

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 26, 2019

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 26, 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 7:01 P.M. with the following Board members present: Ms. Stevens, Mr. Garcia, Mr. Battle, Mr. Duncan, Mr. Kunich, Mrs. Modder, and Mr. Wade. Dr. Savaglio-Jarvis was also present.

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

Mrs. Julie Housaman, Chief Academic Officer, presented the Wisconsin High School Theatre Festival Awards and the National AP Scholar Award. Mr. Kevin Velvikis, owner of Pacetti's Maestro of Music, presented the National Association of Music Merchants Best Community for Music Education Award.

There were no Administrative or Supervisory Appointments.

Mr. Kunich introduced the student ambassador, Alyssa McClelland from Bradford High School, and she made her comments.

Mrs. Modder gave the 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.

Consent/Approve item XI-F – Policy 6610 – Procedures for Selecting and Using Supplementary Instruction Materials was pulled from the consent agenda.

Board members then considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 1/22/19 Special Meeting and Executive Session and 1/22/19 Regular Meeting.

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

“It is recommended that the 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.”

Consent-Approve item XI-D – Policy 1310 – Tobacco Use submitted by Mrs. Tanya Ruder, Chief Communications Officer and Interim Chief Human Resource Officer; 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 second reading on Feb. 26, 2019.”

Consent-Approve item XI-E – Administrative Regulation 4223.1 – 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 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.”

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

Dr. Savaglio-Jarvis presented the Head Start Semi Annual Report submitted by Ms. Luanne Rohde, Director of Early Education; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning-Elementary; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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.

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.

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).

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: PLC4). 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.

This was an informational report only.”

Dr. Savaglio-Jarvis presented the 2019-2020 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Patrick Finnemore, Director of Facilities; and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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.

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.

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

Ms. Stevens moved to approve the 2019-2020 Capital Projects Plan as described in the report. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Rade Dimitrijevic, Coordinator of Human Resources, presented the Employee Handbook submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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. Savaglio-Jarvis presented the Adoption of Spanish Language Arts Instructional Materials submitted by Mrs. Sarah Shanebrook-Smith, Coordinator of Language Acquisition; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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 post assessments, 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.

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 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.

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.”

Mrs. Modder moved to approve the purchase of the K-8 Spanish Language Arts Curriculum Materials as outlined in this report including Appendix C, showing an estimated

purchase cost of \$201,009.65 for materials. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Adoption of the Science Instructional Materials submitted by Mrs. Christine Pratt, Coordinator of Science; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“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; and
- Science courses at Indian Trail Medical Science Academy: Animal Survey, Genetics, Geoscience and Astronomy, and Microbiology.

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.

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).

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.

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 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.

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.”

Mrs. Modder moved to approve the purchase of the Secondary Elective Science Curriculum Materials as outlined in this report, including Appendix D, showing an estimated purchase cost of \$237,661.39. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the School Year 2019-20 Preliminary Enrollment Projections submitted by Mrs. Lorien Thomas, Research Coordinator; Mr. Kristopher Keckler, Chief Information Officer; and Dr. Savaglio-Jarvis, excerpts follow:

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

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.

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.”

Mr. Keckler gave a PowerPoint presentation entitled *KUSD Enrollment Projections* which covered the following topics: national decline, WI birth rate, Wisconsin Migration Patterns Worsen, KUSD total enrollment trend, WI large district trends, number of births (Kenosha, Pleasant Prairie, Somers) and KUSD kindergarten enrollment (5 years later), 10 year trend (grades K-5), 10 year trend (grades 6-8), 6 year trend (grades 9-12), cohort average (k-12), boundary schools (5 year change), and non-boundary schools (5 year change).

Mr. Kunich presented the Donations to the District.

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

Dr. Savaglio-Jarvis presented Policy 6610 – Procedures for Selecting and Using Supplementary Instruction Materials submitted by Mrs. Shanebrook-Smith; 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 chart indicates the year an update is made and the rationale for this change:

Year 2018-19

- Phase 1 - 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.
- Phase 2 - 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.

- Phase 2 - 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.

Year 2019-20

- Phase 1 – 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 second reading on February 26, 2019.”

Mr. Kunich moved to 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. Mr. Battle 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