



**REGULAR MONTHLY BOARD MEETING**

**November 19, 2019**

**7:00 P.M.**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

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Regular School Board Meeting  
November 19, 2019  
Educational Support Center  
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Introduction, Welcome and Comments by Student Ambassador
- IV. Awards/Recognition
  - Expeditionary Learning Education Silverberg Leadership Award
- V. Administrative and Supervisory Appointments
- VI. Superintendent's Report
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Remarks by the President
- X. Consent Agenda
  - A. Consent/Approve  
Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations
  - B. Consent/Approve  
Minutes of 10/22/19, 10/24/19 and 10/29/19 Special Meetings & Executive Sessions and 10/22/19 Regular Meeting
  - C. Consent/Approve  
Summary of Receipts, Wire Transfers and Check Registers
- XI. Old Business
  - A. Discussion/Action  
Revision of School Board Policies 4111, 5110.1, 5110.2 and 5111 (First Reading)

XII. New Business

A. Discussion

[2019-2020 Adopted Budget Book](#)

B. Discussion/Action

Course Change Proposals: Harborside Academy

C. Discussion/Action

Course Change Proposals: Family and Consumer Science

D. Discussion/Action

Course Change Proposals: Technology and Engineering

XIII. Other Business as Permitted by Law

Tentative Schedule of Reports, Events and Legal Deadlines  
for School Board (November-December)

XIV. Predetermined Time and Date of Adjourned Meeting, If Necessary

XV. Adjournment

**Kenosha Unified School District**  
**Kenosha, WI**  
**November 19, 2019**

**The Office of Human Resources recommends the following actions:**

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>
Appointment	Apgar	William	Harvey Elementary	Special Education	ESP	10/21/2019	1
Appointment	Benhoff	Jennifer	Bose Elementary School	Special Education	ESP	10/08/2019	1
Appointment	Bohlman	Jacob	Wilson Elementary School	Night Custodian - Second Shift	Facilities	10/07/2019	1
Appointment	Bondus	Jennifer	Stocker Elementary School	Special Education	ESP	11/11/2019	1
Appointment	Chamberlain	Kolar	Grant Elementary	Night Custodian - Second Shift	Facilities	10/25/2019	1
Appointment	Christensen	Cara	Roosevelt Elementary School	Special Education	ESP	10/10/2019	1
Appointment	Davis	Rita	KTEC East	Administrative Support (12 MO)	ASP	11/11/2019	1
Appointment	Fitzmaurice	Janet	Bullen Middle School	Grade 6	Instructional	10/11/2019	1
Appointment	Gerstung	Emily	Human Resources	Administrative Support (12 MO)	ASP	10/29/2019	1
Appointment	Harris	Timothy	Facilities	Carpenter	Facilities	11/25/2019	1
Appointment	Jenison	Crista	Bradford High School	Special Education	ESP	10/14/2019	1
Appointment	Last-Konicki	Angela	The Brompton School	Art	Instructional	11/05/2019	0.67
Appointment	Lesnik	Jeana	4K Program	4K Program	Instructional	10/02/2019	0.50
Appointment	Lietzke	Sheila	Bradford High School	Clerical	ESP	10/28/2019	1
Appointment	Martin	Barbara	Grewenow Elementary School	Special Education	ESP	11/11/2019	1
Appointment	Matel	Lauretta	Southport Elementary School	Cross Categorical	Instructional	10/28/2019	1
Appointment	Olson	Bret	KTEC East	Assistant Principal - Elementary	AST	10/28/2019	1
Appointment	Rodriguez	Normalinda	Frank Elementary	Special Education	ESP	10/28/2019	1
Appointment	Santiago	Jorge	Bradford High School	Special Education	ESP	10/21/2019	1
Appointment	Shreve	Tara	Nash Elementary School	Cross Categorical	Instructional	10/14/2019	1
Adjustment	Finnemore	Patrick	Facilities	Director of Facilities	Facilities	11/20/2019	1
Resignation	Eckles	Jane	Bradford High School	English	Instructional	11/01/2019	1
Resignation	Froh	Melissa	Pleasant Prairie Elementary	Special Education	ESP	11/08/2019	1
Resignation	Harvala	Jennifer	Lincoln Middle School	English/Grade 6	Instructional	11/01/2019	1
Resignation	Loesl	Kimberly	Lincoln Middle School	Science	Instructional	10/18/2019	1
Separation	Cram	Linda	Bradford High School	Chemistry/Biology Life Science	Instructional	10/29/2019	1

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

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 22, 2019, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:15 P.M. with the following members present: Ms. Adams, Mrs. Modder, Mr. Duncan, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Ms. Stevens and Mr. Battle arrived later.

