPA's based on a 4.0 scale). If the position is at the secondary level, employee should have a major or minor in the subject area(s) being taught.
2. Employee must provide the District with an official transcript(s) denoting graduation, or if a graduating senior, a letter from the dean or advisor verifying the anticipated graduation date prior to employment with Kenosha Unified School District. If a graduating senior, employee must provide an official transcript denoting graduation within 30 days of graduation.
3. Employee must furnish the District a copy of his/her instructional certification or proof of Wisconsin Department of Public Instruction application (e.g. copy of application and proof of payment) prior to employment with Kenosha Unified School District.
4. Employee must furnish the District with proof of a completed physical examination prior to employment start date.
5. Employee must furnish the District a completed tuberculin skin test prior to employment start date.
6. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.

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

employment.

LICENSURE

Certificated staff is required to maintain proper licensure. Failure to maintain proper licensure may result in pay reduction until the license can be obtained.

Teachers failing to maintain proper licensure, as defined by the Department of Public Instruction, may be non-renewed or receive a pay reduction until the license can be obtained.

STAFF PHYSICAL EXAMINATIONS

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

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

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

Reference: Board Policy 4231

EMPLOYEE ATTENDANCE AND PUNCTUALITY

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

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

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
 - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
 - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
 - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.
 - d. Employees must follow additional department guidelines where appropriate.
2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with District policies and rules.
 - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.

3. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused). Department managers and principals will develop and communicate work schedules to reflect a start and end time.
4. Supervisors are to give special attention to absence patterns such as:
 - a. Absences before or after the weekend;
 - b. Absences the day before and/or the day after a scheduled holiday or day off;
 - c. Calling in sick as rapidly as sick time is accrued;
 - d. Calling in sick or tardy after the scheduled start time; and
 - e. Absences the day before or the day of “hunting” season.

Reference: Board Policy 4280

ABSENCE REPORTING/PROCEDURES

All employees are responsible for reporting absences to the District absence reporting system in place. The District’s absence reporting system will be available 24 hours a day, seven days a week, and can be accessed via internet and phone. Login instructions and access codes will be provided to employees after start of employment.

Employees will be able to enter absences, check absence schedules, update personal information and exercise other features such as uploading lesson plans for substitutes to view online.

ACCIDENT REPORTS

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

Reference: Board Policy 3631

EMPLOYEE DRESS AND GROOMING

The school board believes that all employees of the District represent the District and set an example in their dress -and grooming. Therefore, professional and support staff are expected at all times during scheduled working hours to wear attire that defines a professional atmosphere to students, parents and the public.

All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

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

Employees shall be informed of these personal appearance standards at the time of hiring. Any employee who

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

Reference: Board Policy 4229

ALCOHOL AND DRUG-FREE WORKPLACE

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

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

1. Employees are expected and required to report to work on time and in an alcohol and other drug-free condition and to remain that way while at work.
2. The District recognizes alcohol and other drug dependency as an illness and a major health problem. Employees needing help in dealing with controlled substances are encouraged to use the District's Employee Assistance Program. Conscientious efforts to seek such help will not jeopardize an employee's job, and self-referrals will not be noted in any personnel record. Supervisory referrals will be noted in the employee's personnel record.
3. Violations of the District's alcohol and other drug-free workplace policy will result in disciplinary action up to and including termination, and may have legal consequences.
4. Employees must report any conviction under a criminal drug statute for policy violations occurring on or off District premises while conducting District business. A report of a conviction must be made within five days after the conviction to the Office of the Superintendent/designee. The superintendent or designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug conviction involving an employee engaged in the performance of a federal grant.

Reference: Board Policy/Rule 4221

DRUG TESTING: REASONABLE SUSPICION

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

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

If there is reason to suspect that an employee is working while under the influence of drugs or alcohol, the employee will be asked to submit to a drug test. Any work place injury or accident will constitute reasonable suspicion. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the District by the testing laboratory.

A laboratory licensed by the state will conduct any drug testing required or requested by the District. Before being asked to submit to a drug test, the employee will receive written notice of the request or requirements from

the lab. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee's rights. The District will incur all expenses related to the test.

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

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

TOBACCO AND/OR VAPING DEVICE USE ON SCHOOL PREMISES

Smoking and the use of tobacco products and/or vaping devices in any form, including those with or without nicotine, 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.

~~Smoking and the use of tobacco products in any form, by anyone, is prohibited on District premises. "Premises" is defined as all property owned by, rented by or under the control of the District, including grounds, schools, offices, work areas, school buses and other school vehicles.~~

Reference: Board Policy 1310

EMPLOYEE RIGHT TO KNOW: TOXIC SUBSTANCES AND INFECTIOUS AGENTS

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

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

Reference: Board Policy 4235

EMPLOYEE TRAINING AND PROFESSIONAL LEARNING

Kenosha Unified School District values professional learning as a means for staff to acquire new knowledge and skills. As a condition of employment, depending on the type of position, employees may be required to participate in mandatory training or professional learning.

It is understood that career development and job skills acquisition are the joint responsibility of the employee, the supervisor and the employing department. Supervisors are expected to consult annually with employees to develop an appropriate professional development plan.

Participation by employees in development opportunities should be scheduled so that disruptions to the delivery of service and normal work processes are minimized.

Supervisors and employees are responsible for insuring that any requirements specific to a particular position are met.

~~NEW EMPLOYEE INTRODUCTORY PERIOD~~

~~An introductory period is designed to get employees acclimated to the District.~~

- ~~1. **Licensed teachers:** The introductory period for a teacher is three years.~~
- ~~2. **Support/non-exempt staff:** The introductory period for support staff is 90 working days.~~
- ~~3.1. **Exempt/professional/administrative staff:** The introductory period is one year.~~

SECTION 6: EMPLOYMENT SEPARATION

TERMINATION OF EMPLOYMENT BY THE DISTRICT

An employee may be non-renewed or terminated for any reason supported by just cause. An employee will be given due process as required by law.

Reference: Wisconsin Statutes

*Sections 118.22
66.0509*

REDUCTION IN FORCE

When deemed necessary or appropriate, employees will be selected for reduction based on the needs and best interest of the District. Employees have no recall rights. In the event that positions are restored, employees may be rehired based on the needs and best interest of the District.

EMPLOYEE RESIGNATION/RETIREMENT

Employee resignations/retirements shall be made in writing to the superintendent of schools and shall be in accordance with applicable individual contracts. Resignations shall contain a specified effective date and should include a reason for termination. Resignations shall be approved by the Board of Education during a school board meeting.

Reference: Board Policy 4361

TEACHER RESIGNATION FORFEITURE

Teachers under contract are required to provide, in writing, his or her desire to resign by June 15. Teachers who resign after June 15 and prior to the first teacher workday will pay a penalty of \$1,000. Teachers who resign after the first teacher workday will pay a penalty of \$2,500. Consideration may be given for extenuating circumstances.

UNPAID MEDICAL LEAVE SEPARATION

Employees who are unable to return to work following 12 months of unpaid medical leave as outlined herein shall retire, resign or will be involuntarily separated from the District. Resignations and retirements shall align with Policy 4361. Individuals who do not resign or retire in accordance with Policy 4361 will be involuntarily separated from the District upon the expiration of their approved unpaid medical leave.

JOB ABANDONMENT

If an employee fails to report for work as scheduled, or to contact his or her supervisor to report an absence for a minimum of three working days during a calendar year, the District shall consider the employee's position abandoned and may treat the employee as having voluntarily resigned his or her position. If the District decides to treat the position abandonment as a voluntary resignation, the District shall notify the employee in writing that the employee is being treated as having voluntarily resigned as of the end of the last day worked.

Reference: Wisconsin Statute Section 230.34 and Board Policy 4280 and 4244

SECTION 7: EMPLOYEE CONDUCT, CODE OF ETHICS AND DISCIPLINARY ACTION

GENERAL RULES OF CONDUCT

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

General rules of conduct are essential to the safety and well-being of all employees. Employees are expected to acquaint themselves with additional departmental rules of conduct and regulations and all board policies found on kUSD.edu/board-education/school-board-policy.

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

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.
2. Tardiness or absenteeism.
3. Failure to report absences from scheduled work shift in accordance with policy.
4. Unauthorized disclosure of information contained in communications and in personnel, student or other records of the District.
5. Use and/or possession of intoxicating beverages on District property or while supervising students.
6. Use and/or possession of narcotics or dangerous drugs.
7. Fighting, horseplay, or use of profane, obscene or abusive language toward any manager, employee or student.
8. Threatening, intimidating or coercing others on District premises.
9. Carrying unauthorized weapons.
10. Insubordinate conduct toward a supervisor.
11. Refusing to comply with District policies and procedures and/or carry out the instructions of a supervisor.
12. Sleeping while on duty.
13. Creating unsafe or unsanitary conditions.
14. Leaving the job without permission during regularly assigned working hours.
15. Theft or unauthorized use of District equipment or possessions.
16. Loss, damage, destruction or unauthorized removal or use of property belonging to the District, employees or students.
17. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.
18. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
19. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of District property, or the property of fellow employees, students or visitors, in any manner.
20. Violating a confidentiality agreement; giving confidential information to others; breach of confidentiality of student or personnel information.
21. Any act of harassment, sexual, racial or other towards anyone; telling sexist or racial-type

- jokes, making racial or ethnic slurs.
22. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during business hours or at a time or place that interferes with the work of another employee on District premises.
 23. Gambling during work hours.

EMPLOYEE CODE OF ETHICS

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

Channels of communication shall be in accordance with the policies, procedures, rules and regulations of the District.

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

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

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

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

Employees found in violation of this code may be subject to suitable corrective or disciplinary action.

Reference: Board Policy 4224

EMPLOYEE DISCIPLINE

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

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

Discipline will follow the procedures outlined in the progressive discipline/termination procedures when appropriate and will not be imposed without just cause. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate. Steps in the progressive discipline process may be skipped when warranted by the nature of the infraction. Discipline should be imposed only after a thorough investigation sufficient to determine the facts.

Employees who have been disciplined have access to the general employee complaint procedure in Policy 4270 – General Employee Complaints.

Reference: Board Policy/Rule 4362

PROGRESSIVE DISCIPLINE/TERMINATION PROCEDURES

The District may adhere to the following progressive discipline/termination procedures.

If problems with performance cannot be resolved informally, there is a four-step disciplinary process that may be followed. There may be circumstances when one or more steps are bypassed. Certain types of conduct are serious enough to justify either a suspension or termination of employment without going through progressive discipline steps. The District reserves the right, in its sole discretion, to impose disciplinary action as may be appropriate to the particular circumstances.

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

Step 1 - Verbal reminder

The verbal reminder is a conversation between the supervisor and employee. During this meeting, the problem is identified along with performance expectations. At this time, the employee is asked to make a commitment to resolve the problem. A memo summarizing the discussion will be placed in the employee's personnel file and a copy will be given to the employee.

Step 2 - Written reminder

If the employee fails to meet the commitment given in the verbal reminder meeting, the supervisor and employee meet again to discuss why the performance objective has not been met. After the meeting, the supervisor summarizes the conversation in a written memo. A copy is given to the employee and a copy is placed in the employee's personnel file.

Step 3 - Disciplinary

If the employee has failed to correct the performance deficiency, the supervisor should contact human resources for a discussion with the employee. After the conversation, disciplinary action may be imposed, up to and including suspension, at the discretion of the superintendent per the recommendation of human resources.

Step 4 - Involuntary separation (termination of employment)

The employee who does not meet his or her performance expectations may face termination. The supervisor will work with human resources to discuss possible separation. Involuntary separation requires review by the superintendent of schools and the employee is entitled to due process as defined in the employee complaint/grievance procedure.

Human resources will consult with the supervisor regarding the appropriate procedures and documents to be used in the process.

EMPLOYEE COMPLAINT (GRIEVANCE) PROCEDURE

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

1. DEFINITIONS

- a. Days as used in this policy is defined as any day that the District is open.
- b. Employee Termination as used in this policy section shall not include the following:

- Layoffs;
 - Workforce reduction activities;
 - Voluntary termination including, without limitation, quitting or resignation;
 - Job abandonment;
 - End of employment due to disability, lack of qualification or licensure or other inability to perform job duties;
 - Retirement; or
 - Any other cessation of employment not involving involuntary termination.
- c. Employee discipline as used in this policy shall include any employment action that results in disciplinary action, which typically involves any four steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment.

Employee discipline as used in this policy shall not include the following:

- Plans of correction or performance improvement;
 - Performance evaluations or reviews;
 - Documentation of employee acts and/or omissions in an employment file;
 - Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
 - Non-disciplinary wage, benefit or salary adjustments;
 - Other non-material employment actions;
 - Counseling meetings or discussions or other pre-disciplinary action; or
 - Demotion for reasons other than discipline, transfer or change in assignment.
- d. Workplace safety as used in this section means any alleged violation of any standard established under state law or rule or federal law or regulation relating to workplace safety.

2. TIME LIMITS

Failure of the employee to comply with the timelines will be deemed a waiver of the processing of the grievance and the grievance will be denied. The employee may advance a grievance to the next step of the process if a response is not provided within the designated timeframes. The Office of Human Resources may advance a grievance to the next step at the request of either the employee or the employee's supervisor.

3. PROCEDURE

- a. **Informal grievance resolution:** The employee must discuss any grievance related to discipline or workplace safety with the employee's immediate supervisor prior to filing a formal written grievance in order to informally resolve the issue. This discussion must occur within five days of when the employee knew or should have known of the events leading to the grievance. Grievances related to termination may proceed straight to the Formal Grievance Procedure.
- b. **Formal grievance submission:** The employee must file a written grievance with the superintendent (or designee) within 10 days of termination, discipline or actual or reasonable knowledge of the alleged workplace safety issue. The written grievance must contain:
- Name of grievant;
 - A statement of the pertinent facts surrounding the nature of the grievance;
 - The date the alleged incident occurred;
 - The work rule or policy allegedly violated including any safety rule alleged to have been violated, if applicable;
 - The steps taken to informally resolve the grievance, the individuals involved in the

attempted resolution, and the results of such discussion; and

- The specific requested remedy.

- c. **Administrative response:** The Office of Human Resources (or designee) will meet with the grievant within 10 days of receipt of the written grievance. The administration will provide a written response within 10 days of the meeting. The administration's written response to the grievance must contain:
- A statement of the date the meeting between the administration and grievant was held;
 - A decision as to whether the grievance is sustained or denied; and
 - In the event the grievance is denied, a statement outlining the timeline to appeal the denial.
- d. **Impartial hearing:** The grievant may file an appeal to the Impartial Hearing Officer (IHO) by giving written notice to the superintendent within five days of the issuance of the Administrative Response. Depending on the issues involved, the hearing officer will determine whether a hearing is necessary unless a hearing is required under the procedures established by the District in a different applicable policy. The administration will work with the IHO and grievant to schedule a mutually agreeable hearing date should one be needed. If it is determined that no hearing is necessary, the matter will be decided based on the submission of written documents.

The administration shall select the IHO. The IHO shall not be an employee of the District. The IHO may be an employee of another district, a retired school administrator, a lawyer, a professional mediator/arbitrator; or other qualified individual. The cost of the IHO will be the responsibility of the District.

Standard of review: The IHO will adhere to specific guidelines set forth by the District regarding hearing procedures. The rules of evidence will not be strictly followed, but no factual findings may be based solely on hearsay evidence. The standard of review for the IHO is whether the decision of the administration was supported by just cause. If the decision was supported by just cause then the IHO is required to find on behalf of the administration.

IHO Response: The IHO shall file a written response within 30 days of the hearing date or the date of the submission of written documents.

The IHO's written response to the grievance must contain:

- A statement of the pertinent facts surrounding the nature of the grievance.
 - A decision as to whether the grievance is sustained or denied, with the rationale for the decision.
 - A statement outlining the timeline to appeal the decision to the school board.
 - The IHO must sustain or deny the decision of the administration. The IHO has no authority to modify the administration's decision and may not grant in whole or in part the specific request of the grievant.
- e. **Review by the school board:** The non-prevailing party may file a written request for review of the IHO's decision by the school board within 10 days of receipt of the IHO Response.

The school board shall not take additional testimony or evidence; it may only decide whether the IHO reached decision supported by just cause based on the information presented to the IHO. The school board will review the record and make a decision. A written decision will be made within 30 days of the filing of the appeal.

The school board's written decision regarding the grievance must contain:

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

The school board shall decide the matter by a majority vote and the decision of the school

board is final and binding and is not subject to further review.

f. **General requirements:**

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

Reference: Board Policy 4271

STAFF GIFTS

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

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

Reference: Board Policy 4240

STAFF MISCONDUCT REPORTING

Any employee who has engaged in specific misconduct shall be reported to the state superintendent of public instruction. The District's superintendent of schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the superintendent, the board president shall file the report.

Reference: Board Policy 4223

LEADERSHIP CALLED MEETINGS

Employees are expected to attend all established staff meetings and professional learning opportunities as it relates to District/school mission and goals, unless otherwise notified by your supervisor.

TEACHER PLANNING AND COLLABORATION TIME

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

VIOLENCE IN THE WORKPLACE

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

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

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

members of the public. When reporting a threat of violence, the employee should be as specific and detailed as possible.

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

The District will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the District may suspend employees, either with or without pay, pending investigation.

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

Reference: Board Policy 4112

EMPLOYEE INFORMATION BOARDS

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

ANTI-GRAFFITI

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

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

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

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

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

Employees in violation of this policy may also be subject to prosecution under applicable criminal laws. Any employee who observes, or has knowledge of, anyone violating this policy shall immediately report –such information to the Office of Human Resources or their supervisor or shall be subject to discipline.

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

SEARCHES

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

EMPLOYEE ACKNOWLEDGEMENT

Employees must acknowledge receipt and review of the Kenosha Unified School District Employee Handbook by accessing the handbook **on the District’s intranet in the HR portal**. The ~~intranet HR portal~~ is accessible on the KUSD website under ~~the staff button information~~. Once in the ~~intranet HR portal~~ **click on the “HR/Benefits” quick link and then click on “eSignature” to access the employee handbook**~~click on the “E-Signature” tab and then click on the “Employee Handbook” tab to access the employee handbook.~~

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 26, 2019

ADOPTION OF SPANISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS

Background and Rationale

Kenosha Unified School District School Board Policy 6300, Curriculum Development and Improvement, outlines the five phases of the curriculum development cycle (Appendix A). The policy states, “In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4.” Teacher teams, under the leadership of content coordinators from the Office of Teaching and Learning, recently completed Phase 3 of the curriculum development cycle for Spanish language arts at Bullen Middle School and Edward Bain School of Language and Art—Dual Language.

Philosophical Statements

Kenosha Unified School District’s Language Acquisition Program supports the linguistic and academic success of all its culturally and linguistically diverse students. This is provided collaboratively through a personalized, enriching, and trusting multicultural environment in which culturally and linguistically diverse students develop twenty-first century skills that prepare them to be lifelong learners who participate in a global society.

Instructional Materials Review Process

In the fall of the 2016-17 school year, a Spanish language arts curriculum committee was created to begin the curriculum writing process. Teachers and reading specialists from the elementary and middle school dual language buildings were involved in the Spanish language arts curriculum adoption process (Appendix B). The World-Class Instructional Design and Assessment Spanish language arts standards were used for guidance in the curriculum writing process.

A Request for Proposal for Spanish language arts materials was created on August 20, 2018, with the Kenosha Unified School District Office of Finance (Appendix C). The materials sent for consideration were reviewed by the Spanish Language Arts Curriculum Resource Review Team and the coordinator of language acquisition programs and narrowed down to three finalists. The finalists presented to teachers at both dual language buildings, and the educational staff reviewed texts and online resources (Appendix D).

The curriculum resource materials identified in the Instructional Materials section of this report were selected.

Instructional Materials

The Purchase/Contract Rationale forms (found in Appendix C) provide cost information for the Spanish Language Arts purchases.

CONTENT	GRADE LEVEL/COURSE	VENDOR	COST
Spanish Language Arts	K-5	American Reading Company	\$185,100.00
Spanish Language Arts	6-8	Santillana (Vista) Yabisi and En Espanol	\$16,009.65
TOTAL REQUEST			\$201,009.65

Proposed Professional Learning

Purchase of the proposed Spanish language arts materials would allow for professional learning to begin in spring 2019. The professional learning will include presentations and training with the bilingual specialists from the respective companies demonstrating use of online tools, pre and postassessments, and how to access the online bilingual leveled literacy libraries. The elementary dual language teachers would also receive coaching for implementing the new Spanish language arts standards within the parameters of instructional minutes in Spanish.

Phases 4 and 5

PHASE 4

Spanish Language Arts teachers will begin Phase 4 of the curriculum development process in September 2019. Throughout the school year, the coordinator of language acquisition will work with teachers, instructional coaches, and principals to monitor the impact of the new instructional resources. The Phase 4 work will include:

- Assessing student progress using district common assessments.
- Planning and activating the ongoing program evaluation design.
- Collecting teacher feedback.

PHASE 5

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 K-8 Spanish language arts curriculum materials as outlined in this report including Appendix C, showing an estimated purchased cost of \$201,009.65 for materials.

CONTENT	GRADE LEVEL/COURSE	VENDOR	COST
Spanish Language Arts	K-5	American Reading Company	\$185,100.00
Spanish Language Arts	6-8	Santillana (Vista) Yabisi and En Espanol	\$16,009.65
TOTAL REQUEST			\$201,109.65

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Sarah Shanebrook-Smith
Coordinator of Language Acquisition

Ms. Julie Housaman
Chief Academic Officer

POLICY 6300

CURRICULUM DEVELOPMENT AND IMPROVEMENT

A prekindergarten through twelfth grade curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

LEGAL REF: Wisconsin Statutes

- Sections 118.01 (Instructional program goal requirements)
- 118.30 (Academic standards and assessment requirements)
- 120.13 (Board power to do all things reasonable for the cause of education)
- 121.02(1)(k) & (L) (Rules implementing curriculum state standard)
- Wisconsin Administrative Code
- PI 8.01(2)(k) & (l) Rules implementing curriculum program standards

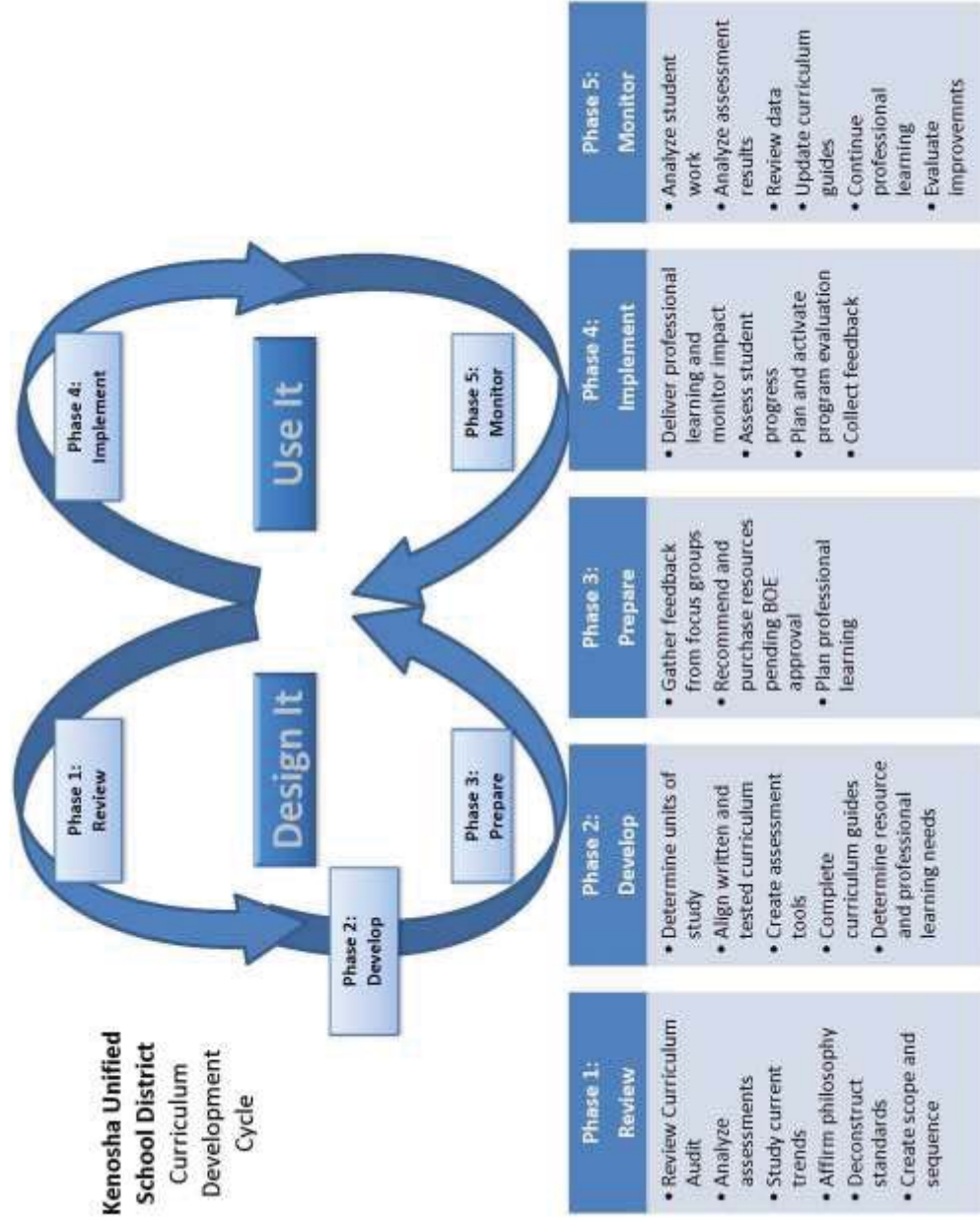
CROSS REF:

- 6100, Mission, Vision, Core Values and Strategic Directions
- 6310, Elementary School Curriculum
- 6610, Selection of Instructional Materials
- 6620, Library Resources
- Board-Adopted Academic Standards
- District Learning and Content Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
October 13, 1998
January 29, 2002
December 20, 2011
June 25, 2013
December 15, 2015

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT



APPENDIX B**SPANISH LANGUAGE ARTS CURRICULUM RESOURCE REVIEW TEAM**

TEAM MEMBER	POSITION	SCHOOL
Albrecht, Kelly	English-as-a-second-language teacher	Edward Bain School of Language and Art—Dual Language
Aquino, Nicole	Bilingual teacher	Bullen Middle School
Escobedo, Julio*	Bilingual teacher	Edward Bain School of Language and Art—Dual Language
Escobedo, Mariano*	Bilingual teacher	Edward Bain School of Language and Art—Dual Language
Hoy, Jaqueline	Bilingual teacher	Bullen Middle School
Leyva, Arlette	Bilingual library media specialist	Edward Bain School of Language and Art—Dual Language
Nieman, Milissa	Reading interventionist	Edward Bain School of Language and Art—Dual Language
Rosillo, Carlos	Bilingual teacher	Bullen Middle School
Wiesztert, Teresa	English-as-a-second-language teacher	Edward Bain School of Language and Art (Dual Language)

*No longer at Kenosha Unified School District

PURCHASE/CONTRACT RATIONALE

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

Vendor: American Reading Company (ARC)

Purchased Good/Program: Spanish Language Arts Materials K-5

Start Date/Date Needed: April 1, 2019

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

The purchase of these materials will provide Spanish Language Arts instructional materials aligned to the WIDA standards for grades K-5.

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

The quote for materials and services is approximately \$185,100.00, and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

- A. Support the Spanish Language Arts standards outlined in the dual language program.
- B. Provide resources to support all learners' needs (e.g., special education students, students needing scaffolded support above or below grade level, etc.).

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

April 1, 2019

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

Appropriate Leadership Signature  Date 1-22-19



Kenosha Unified School District

ARC CORE for Dual Language

01/18/2019

Proposal Number: 105488

Submitted To:

Smith, Sarah -

Kenosha, WI 53144

Phone: (262) 359-6300 Fax: (262) 359-7672

**Sales Consultant: Zaidy Reyes-Perkins Email: zaidy.reyes-perkins@americanreading.com P: (810) 992-4150 F: (810) 992-4156
201 South Gulph Road, King of Prussia, PA 19406 www.americanreading.com**



Program Proposal Summary

Materials: \$ 151,350.00
Professional Development: \$ 27,000.00
Software: \$ 6,750.00

Grand Total: 185,100.00

Please note: Prices are valid 60 days from date of proposal.

Thank you for selecting American Reading Company. Execution of this contract becomes effective upon our receipt of your company purchase order.

Returns

If you have questions regarding your order, please contact our Customer Concerns Department at customerconcerns@americanreading.com or (888) 810-2885.

Order discrepancies and/or damaged products must be reported within 90 days of receipt of order to receive credit or replacement product. Marked, stickered, stamped, or otherwise altered materials are non-returnable.

Please contact us prior to returning items to American Reading Company to ensure your return is processed correctly and you receive credit or replacement.

Professional Development

American Reading Company limits all workshops to a maximum of 25 participants (20 teachers and 5 support staff).

If more than 25 people attend the workshop, you agree to pay \$350 for each additional participant.

Professional development training cannot be cancelled or changed within 15 days of the event date. Customers that cancel professional development events within 15 days will be billed for the event.

Signature: _____

Date: _____

Title: _____

Approved Amount: \$ _____

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	Qty	Price	Total
ARC Literacy Lab Modules			
Spanish ARC Literacy Lab Module Grades 3-5			
The Spanish ARC Literacy Lab 6-week unit provides classrooms with all the tools and best practices they need to launch a year of ARC&E™s Comprehensive Core Curriculum in Spanish (or another curriculum paired with 100 Book Challenge). 1 day of professional development training is included (at no cost) with the purchase of 5-20 modules. (5-20 modules include 1 day, 21-40 modules include 2 days, 41-60 modules include 3 days, etc.)			
ARC Core Literacy Lab Spanish Unit 1 Grade 3	3	\$3,400.00	\$10,200.00
Spanish ARC Literacy Lab Module Grades K-1			
The Spanish ARC Literacy Lab 6-week unit provides classrooms with all the tools and best practices they need to launch a year of ARC&E™s Comprehensive Core Curriculum in Spanish (or another curriculum paired with 100 Book Challenge). 1 day of professional development training is included (at no cost) with the purchase of 5-20 modules. (5-20 modules include 1 day, 21-40 modules include 2 days, 41-60 modules include 3 days, etc.)			
ARC Core Literacy Lab Spanish Unit 1 Grade K	2	\$3,400.00	\$6,800.00
Spanish ARC Literacy Lab Module Grades 3-5			
The Spanish ARC Literacy Lab 6-week unit provides classrooms with all the tools and best practices they need to launch a year of ARC&E™s Comprehensive Core Curriculum in Spanish (or another curriculum paired with 100 Book Challenge). 1 day of professional development training is included (at no cost) with the purchase of 5-20 modules. (5-20 modules include 1 day, 21-40 modules include 2 days, 41-60 modules include 3 days, etc.)			
ARC Core Literacy Lab Spanish Unit 1 Grade 5	2	\$3,400.00	\$6,800.00
Spanish ARC Literacy Lab Module Grades K-1			
The Spanish ARC Literacy Lab 6-week unit provides classrooms with all the tools and best practices they need to launch a year of ARC&E™s Comprehensive Core Curriculum in Spanish (or another curriculum paired with 100 Book Challenge). 1 day of professional development training is included (at no cost) with the purchase of 5-20 modules. (5-20 modules include 1 day, 21-40 modules include 2 days, 41-60 modules include 3 days, etc.)			
ARC Core Literacy Lab Spanish Unit 1 Grade 1	3	\$3,400.00	\$10,200.00
Spanish ARC Literacy Lab Module Grades 2			
The Spanish ARC Literacy Lab 6-week unit provides classrooms with all the tools and best practices they need to launch a year of ARC&E™s Comprehensive Core Curriculum in Spanish (or another curriculum paired with 100 Book Challenge). 1 day of professional development training is included (at no cost) with the purchase of 5-20 modules. (5-20 modules include 1 day, 21-40 modules include 2 days, 41-60 modules include 3 days, etc.)			
ARC Core Literacy Lab Spanish Unit 1 Grade 2	3	\$3,400.00	\$10,200.00
Spanish ARC Literacy Lab Module Grades 3-5			
The Spanish ARC Literacy Lab 6-week unit provides classrooms with all the tools and best practices they need to launch a year of ARC&E™s Comprehensive Core Curriculum in Spanish (or another curriculum paired with 100 Book Challenge). 1 day of professional development training is included (at no cost) with the purchase of 5-20 modules. (5-20 modules include 1 day, 21-40 modules include 2 days, 41-60 modules include 3 days, etc.)			
ARC Core Literacy Lab Spanish Unit 1 Grade 4	2	\$3,400.00	\$6,800.00
Total ARC Literacy Lab Modules	16		\$81,600.00

IRLA eLibraries

IRLA eLibraries

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IRLA eLibraries are collections of digital books available to schools as part of a subscription service. Each eLibrary is leveled and organized using the IRLA. Each IRLA eLibrary collection (Y-Pu) includes 50 titles, with a mix of topics and genres, from a variety of publishers. The 20-title ICP (Initial Consonant Practice) eLibrary is designed to provide students working in 3Y-1G with targeted practice as they learn to self-prompt/produce initial consonant sounds. A SchoolPace subscription is required to purchase any IRLA eLibraries. IRLA eLibraries are accessed through the web on Windows, Mac, Linux and most modern game systems with a web browser. IRLA eLibraries can also be accessed using free apps for iPad, iPhone, iPod Touch, and Android devices. Titles may be downloaded on iOS and android devices so that students can continue to read when they do not have Internet access. All titles are multi-user, meaning that any number of students can be reading a given title simultaneously.

ENIL eLibrary Elementary (1-3Y) Full Year	1	\$250.00	\$250.00
ENIL eLibrary Elementary (1B-2R) Full Year	1	\$250.00	\$250.00
ENIL eLibrary Elementary (1G) Full Year	1	\$250.00	\$250.00
ENIL eLibrary Elementary (2G) Full Year	1	\$250.00	\$250.00
ENIL eLibrary Elementary (W-Pu) Full Year	1	\$250.00	\$250.00
Total IRLA eLibraries	5		\$1,250.00

Materials Without Themes

Spanish RESEARCH LABS Modules

ARC Core Spanish Unit 2 Grade 1: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 2 Grade 2: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 2 Grade 3: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 2 Grade 4: Theme TBD	2	\$1,850.00	\$3,700.00
ARC Core Spanish Unit 2 Grade 5: Theme TBD	2	\$1,850.00	\$3,700.00
ARC Core Spanish Unit 3 Grade 1: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 3 Grade 2: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 3 Grade 3: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 3 Grade 4: Theme TBD	2	\$1,850.00	\$3,700.00
ARC Core Spanish Unit 3 Grade 5: Theme TBD	2	\$1,850.00	\$3,700.00
ARC Core Spanish Unit 4 Grade 1: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 4 Grade 2: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 4 Grade 3: Theme TBD	3	\$1,850.00	\$5,550.00
ARC Core Spanish Unit 4 Grade 4: Theme TBD	2	\$1,850.00	\$3,700.00
ARC Core Spanish Unit 4 Grade 5: Theme TBD	2	\$1,850.00	\$3,700.00
Total Materials Without Themes	38		\$72,180.00

Professional Development

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Professional Development Packages

10-Day Professional Development Module- 2019/2020 School Year	1	\$27,000.00	\$27,000.00
Total Professional Development	1		\$27,000.00

Program Materials

Independent Reading Level Assessment (IRLA)

The Independent Reading Level Assessment (IRLA) is a game-changing formative assessment for reading that changes the daily behaviors of teachers, students, and administrators. The IRLA is one tool that works with every student, at every reading level, K&E™12. The IRLA delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors she needs to learn next to accelerate her reading growth.

Independent Reading Level Assessment (IRLA) -CCSS, Version 8 DRT	3	\$150.00	\$450.00
Total Program Materials	3		\$450.00

Software Subscriptions

SchoolPace/eIRLA

SchoolPace is an online performance management system that provides student performance data for all stakeholders. Teachers, school administrators, and district administrators can access dashboards, reports, and graphs that show detailed information about reading progress. SchoolPace gives real-time, actionable insight into the volume of reading being completed, the amount of growth being made, and which reading standards are being mastered. Most of these analytics are driven by data from the eIRLA, a powerful formative assessment conferencing tool. With the eIRLA, teachers can track which standards each student has mastered, and use embedded assessments to provide evidence of that mastery. This SchoolPace/eIRLA subscription is valid for one school for one school year, starting July 1 and ending June 30.

2019/2020 SchoolPace/eIRLA or eENIL Full Year (1-19 schools)	1	\$5,500.00	\$5,500.00
Total Software Subscriptions	1		\$5,500.00

Spanish Kindergarten Research Labs

Spanish Kindergarten Research Labs

Spanish Kindergarten Research Labs incorporate all the best practices of Research Labs with the best practices of early childhood instruction in Spanish. Students learn grade-level (and above) science or social studies content as well as specific beginning reading skills as they learn to read, write, and think like researchers. High-interest big books and read-alouds support the collective exploration of complex science or social studies concepts, immersing students in domain-specific vocabulary and building their background knowledge. A thematic text set, organized by ENIL reading level, ensures that every student experiences daily success-level independent reading within the unit.

Research Lab Module Spanish Kindergarten Ecology	2	\$1,850.00	\$3,700.00
Research Lab Module Spanish Kindergarten Entomology	2	\$1,850.00	\$3,700.00
Research Lab Module Spanish Kindergarten Zoology	2	\$1,850.00	\$3,700.00
Total Spanish Kindergarten Research Labs	6		\$11,100.00

Spanish Program Materials

ENIL

Sales Consultant Zaidy Reyes-Perkins Email: zaidy.reyes-perkins@americanreading.com P: (610) 992-4150 F: (610) 992-4156

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The Estructura para la Evaluación del Nivel Independiente de Lectura (ENIL). Not a mere translation of the IRLA, the ENIL is a game-changing formative assessment for reading in Spanish that changes the daily behaviors of teachers, students, and administrators. The ENIL is one tool that works with every student, at every reading level, K-12. The ENIL delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors she needs to learn next to accelerate her reading growth.