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 Litigation, Personnel: Problems, and Personnel: Position Assignments.

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

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

Ms. Stevens arrived at 5:17 P.M.

1. Litigation

Mr. Brian Knee, Litigation Manager at Community Insurance Corporation, and Mrs. Lindsey O'Connor, Chief Human Resource Officer, arrived at 5:18 P.M. Mr. Knee updated Board members on litigation matters and answered questions from board members.

Mr. Battle arrived at 5:57 P.M.

Mr. Knee and Mrs. O'Connor departed the meeting at 6:32 P.M.

2. Review of Findings/Orders by Independent Hearing Officer

Ms. Bethany Ormseth, Principal at LakeView Technology Academy, arrived at 6:33 P.M. and presented Board members with information relating to three expulsions.

Dr. Savaglio-Jarvis and Ms. Ormseth departed the meeting at 6:43 P.M.

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

Mr. Duncan moved to approve the hearing officer's recommendation in regards to the second expulsion. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Duncan moved to approve the hearing officer's recommendation in regards to the third expulsion. Ms. Stevens seconded the motion. Unanimously approved.

3. Personnel: Problems

Dr. Savaglio-Jarvis updated Board members on several employee relations cases.

4. Personnel: Position Assignments

Dr. Savaglio-Jarvis presented Board members with a position assignment recommendation.

Mr. Bret Olson arrived at 7:01 P.M. and answered questions from Board members. Mr. Olson was excused at 7:13 P.M.

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

Meeting adjourned at 7:13 P.M.

Stacy Schroeder Busby  
School Board Secretary



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

A regular meeting of the Kenosha Unified School Board was held on Tuesday, October 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 7:19 P.M. with the following Board members present: Ms. Adams, Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis was also present.

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

There were no awards or recognitions.

Dr. Savaglio-Jarvis presented an Administrative/Supervisory Appointment.

Ms. Stevens moved to approve Mr. Bret Olson as the Interim Assistant Principal at Kenosha School of Technology Enhanced Curriculum (KTEC) - East. Mr. Garcia seconded the motion. Unanimously approved.

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

Ms. Adams introduced the student ambassador, Taylor Wimberly from Indian Trail High School and Academy, and she made her comments.

Mrs. Modder presented the legislative report.

Views and/or comments were made by the public.

The Board President did not make any remarks.

Board members considered the following Consent-Approve items:

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

Consent-Approve item X-B – Minutes of the 9/24/19, 9/25/19 and 10/15/19 Special Meetings and Executive Sessions, 9/24/19 Regular Meeting and 9/25/19, 10/9/19 and 10/15/19 Special Meetings.

Consent-Approve item X-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 September 2019 cash receipt deposits totaling \$219,682.78, and cash receipt wire transfers-in totaling \$22,654,791.08, be approved.

Check numbers 583445 through 584505 totaling \$6,290,301.66, and general operating wire transfers-out totaling \$15,575,093.86, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the September 2019 net payroll and benefit EFT batches totaling \$11,981,539.87, and net payroll check batches totaling \$20,354.52, be approved.”

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

Dr. Savaglio-Jarvis presented the Motion to Rescind Action Take at the September 24, 2019 Regular Meeting – Human Resource Information System Upgrade submitted by Mr. Hamdan; Mrs. Lindsey O’Connor, Chief Human Resources Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“At the September 24, 2019 regular board meeting, the board of education was presented with information in regards to a Human Resources information system upgrade (attached). The recommendation presented was to approve ADP as the districts’ human resource information system (HRIS) vendor.

The motion and vote was as follows:

“Mr. Duncan moved to postpone the Human Resource Information System Upgrade for 60 days. Ms. Stevens seconded them motion. Unanimously approved.”

After a thorough debriefing following the September 24, 2019 meeting, administration has decided to postpone the HRIS upgrade at this time; therefore, there is no need for the HRIS item to return to the board within 60 days.

Per Board Policy 8810, number 5, it is recommended that the Board rescind the action taken at the September 24, 2019 meeting and make a motion to postpone the HRIS upgrade indefinitely.”