Evaluación del nivel independiente de lectura (ENIL) -CCSS-Vs	3	\$150.00	\$450.00
---	---	----------	----------

ENIL Toolkit

Help teachers make the shift to delivering Foundational Skills Instruction in flexible, strategic small-groups. The ENIL Toolkit enable teachers to provide differentiated, targeted, and efficient Spanish language skills instruction embedded into one-on-one conferences and strategy plans.

ENIL Foundational Skills Toolkit CCSS Full Amarillo- 2 Rojo	8	\$2,700.00	\$16,200.00
Total Spanish Program Materials	8		\$16,200.00
Total:			\$166,100.00

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PURCHASE/CONTRACT RATIONALE

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

Vendor: Santillana (Vista Higher Learning)

Purchased Good/Program: Spanish Language Arts Materials 6-8

Start Date/Date Needed: April 1, 2019

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

The purchase of these materials will provide Spanish Language Arts instructional materials aligned to the WIDA standards for grades 6-8.

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

The quote for materials and services is approximately \$16,009.65, and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

- A. Support the Spanish Language Arts standards outlined in the dual language program.
- B. Provide resources to support all learners' needs (e.g., special education students, students needing scaffolded support above or below grade level, etc.).

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

April 1, 2019

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

Appropriate Leadership Signature *Juli Hrusamen* Date 1-22-19

SPANISH LANGUAGE ARTS CURRICULUM		Grade	Bid quantity	Unit Price	Total
ISBN	DESCRIPTION				
9781604846492	Yabisi 6 Student Book Set (1-6):Student Book, 4 Readers, and Reading Enrichment Practice Book	6	35	\$ 64.95	\$ 2,273.25
9781604844658	Yabisi 6 Practice Book	6	35	\$ 20.95	\$ 733.25
9781622638383	Yabisi 6 Teacher Guide	6	1	\$ 99.95	\$ -
9781614351245	Online access to Interactive Student eBook, Multimedia activities, Practice Book, Reading Anthology (K)/Readers (1-6),	6	35	\$ 68.95	\$ 2,413.25
9781614351269	Online access to Online Teacher's Guide, Lesson Plans, Assessments BLM with Answer Key (1-6), Readers Lesson Plans	6	1	\$ 89.95	\$ -
9781622637614	En Español 7 Student Book	7	35	\$ 79.95	\$ 2,798.25
9781604847024	En Español 7 Practice Book	7	35	\$ 24.95	\$ 873.25
9781622637621	En Español 7 Teacher Guide	7	1	\$ 99.95	\$ -
9781614354772	Online access to Interactive Student eBook, Multimedia Activities, Practice Book, Image Gallery and Fun links	7	35	\$ 79.95	\$ 2,798.25
9781614354796	Online access to Online Teacher's Guide, Assessments BLM with Answer Key, Practice Book Annotated Edition, Student Book	7	1	\$ 89.95	\$ -
9781622637522	En Español 8 Student Book	8	35	\$ 79.95	\$ 2,798.25
9781604847055	En Español 8 Practice Book	8	35	\$ 24.95	\$ 873.25
9781622637492	En Español 8 Teacher Guide	8	1	\$ 99.95	\$ -
9781614354840	Online access to Interactive Student eBook, Multimedia Activities, Practice Book, Image Gallery and Fun links	8	35	\$ 79.95	\$ 2,798.25
9781614354864	Online access to Online Teacher's Guide, Assessments BLM with Answer Key, Practice Book Annotated Edition, Student Book	8	1	\$ 89.95	\$ -
SUBTOTAL				\$	\$ 14,687.75
9% SHIPPING AND HANDLING				\$	\$ 1,321.90
TOTAL COST				\$	\$ 16,009.65



NEWS RELEASE

FOR IMMEDIATE RELEASE

Tanya Ruder

Chief Communications Officer

P: 262-359-7612 / 414-587-9998

E: truder@kUSD.edu

W: www.kUSD.edu

SPANISH LANGUAGE ARTS MATERIAL REVIEW THIS WEEK

KENOSHA, Wis. (Monday, Dec. 3, 2018) – Community members and parents of Kenosha Unified students are invited to review the finalists for the proposed Spanish Language Arts curriculum adoption. Materials will be available for review through Friday, Dec. 7, in the Teaching and Learning Department at the Educational Support Center, 3600 52nd St., from 7:30 a.m. until 4:30 p.m. Please direct any questions to Coordinator of World Language and Language Acquisition Programs Sarah Shanebrook Smith at 262-359-6199.

###

Name of Reviewer _____	School/District _____	Date _____
Name of Curriculum Materials _____	Publication Date _____	Grade Level(s) _____

for answering questions about Overarching Considerations:

- (N) - The curriculum materials do not support this element.
 (L) - The curriculum materials contain limited support for this element, but the support is not embedded or consistently present within or across grades.
 (M) - The curriculum materials contain support for this element, but it is not always embedded or consistently present within or across grades.
 (A) - The curriculum materials contain embedded support for this element so that it is consistently present within and across grades.
 (H) - The curriculum materials contain varied and high-quality embedded support for this element so that it is consistently present within and across grades.

Questions about Overarching Considerations (Page 1)		See Rubric	Comments/Examples
Equity		N-L-M-H	
To what extent do the materials:			
1.	Provide teachers with strategies for meeting the needs of a range of learners?		
2.	Provide instructional support to help teachers sequence or scaffold lessons so that students move from what they know to what they do not know?		
3.	Provide opportunities for teachers to use a variety of grouping strategies?		
4.	Embed tasks with multiple entry-points that can be solved using a variety of solution strategies or representations?		
5.	Suggest accommodations and modifications for language learners that will support their regular and active participation in learning?		

Page 2		
Questions about Overarching Considerations (Page 2)		Comments/Examples
To what extent do the materials:		
6.	Provide opportunities to use reading, writing, listening, and speaking lessons.	
7.	Encourage teachers to draw upon culture to facilitate learning?	
8.	Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning?	
9.	Draw upon students' personal experiences to facilitate learning?	
10.	Provide opportunities for teacher and students to connect to other subject areas?	

11. Provide both individual and collective opportunities for students to learn using tasks with a range of challenge?		
12. Provide opportunities for advanced students to investigate content at greater depth?		
Assessment		
13. Provide strategies for gathering information about students' prior knowledge and background?		
14. Provide strategies for teachers to identify common student errors and misconceptions?		
15. Assess students at a variety of knowledge levels ?		
16. Encourage students to monitor their own progress?		
17. Provide opportunities for ongoing review and practice with feedback related to learning concepts, and skills.		
18. Provide support for a varied system of on-going formative and summative assessment (formal or informal observations, interviews, surveys, performance assessments)?		

Questions about Overarching Considerations (Page 2)		See Rubric	Comments/Examples
Technology		N-L-M-H	
what extent do the materials:			
19. Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students?			
20. Include or reference technology that provides opportunities for teachers and/or students to communicate with each other (e.g. websites, discussion groups, webinars)?			
21. Include or reference technology that provides teachers additional tasks for students?			

22. Include teacher guidance for the mindful use of embedded technology to support and enhance student learning?		
Notes/Examples:		
<p>Summary Discussion Questions</p> <ol style="list-style-type: none"> 1. Equity: To what extent do the materials contain embedded support for elements of equity consistently within and across grades? 2. Assessment: To what extent do the materials contain embedded support for elements of assessment consistently within and across grades? 3. Technology: To what extent do the materials contain embedded support for elements of technology consistently within and across grades? 4. Overall: To what extent do the materials incorporate the Overarching Consideration elements to advance students' learning of mathematical content and engagement in the mathematical practices? 		

SAMPLE RESPONSES FROM REVIEW OPPORTUNITIES

STRENGTHS	QUESTIONS AND CONCERNS
Authentic Materials in Spanish for student use.	I would like to see samples of how to use with the ELA curriculum.
I like the incorporation of technology and the leveled readers in both print and online.	I am wondering if there will be training on the technology pieces.
The readers will keep the students interested.	Are there different dialects for the speakers that the students will hear?
Vocabulary cards are great.	
It will be nice to finally have a formalized Spanish Language Arts curriculum with authentic materials.	
The pre and post assessments in Spanish for each unit will be very helpful for SLA teachers.	
The program works well with ELA standards.	
The literacy labs have a good mix of fiction and nonfiction items.	

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 26, 2018

ADOPTION OF SCIENCE INSTRUCTIONAL MATERIALS

Background and Rationale

Kenosha Unified School District School Board Policy 6300, Curriculum Development and Improvement, outlines the five phases of the curriculum development cycle (Appendix A). The policy states, “In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4.” Teacher teams, under the leadership of the coordinator of science from the Office of Teaching and Learning, recently completed Phase 3 of the curriculum development cycle for the following courses:

- High School science elective courses (grades 11 through 12): Anatomy & Physiology, AP Biology, Astronomy, Ecology, and Human Biology
- Science courses at Indian Trail Medical Science Academy: Animal Survey, Genetics, Geoscience and Astronomy, and Microbiology

Science Philosophical Statement

Kenosha Unified School District science teachers believe that all students must have high-quality opportunities to learn the practices, core ideas, and concepts of science from early childhood education through graduation. Science instruction must integrate technology, mathematics, and engineering. Effective instruction in the practices, core ideas, and concepts of science provide students with sufficient skills and knowledge to:

- Demonstrate success in the classroom.
- Appreciate the significance and usefulness of science.
- Gather information using scientific processes.
- Use critical reasoning to construct explanations and solve problems.
- Communicate findings and solutions through speaking, writing, and creating presentations.

In order to achieve success with the practices, core ideas, and concepts of science, Kenosha Unified School District science students will engage in collaborative inquiry-based investigations through questioning, modeling, analyzing data, applying mathematics, solving problems, and constructing evidence-based explanations. Students will graduate ready to continue learning beyond the school setting, enter careers of their choice, and engage in public discussions of science-related issues.

Instructional Materials Review Process

A Request for Proposal (RFP) for the high school science elective courses and Indian Trail Medical Science Academy courses was created in partnership with the Kenosha Unified School District Office of Finance. Responses to the RFP were opened and reviewed by the Office of Finance and the coordinator of science on August 31, 2018. Teachers of the science courses previously listed comprised the Curriculum Resource Review Teams (Appendix B). The course-specific teams met during the months of October 2018, November 2018, and December 2018 to further review all responses to the RFP, including the accompanying book and online resource samples. They used a strengths/weaknesses-opportunities/challenges format to reach consensus on the materials selected (Appendix C).

Instructional Materials Selected

The Purchase/Contract Rationale forms (found in Appendix D) provide cost information for the purchases.

SCIENCE ELECTIVES	MATERIALS CHOSEN	VENDOR	COST
Anatomy and Physiology	<i>Hole's Human Anatomy & Physiology</i> (Fifteenth Edition, 2019)	McGraw-Hill	\$77,575.31
AP Biology	<i>Campbell Biology in Focus</i> (Second Edition, 2017)	Pearson	\$23,267.69
Astronomy	<i>The Cosmic Perspective</i> (Eighth Edition, 2018)	Pearson	\$13,003.12
Ecology	<i>Environmental Science: Sustaining Your World</i> (First Edition, 2017)	Cengage	\$32,838.75
Human Biology	<i>Body Structure and Functions</i> (Thirteenth Edition, 2019)	Cengage	\$37,603.13

MEDICAL SCIENCE ACADEMY	MATERIALS CHOSEN	VENDOR	COST
Animal Survey	<i>Zoology</i> (Eleventh Edition, 2019)	McGraw-Hill	\$13,926.19
Genetics	<i>Human Genetics: Concepts and Applications</i> (Twelfth Edition, 2018)	McGraw-Hill	\$13,889.60
Geoscience and Astronomy	<i>Science Dimensions Earth and Space Science</i> (First Edition, 2018)	Houghton Mifflin Harcourt	\$12,679.88
Microbiology	<i>Microbiology: An Introduction</i> (Thirteenth Edition, 2019)	Pearson	\$12,877.72
TOTAL REQUEST			\$237,661.39

Proposed Professional Learning

Purchase of new science curriculum resources in spring 2019 will allow teachers access to materials before leaving for the summer. It will also allow curriculum teams to make the necessary adjustments to documents in order to have a smooth start to the 2019-20 school year. Planning is in process for professional learning and curriculum document writing sessions. Each vendor provides program introduction and activation workshops as part of the purchase price previously listed.

Phases 4 and 5

PHASE 4

Science teachers will begin Phase 4 of the curriculum development process for the science elective courses and Indian Trail Medical Science Academy courses in September 2019. Throughout the school year, the coordinator of science will work with teachers, instructional coaches, and principals to monitor the impact of the new instructional resources. The Phase 4 work will include:

- Assessing student progress using district common assessments.
- Planning and activating the ongoing program evaluation design.
- Collecting teacher feedback.

PHASE 5

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 secondary elective science curriculum materials as outlined in this report, including Appendix D, showing an estimated purchase cost of \$237,661.39.

SCIENCE ELECTIVES	MATERIALS CHOSEN	VENDOR	COST
Anatomy and Physiology	<i>Hole's Human Anatomy & Physiology</i> (Fifteenth Edition, 2019)	McGraw-Hill	\$77,575.31
AP Biology	<i>Campbell Biology in Focus</i> (Second Edition, 2017)	Pearson	\$23,267.69
Astronomy	<i>The Cosmic Perspective</i> (Eighth Edition, 2018)	Pearson	\$13,003.12
Ecology	<i>Environmental Science: Sustaining Your World</i> (First Edition, 2017)	Cengage	\$32,838.75
Human Biology	<i>Body Structure and Functions</i> (Thirteenth Edition, 2019)	Cengage	\$37,603.13

MEDICAL SCIENCE ACADEMY	MATERIALS CHOSEN	VENDOR	COST
Animal Survey	<i>Zoology (Eleventh Edition, 2019)</i>	McGraw-Hill	\$13,926.19
Genetics	<i>Human Genetics: Concepts and Applications (Twelfth Edition, 2018)</i>	McGraw-Hill	\$13,889.60
Geoscience and Astronomy	<i>Science Dimensions Earth and Space Science (First Edition, 2018)</i>	Houghton Mifflin Harcourt	\$12,679.88
Microbiology	<i>Microbiology: An Introduction (Thirteenth Edition, 2019)</i>	Pearson	\$12,877.72
TOTAL REQUEST			\$237,661.39

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Christine Pratt
Coordinator of Science

POLICY 6300**CURRICULUM DEVELOPMENT AND IMPROVEMENT**

A prekindergarten through twelfth grade curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

LEGAL REF: Wisconsin Statutes

Sections 118.01 (Instructional program goal requirements)
118.30 (Academic standards and assessment requirements)
120.13 (Board power to do all things reasonable for the cause of
education)
121.02(1)(k) & (L) (Rules implementing curriculum state standard)
Wisconsin Administrative Code
PI 8.01(2)(k) & (l) Rules implementing curriculum program standards

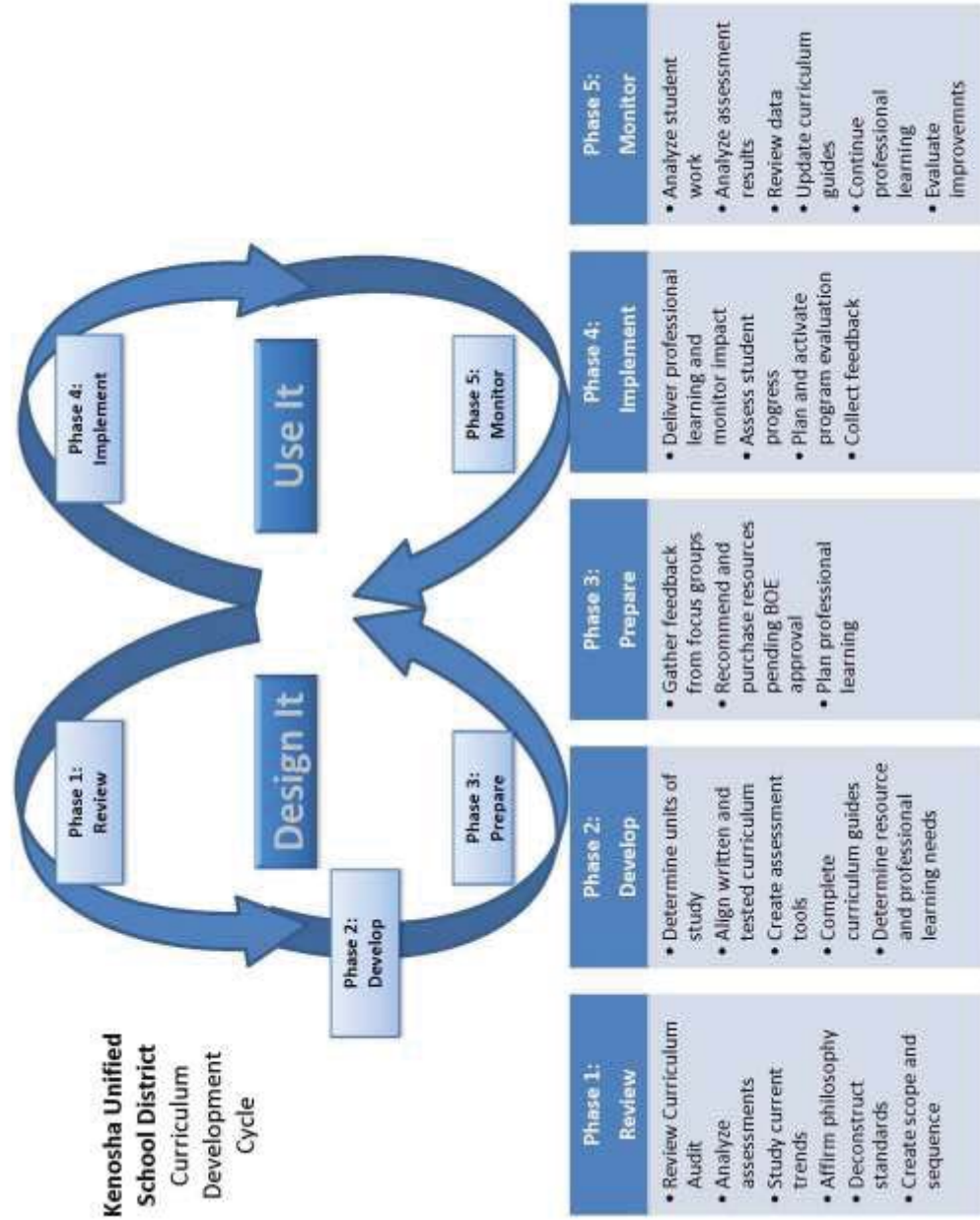
CROSS REF:

6100, Mission, Vision, Core Values and Strategic Directions
6310, Elementary School Curriculum
6610, Selection of Instructional Materials
6620, Library Resources
Board-Adopted Academic Standards
District Learning and Content Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
October 13, 1998
January 29, 2002
December 20, 2011
June 25, 2013
December 15, 2015

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT



APPENDIX B

SECONDARY SCIENCE CURRICULUM RESOURCE REVIEW TEAM

TEAM MEMBERS	SCHOOL
Course: Anatomy & Physiology	
Susan Akina	Bradford High School
Megan Awe	Indian Trail High School
Christina Bradley	Tremper High School
Course: AP Biology	
Jean Lee	Bradford High School
Patrick Metzler	Indian Trail High School
CarrieAnn Glembocki	LakeView Technology Academy
Valerie Taylor	Tremper High School
Course: Astronomy	
Christina Massicotte-Kollar	Indian Trail High School
Garrett Eiben	Tremper High School
Course: Ecology	
Jeff Teerink	Bradford High School
Christina Bradley	Tremper High School
Course: Geology Honors	
Christina Massicotte-Kollar	Indian Trail High School
Joel Harbury	Indian Trail High School
Garrett Eiben	Tremper High School
Course: Human Biology	
Susan Akina	Bradford High School
Megan Awe	Indian Trail High School
Amanda Nickel	Tremper High School
Indian Trail Med-Sci Academy Courses	
Tracy Metzler	Indian Trail Academy
Amy Jacob	Indian Trail Academy
Heidi Romero	Indian Trail Academy

High School Science Electives Curriculum Resource Review

Vendor/Textbook:

Strengths of the Curriculum	Weaknesses of the Curriculum	Opportunities this curriculum could provide for KUSD	Challenges this curriculum will cause for KUSD

PURCHASE/CONTRACT RATIONALE

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

Vendor: McGraw-Hill

Purchased Good/Program: Textbooks and resources for Anatomy & Physiology, Animal Survey, and Genetics

Start Date/Date Needed: May 1, 2019

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

The purchase of these materials will provide science instructional materials aligned to the scope and sequence for each of the courses specified.

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

The quote for materials and services is \$105,391.10 and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

- A. Support the scope and sequence outlined in the district science curriculum for each course.
- B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

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

August 28, 2019

Your response does not establish approval of either a contract or a purchase order.
Appropriate Leadership Signature John F. [Signature] Date 1-22-19



Kenosha Unified School District
RFP # 5168 Science Curriculum for Elective Courses

TAB 2

Price Specifications

RFP #5168 - Science Elective Courses Specifications

SCIENCE CURRICULUM	Grade	Bid quantity	Unit Price	Total	Shipping charges	Barcode Charges	Final Total
Anatomy and Physiology Student Text and Ancillaries including eBook if available							
Option 1: Shier, Hole's Essentials of Human Anatomy & Physiology © 2018, 1e 6 YR Premium Print Bundle (Student Edition with Lab Manual, Online Student Edition)	11 and 12	375	\$ 170.40	\$ 63,900.00	\$ 3,195.00	\$ 262.50	\$ 67,357.50
Option 2: Shier, Hole's Essentials of Human Anatomy & Physiology © 2018, 1e 6 YR Standard Print Bundle (Student Edition with Online Student Edition)	11 and 12	375	\$ 158.38	\$ 57,498.75	\$ 2,874.94	\$ 262.50	\$ 60,636.19
Option 3: Shier, Hole's Human Anatomy & Physiology © 2019, 15e 6 YR Premium Print Bundle (Student Edition with Lab Manual, Online Student Edition)	11 and 12	375	\$ 196.35	\$ 73,631.25	\$ 3,681.56	\$ 262.50	\$ 77,575.31
Option 4: Shier, Hole's Human Anatomy & Physiology © 2019, 15e 6 YR Standard Print Bundle (Student Edition with Online Student Edition)	11 and 12	375	\$ 180.90	\$ 67,837.50	\$ 3,391.88	\$ 262.50	\$ 71,491.88
Anatomy and Physiology Instructor Materials including hard copy of text and digital resources							
Option 1: Shier, Hole's Essentials of Human Anatomy & Physiology © 2018 6 YR Teacher Subscription	11 and 12	5	\$ 256.47	\$ 1,282.35	\$ -	\$ -	\$ 1,282.35
Option 2: Shier, Hole's Human Anatomy & Physiology © 2019, 15e 6 YR Teacher Subscription	11 and 12	5	\$ 256.47	\$ 1,282.35	\$ -	\$ -	\$ 1,282.35
AP Biology Student Text and Ancillaries including eBook if available							
Option 1: Mader, AP Biology © 2019, 13e 6 YR Deluxe Print & Digital Bundle (Student Edition with AP Focus Review Guide, Online Student Edition)	11 and 12	150	\$ 175.59	\$ 26,338.50	\$ 1,316.93	\$ 105.00	\$ 27,760.43
Option 2: Mader, AP Biology © 2019, 13e 6 YR Standard Print & Digital Bundle (Student Edition with Online Student Edition)	11 and 12	150	\$ 158.70	\$ 23,805.00	\$ 1,190.25	\$ 105.00	\$ 25,100.25
Option 3: Raven, AP Biology © 2018, 11e 6 YR Deluxe Print & Digital Bundle (Student Edition with AP Focus Review Guide, Online Student Edition)	11 and 12	150	\$ 163.35	\$ 27,504.00	\$ 1,375.20	\$ 105.00	\$ 28,984.20
Option 4: Raven, AP Biology © 2018, 11e 6 YR Standard Print & Digital Bundle (Student Edition with Online Student Edition)	11 and 12	150	\$ 167.91	\$ 25,186.50	\$ 1,258.33	\$ 105.00	\$ 26,550.83
AP Biology Instructor Materials including hard copy of text and digital resources							
Option 1: Mader, AP Biology © 2019, 13e 6 YR Teacher Subscription	11 and 12	5	\$ 256.47	\$ 1,282.35	\$ -	\$ -	\$ 1,282.35
Option 2: Raven, AP Biology © 2018, 11e 6 YR Teacher Subscription	11 and 12	5	\$ 256.47	\$ 1,282.35	\$ -	\$ -	\$ 1,282.35
Astronomy Student Text and Ancillaries including eBook if available							
Option 1: Arny, Exploration: An Introduction to Astronomy © 2017, 8e 6 YR Standard Student Bundle (Student Edition with Online Student Edition) *2019 EDITION COMING SOON	11 and 12	120	\$ 136.05	\$ 16,326.00	\$ 816.30	\$ 84.00	\$ 17,226.30
Genetics Student Text and Ancillaries including eBook if available							
Option 1: Lewis, Human Genetics: Concepts and Applications © 2018, 12e 6 YR Standard Student Bundle (Student Edition with Online Student Edition)	10	75	\$ 168.87	\$ 12,665.25	\$ 633.26	\$ 52.50	\$ 13,351.01
Genetics Instructor Materials including hard copy of text and digital resources							
Option 1: Lewis, Human Genetics: Concepts and Applications © 2018, 12e 6 YR Teacher Subscription	10	2	\$ 256.47	\$ 512.94	\$ 25.65	\$ -	\$ 538.59
TOTAL COST							\$ 421,701.87