Mr. Duncan moved to rescind the action taken at the September 24, 2019 meeting in regards to the Human Resource Information System Upgrade. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Duncan moved to postpone the Human Resource Information System Upgrade indefinitely. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, presented the Official Third Friday Enrollment Report submitted by Mrs. Laura Sawyer, Data Analyst; Mrs. Erin Roethe, Data Analyst; Mrs. Lorien Thomas, Research Coordinator; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“Annually, Administration provides the Kenosha Unified School Board with the District’s *Official Third Friday Enrollment Report*. The data contained in this report are also reported to

the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this report contains only *enrollment* data and does not contain student membership data that are used to develop revenue projections and budgetary planning documents.

District-wide, enrollment decreased -453 students, from 21,372 students in 2018-19 to 20,919 students in 2019-20. This was the largest single year decrease KUSD has experienced. Beginning in 2009-10, Kenosha started to experience a decline in community birth rates, with the related effect of declines in elementary school enrollments five years later. Since 2014-15, KUSD has had an average annual decrease of 293 students. This trend has now impacted grades pre-kindergarten through grade 4.

The District reported decreases for both the elementary and high school boundary groups, with a minor increase at the boundary middle school level. Boundary elementary schools decreased overall by -329 students, boundary middle schools increased by 77 students, and boundary high schools decreased by -180 students. Overall, this is attributed to both the continual declining birth rate and a larger graduating cohort exiting at the high school level.

The total enrollment for the Special Schools, which included all charter schools, Chavez Learning Station, Kenosha 4-Year-Old Kindergarten, Hillcrest, and the Phoenix Project, reported a decrease of -21 students. The number of community-based child care centers at Kenosha 4-Year-Old Kindergarten increased from 7 in 2018-19 to 8 in 2019-20.

The following special schools reported increases in enrollment when compared to last year: Kenosha 4-Year-Old Kindergarten increased by +9 students, Brompton slightly increased by +2 students, Hillcrest and eSchool both had slight increases of +2 students each and the Phoenix Project increased by +3 students. Chavez decreased by -26 students, KTEC decreased by -1 student and Harborside decreased by -12 students.

The 2019-20 Official Third Friday Enrollment Report is an informational item.”

Mr. Keckler gave a PowerPoint presentation entitled *Official Student Enrollment Trend Report* which covered the following topics: overall enrollment trends, number of births and KUSD kindergarten enrollment, projected percentage change in public elementary and secondary school enrollment by state (fall 2016 to fall 2028), Wisconsin births, KUSD exits to area private schools, KUSD open enrollment (transfer in/out), student race/ethnicity, eight year trend (K-5), eight year trend (6-8), six year trend (9-12), cohort average, change in enrollments and teacher FTE, % change in enrollments and teacher FTE, student and teacher 5 year change, and KUSD average class size trends,

Mr. Hamdan presented the Change in the Fiscal Year 2018-19 Adopted Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“The Board of Education adopted the 2018-2019 budget on October 23, 2018, as prescribed by Wisconsin State Statute 65.90. From time to time there is a need to modify or amend the adopted budget for a variety of reasons. State Statutes require that official

modifications to the adopted budget be approved by two-thirds majority of the Board of Education and that there be a publication of a Class 1 notice within 10 days of approval.

The majority of these changes are the result of carryover notifications determined to be available for various grants after the budget was formally adopted. Other grant awards (e.g. Education Foundation, mini-grants) were also received after the adoption of the budget. These grant awards conform to existing board policy and have been previously shared with the Board of Education through the approval of the grant as well as grant summary reports submitted to the Audit/Budget/Finance Committee.

Since State Statutes authorize the budget to be adopted by function; administration also requests approval of additional budget modifications that did not add or subtract dollars to the overall budget, but may have changed the function or purpose of the funding.

Attachment A is a copy of the Notice of Change in Adopted Budget in the proper State approved format that will need to be published in the Kenosha News after the Board has approved these budget modifications.

Administration requests that the School Board approve this report and that the attached Class 1 notice be published within 10 days of the official Board adoption.”

Mr. Battle moved to approve the Change in the Fiscal Year 2018-19 Adopted Budget and that the attached Class 1 notice be published within 10 days of the official Board adoption. Mr. Duncan seconded the motion. Unanimously approved.

Mr. Hamdan presented the 2018-2019 Budget Carryovers to the 2019-2020 Budget submitted by Mrs. Salo, Mr. Hamdan, and Dr. Savaglio-Jarvis, excerpts follow:

“Historically, Kenosha Unified School District (KUSD) has prohibited the automatic carryover of unutilized budget authority from one fiscal year to the next. At the August 9, 2000, meeting of the School Board, it was unanimously approved to discontinue the practice of automatic site carryovers. Carryover authority is now only approved on an exception basis.