Because learning changes everything.™

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Zoology © 2019					
ZOOLOGY STUDENT BUNDLE (STUDENT EDITION WITH ONLINE SE) 6 YEAR BUNDLE	978-0-07-800620-1	90	\$148.66	\$0.00	\$13,378.50
ZOOLOGY ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION	978-0-07-889833-2	3	\$256.47	\$769.41	*Free Materials
Zoology © 2019 Subtotal:				\$769.41	\$13,378.50

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-853-6691

QUOTE DATE: 01/17/2019

ACCOUNT NAME: Kenosha U S D #1

EXPIRATION DATE: 03/03/2019

QUOTE NUMBER: LCRAWFOR-01172019-009

ACCOUNT #: 462980

PAGE #: 2



Because learning changes everything.™

QUOTE PREPARED FOR:

Kenosha U S D #1
8618 22ND AVE
Kenosha, WI 53143-8466
ACCOUNT NUMBER: 462980

SUBSCRIPTION/DIGITAL CONTACT:

CONTACT:

Christine Pratt
cpratt@kUSD.edu
(262) 366-7384

SALES REP INFORMATION:

Diane Bellin
diane.bellin@mheducation.com
262-347-7047

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Zoology © 2019	\$14,147.91	(\$759.41)	\$13,378.50
PRODUCT TOTAL*	\$14,147.91	(\$759.41)	\$13,378.50
ESTIMATED S&H**			\$547.69
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$13,926.19

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

--

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 01/17/2019
QUOTE NUMBER: LCRAWFOR-01172019-009

ACCOUNT NAME: Kenosha U S D #1
ACCOUNT #: 462980

EXPIRATION DATE: 03/03/2019
PAGE #: 1

PURCHASE/CONTRACT RATIONALE

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

Vendor: Pearson

Purchased Good/Program: Textbooks and resources for AP Biology, Astronomy, Human Biology, Microbiology

Start Date/Date Needed: May 1, 2019

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

The purchase of these materials will provide science instructional materials aligned to the scope and sequence for each of the courses specified.

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

The quote for materials and services is \$49,148.53 and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

- A. Support the scope and sequence outlined in the district science curriculum for each course.
- B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

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

August 28, 2019

lish approval of either a contract or a purchase
e John Furman Date 1-22-19

Table of Contents

Kenosha Unified School District

RFP #5168: Science Curriculum for Elective Courses

Entire Bid Package

Conditions and Exceptions

W-9 Form

Executive Summary

Scope of Work.....	1
<i>Microbiology: An Introduction</i> , 13th Edition ©2019	3
<i>Essentials of Human Anatomy and Physiology</i> , 12th Edition ©2018	7
<i>Human Anatomy and Physiology</i> , 11th Edition ©2019	11
<i>Campbell Biology</i> , 11th Edition, AP Edition ©2018	15
<i>Campbell Biology in Focus</i> , Second Edition, AP Edition ©2017	19
<i>Astronomy Today</i> , Ninth Edition ©2018	23
<i>The Cosmic Perspective</i> , Eighth Edition ©2018	27
<i>Environment: The Science Behind the Stories</i> , Sixth Edition, AP Edition ©2018	31
<i>Earth Science</i> , 15th Edition ©2018	35
<i>Essentials of Geology</i> , 13th Edition ©2018	39

Questionnaire

Pricing

Appendix

Bar-Coding Process

SCIENCE CURRICULUM	Grade	Bid quantity	Unit Price	Total	Shipping charges		Final Total
Anatomy and Physiology: Essentials of A & P Marieb							
Anatomy and Physiology Student Text and Ancillaries including eBook if available	11 and 12	375	\$ 139.47	\$ 52,301.25	7%	\$3,661.09	\$55,962.34
Anatomy and Physiology Instructor Materials including hard copy of text and digital resources, lab manual and A&P Coloring Book.	11 and 12	5	FWO 1:25	\$ -			FWO
OR Anatomy and Physiology: Essentials of A & P Marieb							
Anatomy and Physiology Student Text and Ancillaries including eBook if available	11 and 12	375	\$ 177.47	\$ 66,551.25	7%	\$4,658.59	\$71,209.84
Anatomy and Physiology Instructor Materials including hard copy of text and digital resources, online study guide, online lab manual, TestGen test bank, and A&P Coloring Book.	11 and 12	5	FWO 1:25	\$ -			FWO
No Pearson options: Animal Survey							
Animal Survey Student Text and Ancillaries including eBook if available	9	75	NA	NA			NA
Animal Survey Instructor Materials including hard copy of text and digital resources	9	2	NA	NA			NA
AP Biology: Campbell Biology							
AP Biology Student Text and Ancillaries including eBook if available (Includes AP Test Prep booklet)	11 and 12	150	\$177.47	\$ 26,620.50	7%	\$1,863.44	\$28,483.94
AP Biology Instructor Materials including hard copy of text and digital resources	11 and 12	5	FWO 1:25	\$ -			FWO
AP Biology: Campbell Biology in Focus							
AP Biology Student Text and Ancillaries including eBook if available	11 and 12	150	\$144.97	\$ 21,745.50	7%	\$1,522.19	\$23,267.69
AP Biology Instructor Materials including hard copy of text and digital resources	11 and 12	5	FWO 1:25	\$ -			FWO
Astronomy: Astronomy Today							
Astronomy Student Text and Ancillaries including eBook if available	11 and 12	120	\$138.97	\$ 16,676.40	7%	\$1,167.35	\$17,843.75
Astronomy Instructor Materials including hard copy of text and digital resources	11 and 12	4	FWO 1:25	\$ -			FWO
Ecology							
Ecology Student Text and Ancillaries including eBook if available with AP Test Prep Workbook	11 and 12	300	\$145.97	\$ 43,791.00	7%	\$3,065.37	\$46,856.37
Ecology Instructor Materials including hard copy of text and digital resources	11 and 12	5	FWO 1:25	\$ -			FWO
Pearson has no offerings to support Genetics							
Genetics Student Text and Ancillaries including eBook if available	10	75	NA	NA			NA
Genetics Instructor Materials including hard copy of text and digital resources	10	2	NA	NA			NA
Geology: Essentials of Geology							
Geology Student Text and Ancillaries including eBook if available	11 and 12	30	\$129.97	\$ 3,899.10	7%	\$272.94	\$4,172.04
Geology Instructor Materials including hard copy of text and digital resources	11 and 12	1	FWO 1:25	\$ -			FWO
Geology: Earth Science							
Geology Student Text and Ancillaries including eBook if available	11 and 12	30	\$134.47	\$ 4,034.10	7%	\$282.39	\$4,316.49
Geology Instructor Materials including hard copy of text and digital resources	11 and 12	1	FWO 1:25	\$ -			FWO

Chosen for Astronomy							
GeoScience & Astronomy: Cosmic Perspective							
GeoScience and Astronomy Student Text and Ancillaries (including eBook if available)*	11 and 12	85	142.87	\$ 12,152.45	7%	\$850.67	\$13,003.12
GeoScience and Astronomy Instructor Materials including hard copy of text and digital resources*	11 and 12	2	FWO 1:25	\$ -			FWO
Pearson has no offerings to support Human Biology							
Human Biology Student Text and Ancillaries including eBook if available	11 and 12	210	NA	NA			NA
Human Biology Instructor Materials including hard copy of text and digital resources	11 and 12	5	NA	NA			NA
Pearson has no offerings to support Laboratory Techniques							
Laboratory Techniques Student Text and Ancillaries including eBook if available	9	120	NA	NA			NA
Laboratory Techniques Instructor Materials including hard copy of text and digital resources	9	3	NA	NA			NA
Microbiology							
Microbiology Student Text and Ancillaries including eBook if available	10	75	198.47	\$ 12,035.25	7%	\$842.47	\$12,877.72
copy of text and digital resources, online Instructor's Resources, Laboratory Experiments in Microbiology 12e	10	2	FWO 1:25				FWO
TOTAL COST				\$ 259,806.80		\$ 18,186.48	\$ 277,993.28
*You may quote separate astronomy and geology books for this course.							
Single bar-code is \$.40 per book; \$.45 if Pearson provides label Two bar-codes is \$.55 per book; \$.65 if Pearson provides label Bar-coding items in kits is \$1.25 per book Bar coding request needs to be submitted with PO.							
FWO: Free with Order							
1:25 1 set of free teacher resources per how many students							
Prices indicated are effective after Sept 30th, 2018. Discounts apply for earlier purchases.							
Prices shown are for 2018, valid until 9-30-18.							

PURCHASE/CONTRACT RATIONALE

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

Vendor: Cengage

Purchased Good/Program: Ecology and Human Biology Textbooks and Resources

Start Date/Date Needed: May 1, 2019

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

The purchase of these materials will provide science instructional materials aligned to the scope and sequence for each of the courses specified.

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

The quote for materials and services is \$70,441.88 and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

- A. Support the scope and sequence outlined in the district science curriculum for each course.
- B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

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

August 28, 2019

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

Appropriate Leadership Signature  Date 1-22-19

CENGAGE LEARNING, INC.

SCIENCE CURRICULUM	Grade	Bid quantity	Unit Price	Total	Shipping charges	Final Total
Anatomy and Physiology Student Text and Ancillaries including eBook if available						
<i>Chosen for Human Biology</i> Print + Digital Bundle: Body Structures and Functions Updated, Hard Cover Version, 13th Student Edition + MindTap (6-year access) 9781337974998 \$95.00 Student Edition: Body Structures and Functions Updated Scott/Fong 13th Edition Skills ©2019 9781337907538 \$75.00	11 and 12	375	\$ 95.50	\$ 35,812.50	5.00%	\$ 37,608.13
Digital: MindTap Body Structures and Functions Updated (1-year access) 9780357022375: \$55.00			\$ 75.00			
Anatomy and Physiology Instructor Materials including hard copy of text and digital resources			\$ 55.00			
Instructor's Companion Website: Body Structures and Functions Updated 13E 9780357022337 \$70.50	11 and 12	5	\$ -	\$ -		\$ -
Animal Survey Student Text and Ancillaries including eBook if available						\$ -
Print + Digital Bundle: Science of Animal Agriculture, 5th Student Edition + MindTap (6-year access) 9781337856331 \$117.50	9	75	\$ 118.00	\$ 8,850.00	5.00%	\$ 9,292.50
Student Edition: The Science of Animal Agriculture Herren 5th Edition Skills ©2019 9781337390866 \$97.50			\$ 97.50			
Digital: MindTap (1-year access) 9781337390897, \$20.00			\$ 20.00			
Animal Survey Instructor Materials including hard copy of text and digital resources						\$ -
Instructor's Companion Website for Herren's Science of Animal Agriculture, 5th 9781337390873 \$171.75	9	2	\$ -	\$ -		\$ -
AP Biology Student Text and Ancillaries including eBook if available						\$ -

Print + Digital Bundle: Biology: The Unity and Diversity of Life, 15th Student Edition + MindTap (6-year access) 9781337860444 \$119.75	11 and 12	150	\$ 120.25	\$ 18,037.50	5.00%	\$ 18,939.38
Student Edition: Biology: : The Unity and Diversity of Life Starr 15th Edition K12 ©2019 9781337408592 \$99.75			\$ 99.75			
Digital Bundle: Biology: The Unity and Diversity of Life, 15th MindTap + VitalSource™ eBook (1-year access) 9781337860475: \$49.75			\$ 49.75			
AP Biology Instructor Materials including hard copy of text and digital resources						\$ -
Biology: The Unity and Diversity of Life, 15th, AP® Teacher's Manual 9781337408608: \$52.00	11 and 12	5	\$ -	\$ -		\$ -
Astronomy Student Text and Ancillaries including eBook if available						\$ -
Print + Digital Bundle ePack: Foundations of Astronomy, 14th + MindTap Virtual Astronomy Labs, 1 Term (6 Months) Instant Ac Seeds/Backman 14th Edition ©2019 9780357006603 \$123.75	11 and 12	120	\$ 124.35	\$ 14,922.00	5.00%	\$ 15,668.10
Student Edition: Foundations of Astronomy Seeds/Backman 14th Edition STM ©2019 9781337399920 \$123.75			\$ 123.75			
Digital Bundle: Foundations of Astronomy, 14th MindTap + VitalSource™ eBook (1-year access) 9781337860598: \$25.00			\$ 25.00			
Astronomy Instructor Materials including hard copy of text and digital resources						\$ -
Instructor's Website for Seeds/Backman's Foundations of Astronomy, 14th 9781337400060	11 and 12	4	\$ -	\$ -		\$ -
Ecology Student Text and Ancillaries including eBook if available						\$ -
Print + Digital Bundle: Environmental Science: Sustaining Your World, 1st Student Edition + MindTap (6-year access) 9781337379465 \$103.75	11 and 12	300	\$ 104.25	\$ 31,275.00	5.00%	\$ 32,838.75

Student Edition: Environmental Science : Sustaining Your World Miller/Spoolman 1st Edition K12 ©2017 9781305637429 \$83.75				\$ 83.75				
Digital: MindTap K12, 2 terms (12 months) Instant Access for Miller/Spoolman's Environmental Science: Sustaining Your World 9781305649774: \$63.75				\$ 63.75				
Ecology Instructor Materials including hard copy of text and digital resources								\$ -
Annotated Instructor's Edition with Instructor's Work Edition for Miller/Spoolman's Environmental Science: Sustaining Your World 9781305645776: \$110.00	11 and 12	5		\$ -	\$ -			\$ -
Genetics Student Text and Ancillaries including eBook if available								\$ -
Print + Digital Bundle ePack: Human Heredity, Loose-leaf Version, 11th + MindTap Biology, 1 term (6 months) Instant Access 9781305717022: \$100.00	10	75		\$ 100.50	\$ 7,537.50	5.00%		\$ 7,914.38
Student Edition: Human Heredity 9781305627444 LL: \$112.50				\$ 112.50				
Digital: MindTap Biology, 1 term (6 months) Instant Access for Cummings' Human Heredity: Principles and Issues 9781305270299 \$20.00				\$ 20.00				
Genetics Instructor Materials including hard copy of text and digital resources								\$ -
Instructor's Companion Web Site for Cummings' Human Heredity: Principles and Issues, 11th 9781305273559	10	2		\$ -	\$ -			\$ -
Geology Student Text and Ancillaries including eBook if available								\$ -
Print + Digital Bundle ePack: Geology and the Environment, 7th +Virtual Field Trips in Geology (Complete Set of 15) Instant Access Code 9781581759464: \$165.00	11 and 12	30		\$ 165.50	\$ 4,965.00	5.00%		\$ 5,213.25

PURCHASE/CONTRACT RATIONALE

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

Vendor: Houghton Mifflin Harcourt

Purchased Good/Program: Geoscience and Astronomy Textbooks and Resources

Start Date/Date Needed: May 1, 2019

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

The purchase of these materials will provide science instructional materials aligned to the scope and sequence for the courses specified.

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

The quote for materials and services is \$12,679.88 and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

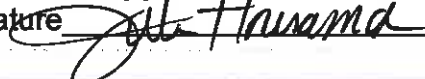
4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- A. Support the course scope and sequence outlined in the district science curriculum.
- B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

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

August 28, 2019

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

Appropriate Leadership Signature  Date 1-22-19



Houghton Mifflin Harcourt

Proposal
Prepared For
Kenosha Unified School Dist 1

For the Purchase of:
HMH Science Dimensions ©2018 Earth and Space
Science Premium Package 7-Years

Prepared By
Katie Boyle
katie.boyle@hmc.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Houghton Mifflin Harcourt

Attention:
Chris Pratt
cpratt@kud.edu
HMH Confidential and Proprietary

Customer Experience
8205 South Park Center Loop
Orlando, FL 32819
FAX: 800-288-5232
k12orders@hmc.com

Kenosha Unified School Dist 1**HMH Science Dimensions ©2018 Earth and Space Science Premium
Package 7-Years**

ISBN	Title	Price	Quantity	Value of all Materials
<u>HMH Science Dimensions 2018 Earth & Space Science</u>				
Classroom Package				
Resource Packages				
1672741 9781328695408	HMH Science Dimensions 2018 Earth & Space Science Premium Student Resource Package with 1 Year Print/7 Year Digital	\$127.50	90	\$11,475.00
Package Includes: Student Edition Online Student Edition 7-Year Student Edition eTextbook ePub 7-Year Downloadable Student Edition PDF				
Total for Classroom Package				\$11,475.00
Total for HMH Science Dimensions 2018 Earth & Space Science				\$11,475.00

**Proposal
Summary**

Subtotal Purchase Amount:	\$11,475.00
Shipping & Handling (10.50%):	\$1,204.88
Total Cost of Proposal (PO Amount):	\$12,679.88

**Houghton Mifflin Harcourt**

Attention:
Chris Pratt
cpratt@kUSD.edu
HMH Confidential and Proprietary

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5252
k12orders@hnhco.com

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 26, 2019

School Year 2019-20 Preliminary Enrollment Projections

Each year, the Office of Educational Accountability develops enrollment projections for Kenosha Unified School District (KUSD) as required by School Board Policy 7210, which states the following:

“Enrollment forecasts shall be prepared under the direction of the Superintendent of Schools, utilizing local, regional, state and national information. This information shall be used in planning school facilities and in making decisions regarding such matters as school admissions and assignment of students to schools that reflect the diversity of the District.”

Preliminary enrollment projections for School Years 2019-20, 2020-21 and 2021-22 are being submitted to the School Board utilizing enrollment trends, birth rates, and cohort survival rates.

Please note that the enrollment projections reflect the actual number of students projected to enroll in KUSD and do not represent funding or state aid related FTE (full time equivalency) used for budgetary purposes.

Summary

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4-Year-Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2018-19 from the Official Third Friday count and the projected SY 2019-20 enrollments for each building. Both individual grade levels and each school list variances as compared.
- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2019-20 is 20,994 students, a decrease of -378 from the SY 2018-19 Official Third Friday Pupil Count (21,372).
- The projections indicate that student enrollment at the elementary level will be 8,640, a decrease of -229 students when compared to this school year. This decrease represents the cumulative effects of the declining birthrate (Appendix D). The annual shift will now impact grade 4 for 2019-20 (Appendix C).

- The projected middle school enrollment is 3,794 students, an increase of +75 students when compared to this school year. The declining birth rate is expected to affect the middle school cluster beginning in SY 2021-22.
- At the high school level, the projected enrollment of 5,930 students is down -213 students from this school year. This decrease is mainly due to a larger graduation cohort class with smaller incoming high school grade levels. This smaller cohort size is expected to continue for the next few years (Appendix C).
- The total enrollment counts for Special Schools are expected to decrease slightly by -11 students in SY 2019-20 with a total of 2,630 students. The outlook for these schools looks to remain stable for the next few years.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4-year-old kindergarten program in SY 2013-14, participation, based on birth rates, increased from 50% in 2012-13 to an average of 69% in the past five years. This 69% participation rate was used for the 2019-20 projections.
 - Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios from the past three years. An 86% participation rate was used for the 2018-19 projections.
 - Projections for grades 1 through 5, and 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next.
 - Projections for grades 6 and 9 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6 in the traditional middle schools and grade 9 at the comprehensive high schools, enrollment is distributed based on the ratios from the past three school years.
 - Projections for grades 10 through 12 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.

This report is an informational item, presented annually as noted by KUSD Policy 7210 Forecasting Enrollments.

District administration will use these enrollment projections for the preliminary staff allocations coordinated by Human Resources, and the enrollment projections will be periodically reviewed and possibly updated as the school year progresses.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Lorien Thomas
Research Coordinator

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT
Actual Building Enrollment and Projected Enrollment

	Actual Enrollment						Projected Enrollment								
	2017-18			2018-19			2019-20			2020-21			2021-22		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	50	259	309	55	269	324	52	266	318	51	273	324	48	282	330
Brass	72	424	496	76	427	503	71	407	478	69	392	461	66	387	453
Ed Bain - Creative Arts	78	380	458	65	379	444	69	360	429	67	346	413	64	334	398
Ed Bain - Dual Language		330	330		340	340		335	335		326	326		316	316
Forest Park	43	366	409	41	360	401	39	344	383	38	328	366	36	337	373
Frank	46	321	367	49	281	330	48	272	320	47	275	322	45	264	309
Grant	26	260	286	23	250	273	24	239	263	23	223	246	21	219	240
Grewenow	37	327	364	31	335	366	33	318	351	32	300	332	30	290	320
Harvey	33	256	289	24	237	261	26	235	261	25	225	250	23	206	229
Jefferson	22	230	252	33	226	259	27	218	245	26	221	247	24	215	239
Jeffery	38	285	323	25	277	302	29	256	285	28	246	274	26	247	273
McKinley	36	257	293	50	279	329	43	277	320	42	278	320	40	278	318
Nash	66	525	591	53	548	601	53	534	587	52	521	573	49	504	553
Pleasant Prairie	73	552	625	63	548	611	62	558	620	60	532	592	57	535	592
Prairie Lane	45	377	422	46	369	415	45	373	418	44	374	418	42	375	417
Roosevelt	34	435	469	30	413	443	32	425	457	31	420	451	29	419	448
Somers	52	410	462	61	420	481	55	411	466	54	397	451	51	394	445
Southport	30	328	358	59	306	365	44	298	342	43	285	328	41	278	319
Stocker	54	415	469	47	389	436	49	388	437	48	373	421	45	376	421
Strange	68	416	484	70	439	509	62	427	489	60	401	461	57	390	447
Vernon	39	255	294	43	254	297	39	257	296	38	254	292	36	253	289
Whittier	49	401	450	50	369	419	50	349	399	49	357	406	46	362	408
Wilson	18	151	169	24	136	160	22	119	141	21	110	131	19	108	127
TOTAL (Elementary)	1,009	7,960	8,969	1,018	7,851	8,869	974	7,666	8,640	948	7,457	8,405	895	7,369	8,264
Bullen		678	678		659	659		655	655		655	655		636	636
Lance		887	887		857	857		874	874		899	899		859	859
Lincoln		602	602		620	620		619	619		626	626		598	598
Mahone		1,043	1,043		1,060	1,060		1,086	1,086		1,094	1,094		1,064	1,064
Washington		512	512		523	523		560	560		578	578		556	556
TOTAL (Middle)		3,722	3,722		3,719	3,719		3,794	3,794		3,852	3,852		3,713	3,713
Bradford		1,554	1,554		1,479	1,479		1,428	1,428		1,427	1,427		1,424	1,424
Indian Trail		2,282	2,282		2,205	2,205		2,130	2,130		2,105	2,105		2,085	2,085
LakeView		410	410		392	392		384	384		377	377		383	383
Reuther		348	348		390	390		352	352		352	352		352	352
Tremper		1,665	1,665		1,677	1,677		1,636	1,636		1,678	1,678		1,695	1,695
TOTAL (High)		6,259	6,259		6,143	6,143		5,930	5,930		5,939	5,939		5,939	5,939
Kenosha 4 Yr Kind. *	123		123	109		109	109		109	107		107	103		103
Chavez Learning Station	136		136	165		165	150		150	148		148	144		144
Brompton		214	214		209	209		212	212		214	214		214	214
Dimensions of Learning		219	219		221	221		220	220		220	220		220	220
KTEC	65	1,161	1,226	64	1,161	1,225	64	1,159	1,223	63	1,159	1,222	60	1,159	1,219
Harborside		602	602		599	599		598	598		598	598		598	598
Hillcrest		95	95		67	67		70	70		70	70		70	70
Kenosha eSchool		62	62		28	28		28	28		28	28		28	28
Phoenix Project		28	28		18	18		20	20		20	20		20	20
TOTAL (Special)	324	2,381	2,705	338	2,303	2,641	323	2,307	2,630	318	2,309	2,627	307	2,309	2,616
TOTALS	1,333	20,322	21,655	1,356	20,016	21,372	1,297	19,697	20,994	1,266	19,557	20,823	1,202	19,330	20,532
DISTRICT		21,655		21,372			20,994			20,823			20,532		
Change		-274		-283			-378			-171			-291		

* Kenosha 4 Yr Kindergarten counts in the Special School category include only students at "community-based" sites.