Purchases that were authorized, but not fully executed, by the close of the respective fiscal year may lead to a request to carry budget dollars over to the next year to cover those expenses.

In addition, there are several exceptional items that are potentially carried over from year to year. The administration is requesting to carryover the following amounts identified in Attachment A to the 2019-2020 fiscal year budget:

Site Requested Carryover	\$ 26,578
Donation and Mini-Grant Carryover	\$197,176
Athletic Fields Carryover	\$ 34,192
Theater (Co-Curricular) Carryover	<u>\$ 60,874</u>
Total Fund 10 Carryover	\$318,820

Administration requests that the School Board approve this report so that these carryover funds can be incorporated into the adopted 2019-2020 budget.”

Mr. Battle moved to approve 2018-2019 Budget Carryovers so that the carryover funds can be incorporated into the adopted 2019-2020 budget. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Hamdan presented the Formal Adoption of the 2019-2020 Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“The public hearing on the 2019-2020 budget and the annual meeting of district electors were held on September 17, 2019, in the auditorium of Indian Trail High School and Academy. At the annual meeting of district electors, our stakeholders voted to approve the tax levy at the maximum amount allowed by law. At the time of the annual meeting, it is important to note that key variables in the budgeting process were not finalized, therefore conservative estimates were included.

Since the public hearing and the annual meeting, the administration has updated the budget to reflect components such as detailed staffing costs (salary and benefits), student membership, equalized property valuations, certified state aid, and tax levies.

Coinciding with the changes in health insurance carrier and plans, savings in addition to the reduction in premium costs have transpired. With the active election of benefits being required, the number of staff members electing family plans decreased, while the number of waivers increased. We also see savings within the staffing budget as staff with higher-end salaries have been replaced by staff coming in lower on the salary scale.

In the official October general aid certification, our general state aid decreased by \$331,251 or 0.22% as compared to last year. Our total state aid that impacts tax levy decreased by a total of \$1,540,047 or 1% due to significant reductions in high poverty aid and state aid for personal property as shown in the following table.

The 2017-2019 state budget (2017 Act 59) exempted certain machinery, tools, and patterns from property tax assessments and also created a new aid program designed to reimburse municipalities for the lost tax revenue. The method used by the Department of Revenue to allocate these aid payments to districts that contain Tax Incremental Districts (TIDs) was challenged and revised after the first year of implementation in 2018-19. Being that our municipalities contain large TIDs such as Amazon, we experienced a major change.

KUSD also qualifies for high poverty aid since our free/reduced lunch population exceeds 50%. However, our population is currently at approximately 51.5% and declining, so we could potentially lose this additional aid in the very near future. The loss of high poverty aid could be recovered by increasing the tax levy.

The 2019-2020 general fund (10) is being presented as a balanced budget in which expenditures are projected to equal revenues, however, there is approximately \$7.7 MM pending allocation by the Board. The District is in a positive position where we can absorb the carryover spending authority request of \$318,820 within this balanced budget as part of the pending allocations. In addition, the administration will be bringing forward recommendations for Board consideration in the areas of security, diversity, engagement, equity, and facilities.

With the approval of the recommended carryover, we project approximately \$7.4 MM of available funds yet to be allocated. These funds are available for the Board of Education to allocate in the 2019-20 budget as they see fit.

Unassigned general fund balance reserves are currently greater than 10% of budgeted expenditures; therefore, the portion of school board policy 3323 that requires a one million dollar budgeted surplus (if the fund balance is below the 10% threshold) will not be applicable for the 2019-20 budget.

The total general fund (10) ending fund balance is projected to be \$57 MM at the end of 2019-2020 which represents 22.17% of the current year expenditures. Included in that number are components of the fund balance designated for specific purposes such as charter school reserves (\$2.3 MM), inventory and prepaid items (\$3.9 MM), and contractual obligations (\$370K). After adjusting for the designated balances, the fund is left with an unassigned projected balance of \$50.4 MM which represents 19.61% of the budgeted expenditures.

The proposed tax levy for the general fund (10) is the maximum amount allowable within state law without going to referendum. The overall 1.36% decrease in total tax levy equates to \$1,205,971 less local property tax dollars needed for the Kenosha Unified School District as compared to the previous year.

The total mill rate (tax per \$1,000 of equalized property valuation) is \$8.59, an 8.62% decrease as compared to the prior year. This decrease is the result of changes in both tax levy and equalized property values in our district. Our equalized property value increased by 7.94% from last year which means the reduced tax levy is spread over a larger tax base which results in a significantly favorable change in the mill rate. Attachment A delineates this tax levy scenario in a historical view of the District's equalized property values, tax levies, and mill rates.