APPENDIX B
KENOSHA UNIFIED SCHOOL DISTRICT
2019-20 Enrollment Projections vs. 2018-19 Actual Third Friday Enrollment

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	19-20 Proj	18-19 3rd Fri	Diff
Bose Elementary School	52	51	50	46	37	39	43								318	324	-6
Brass Community School	71	65	63	74	62	66	77								478	503	-25
Brompton Elementary School		22	22	22	24	24	24	26	26	22					212	209	+3
Chavez Learning Station	150														150	165	-15
Dimensions of Learning Academy		22	22	25	25	25	25	26	26	24					220	221	-1
Edward Bain Creative Arts	69	57	57	55	56	66	69								429	444	-15
Edward Bain Dual Language		51	52	69	48	58	57								335	340	-5
Forest Park Elementary School	39	55	57	59	62	42	69								383	401	-18
Frank Elementary School	48	46	47	41	43	54	41								320	330	-10
Grant Elementary School	24	36	31	41	42	38	51								263	273	-10
Grewenow Elementary School	33	48	53	46	52	55	64								351	366	-15
Harvey Elementary School	26	36	33	46	32	43	45								261	261	0
Jefferson Elementary School	27	36	38	38	36	39	31								245	259	-14
Jeffery Elementary School	29	40	47	33	52	36	48								285	302	-17
Kenosha 4-Yr Old Kindergarten	109														109	109	0
KTEC	64	100	110	110	120	130	130	155	153	151					1,223	1,225	-2
McKinley Elementary School	43	48	45	51	43	45	45								320	329	-9
Nash Elementary School	53	86	94	78	82	99	95								587	601	-14
Pleasant Prairie Elementary School	62	94	96	88	76	88	116								620	611	+9
Prairie Lane Elementary School	45	61	62	68	69	56	57								418	415	+3
Roosevelt Elementary School	32	54	58	84	73	76	80								457	443	+14
Somers Elementary School	55	67	73	63	63	67	78								466	481	-15
Southport Elementary School	44	44	46	43	62	47	56								342	365	-23
Stocker Elementary School	49	65	62	62	64	57	78								437	436	+1
Strange Elementary School	62	63	62	71	75	69	87								489	509	-20
Vernon Elementary School	39	43	47	40	40	43	44								296	297	-1
Whittier Elementary School	50	61	64	62	59	52	51								399	419	-20
Wilson Elementary School	22	18	18	18	20	19	26								141	160	-19
Bullen Middle School								221	213	221					655	659	-4
Lance Middle School								297	305	272					874	857	+17
Lincoln Middle School								208	212	199					619	620	-1
Mahone Middle School								367	359	360					1,086	1,060	+26
Washington Middle School								190	197	173					560	523	+37
Bradford High School											345	357	348	378	1,428	1,479	-51
Harborside Academy								55	54	52	118	111	105	103	598	599	-1
Hillcrest School									5	8	6	12	15	24	70	67	+3
Indian Trail H.S. & Academy											514	530	531	555	2,130	2,205	-75
Kenosha eSchool								1	1	4	3	4	5	10	28	28	0
Lakeview Technology Academy											100	97	89	98	384	392	-8
Phoenix Project													2	18	20	18	+2
Reuther Central High School											49	68	95	140	352	390	-38
Tremper High School											415	430	412	379	1,636	1,677	-41
2019-20 Enrollment Projections	1,297	1,369	1,409	1,433	1,417	1,433	1,587	1,546	1,551	1,486	1,550	1,609	1,602	1,705	20,994	21,372	-378
2018-19 3rd Friday Enrollment	1,356	1,403	1,432	1,418	1,422	1,583	1,576	1,540	1,498	1,465	1,613	1,627	1,538	1,901	21,372		
Difference	-59	-34	-23	15	-5	-150	11	6	53	21	-63	-18	64	-196	-378		

APPENDIX C

KENOSHA UNIFIED SCHOOL DISTRICT
Grade Level Enrollment Comparison From Year to Year

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Grade Levels															Year to Year Difference	
						Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
Actual	2002-03	370	87	85	193	735	1,494	1,534	1,511	1,581	1,569	1,638	1,629	1,709	1,598	1,990	1,538	1,490	1,130	21,146	% Students	# Students
Actual	2003-04	369	90	107	206	772	1,578	1,501	1,535	1,512	1,587	1,577	1,659	1,637	1,719	2,051	1,596	1,638	1,142	21,504	1.69%	358
Actual	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	1.65%	355
Actual	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
Actual	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
Actual	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
Actual	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
Actual	2009-10	390	753			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
Actual	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
Actual	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
Actual	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
Actual	2013-14					1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676	0.16%	37
Actual	2014-15					1,407	1,581	1,595	1,567	1,554	1,535	1,531	1,601	1,484	1,638	1,731	1,739	1,710	1,801	22,474	-0.89%	-202
Actual	2015-16					1,338	1,417	1,586	1,583	1,551	1,541	1,517	1,527	1,573	1,503	1,746	1,730	1,753	1,896	22,261	-0.95%	-213
Actual	2016-17					1,299	1,443	1,416	1,583	1,562	1,541	1,529	1,458	1,540	1,538	1,567	1,745	1,720	1,988	21,929	-1.49%	-332
Actual	2017-18					1,333	1,411	1,413	1,416	1,571	1,569	1,568	1,505	1,483	1,526	1,639	1,563	1,720	1,938	21,655	-1.25%	-274
Actual	2018-19					1,356	1,403	1,432	1,418	1,422	1,583	1,576	1,540	1,498	1,465	1,613	1,627	1,538	1,901	21,372	-1.31%	-283
Projected	2019-20					1,297	1,369	1,409	1,433	1,417	1,433	1,587	1,546	1,551	1,486	1,550	1,609	1,602	1,705	20,994	-1.77%	-378
Projected	2020-21					1,266	1,344	1,379	1,416	1,435	1,427	1,438	1,556	1,548	1,539	1,572	1,544	1,586	1,773	20,823	-0.81%	-171
Projected	2021-22					1,202	1,326	1,344	1,386	1,418	1,445	1,432	1,410	1,558	1,536	1,628	1,566	1,520	1,761	20,532	-1.40%	-291

Beginning in 2008-09, Peers were included in 4 Year Old Kindergarten counts.

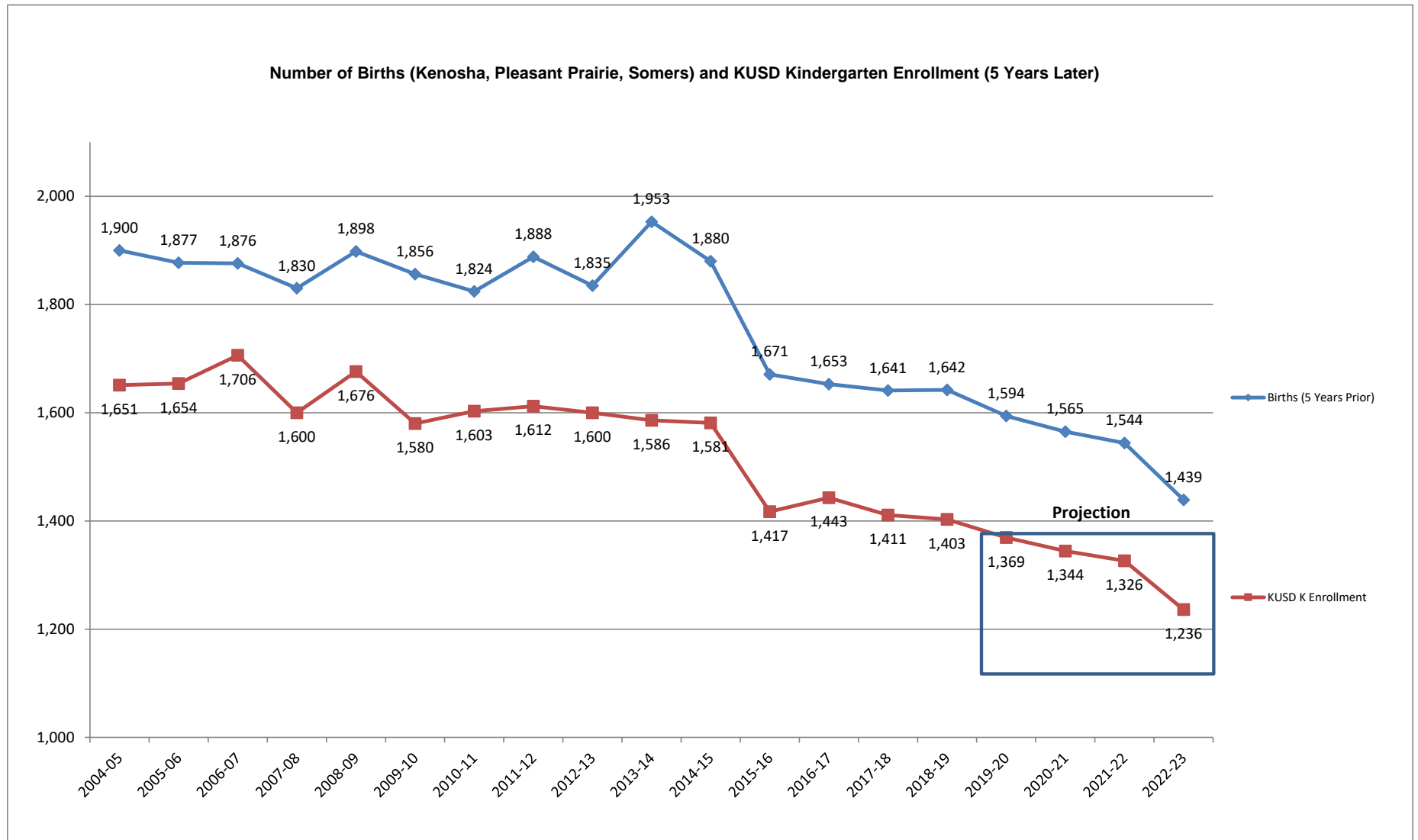
Beginning in 2009-10, Peers, 4 Year old Kindergarten, and PK SpEd were combined into one (1) total because of blended classrooms.

Beginning in 2010-11, all pre-kindergarten programs were combined into one (1) total because of blended classrooms.

Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 2002-03 (1,494 students) and the grade 1 class of 2003-04 (1,501 students) is 0.47% located in the grade 1 cell for 2003-04.
Actual	2002-03																				
Actual	2003-04							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.49%	0.59%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
Actual	2004-05							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.18%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
Actual	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
Actual	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
Actual	2007-08							0.76%	1.25%	0.12%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
Actual	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
Actual	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
Actual	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
Actual	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
Actual	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
Actual	2013-14							-0.81%	-2.04%	-2.40%	-2.36%	-2.37%	-3.13%	0.61%	-0.91%	17.00%	-15.63%	18.08%	-23.13%	0.16%	
Actual	2014-15							0.57%	-1.26%	1.24%	-0.71%	0.07%	-2.67%	-2.18%	-0.12%	2.67%	-12.26%	8.50%	-2.91%	-0.89%	
Actual	2015-16							0.32%	-0.75%	-1.02%	-0.84%	-1.17%	-0.26%	-1.75%	1.28%	6.59%	-0.06%	0.81%	10.88%	-0.95%	
Actual	2016-17							-0.07%	-0.19%	-1.33%	-0.64%	-0.78%	-3.89%	0.85%	-2.23%	4.26%	-0.06%	-0.58%	13.41%	-1.49%	
Actual	2017-18							-2.08%	0.00%	-0.76%	0.45%	1.75%	-1.57%	1.71%	-0.91%	6.57%	-0.26%	-1.43%	12.67%	-1.25%	
Actual	2018-19							1.49%	0.35%	0.42%	0.76%	0.45%	-1.79%	-0.47%	-1.21%	5.70%	-0.73%	-1.60%	10.52%	-1.31%	
Projected	2019-20							0.43%	0.07%	-0.07%	0.77%	0.25%	-1.90%	0.71%	-0.80%	5.80%	-0.25%	-1.54%	10.86%	-1.77%	
Projected	2020-21							0.73%	0.50%	0.14%	0.71%	0.35%	-1.95%	0.13%	-0.77%	5.79%	-0.39%	-1.43%	10.67%	-0.81%	
Projected	2021-22							0.00%	0.51%	0.14%	0.70%	0.35%	-1.95%	0.13%	-0.78%	5.78%	-0.38%	-1.55%	11.03%	-1.40%	

KENOSHA UNIFIED SCHOOL DISTRICT
Community Birth Rate and Grade K Enrollment Trend



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February 26, 2019

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. The John J. and Ruth F. Kloss Charitable Trust donated \$10,000 to the LakeView Technology Academy's Supermileage Vehicle Club.
2. The Kiwanis Club of Kenosha donated \$1,100 to the Bradford High School Key Club.
3. Auto Excellence, LLC. donated \$500 to the LakeView Technology Academy's Supermileage Vehicle Club.
4. Ryan and Amie Mattson donated \$350 to LakeView Technology Academy.
5. Sandra Halmo donated \$300 to the Fine Arts Department.
6. Attorney Eugene and Ellen Brookhouse donated \$200 to the Bradford High School Planetarium.
7. Northside Wheel Alignment Center, LLC. donated \$100 to the LakeView Technology Academy's Supermileage Vehicle Club.
8. Dennis and B. Carol Gammon donated \$50 to the Bradford High School Planetarium.
9. Correction: James Thomas and Jan Duncan donated \$1,000 to the Bradford High School Planetarium.
10. Correction: James T. and Shirley Duncan donated \$1,000 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

February 26, 2019

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

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

March

- March 12, 2019 – Cancelled: Standing Committee Meetings
- March 12, 2019 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- March 20, 2019 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- March 26, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom
- March 29, 2019 – Third quarter Ends, Staff Workday, No Students Report

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