It is requested that the Board of Education accept the following recommendations:

1. Formally adopt the District's 2019-2020 budget using the accompanying budget adoption motion (Attachment B).
2. Direct the administration to prepare a class one legal notice to be published publicly within ten days of the adoption (Attachment C).
3. Approve the property tax levy to be collected from the municipalities within the school district in the amount of \$71,682,744 for the general fund, \$13,995,875 for the debt service fund, and \$1,500,000 for the community service fund. The Board must approve levy amounts on or before November 1st each year, per Wis. Stats. 120.12 (3)(a).
4. Direct the district clerk to certify and deliver the Board approved tax levy to the clerk of each municipality on or before November 10, 2019."

Mr. Battle moved to formally adopt the District's 2019-2020 budget for Kenosha Unified School District, as presented in Attachment B, for all funds to show expenditures, other revenues and tax levies in summary; direct the administration to prepare a class one legal notice to be published publicly within ten days of the adoption (Attachment C); approve the property tax levy to be collected from the municipalities within the school district in the amount of \$71,682,744 for the general fund, \$13,995,875 for the debt service fund, and \$1,500,000 for the community service fund; and direct the district clerk to certify and deliver the Board approved tax levy to the clerk of each municipality on or before November 10, 2019. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Modder presented Resolution No. 358 - American Education Week, which read as follows:

“WHEREAS, American Education Week is designated to celebrate and honor the individuals who are dedicated to ensuring every child receives a quality education; and

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping Kenosha's youth with both practical skills and broader intellectual abilities, we give them hope for, and access to, a productive future; and

WHEREAS, all Kenosha Unified staff work tirelessly to serve our children and community with care and professionalism; and

WHEREAS, schools encourage the bringing together of children, families, educators, volunteers, business leaders and elected officials in a common enterprise that offers exceptional opportunities in academics, athletics, fine arts and extracurricular activities to provide students with the skills needed to grow and succeed in a global society.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim November 18-22, 2019, as the annual observance of American Education Week.

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

Ms. Adams moved to approve Resolution No. 358 - American Education Week. Mr. Duncan seconded the motion. Unanimously approved.

Ms. Stevens moved to adjourn the meeting. Mrs. Modder seconded the motion. Unanimously approved.

Meeting adjourned at 8:31 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 24, 2019

A special meeting of the Kenosha Unified School Board was held on Thursday, October 24, 2019, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:17 P.M. with the following members present: Ms. Adams, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis, Attorney Ronald Stadler from Jackson Lewis P.C., and Mr. Brian Knee, Litigation Manager from Community Insurance, were also present. Ms. Stevens was absent.

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 Litigation.

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

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

1. Items Relating to Students Requiring Confidentiality by Law and Litigation

Dr. Savaglio-Jarvis updated board members on an item relating to a student with the potential of litigation. Dr. Savaglio-Jarvis sought direction for the board.

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

Mr. Battle moved to adjourn the meeting. Mrs. Modder seconded the motion. Unanimously approved.

Meeting adjourned at 6:02 P.M.

Stacy Schroeder Busby  
School Board Secretary



SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 29, 2019

A special meeting of the Kenosha Unified School Board was held on Wednesday, September 25, 2019, in the Small Board Meeting Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:45 P.M. with the following members present: Ms. Adams, Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis and Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy were also present.

Mr. Wade, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. 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 to consider employment, promotion, compensation or performance evaluation data relative to employment compensation of an administrator, for preliminary consideration of specific personnel problems which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person involved in such problems, for the purposes of discussing a personnel matter, to deliberate concerning a case which was the subject of a quasi-judicial hearing before the Board, and to consider the dismissal or discipline of any public employee, the investigation of charges against such person, and the taking of formal action on any such matter, for the purpose of considering and deliberating over the administration's recommendation to terminate the employment of a professional staff member and the response, if any, by the professional staff member and the professional staff member's representatives.

Mr. Duncan moved that the executive session be held. Ms. Stevens seconded the motion.

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

1. Preliminary Consideration of Specific Personnel Problems Which, if Discussed in Public, would be Likely to have a Substantial Adverse Effect Upon the Reputation of any Person Involved in Such Problems, for the Purposes of Discussing a Personnel Matter

Dr. Savaglio-Jarvis informed board members that she had an employee issue in which she needed direction from them. Attorney Lewis updated board members of the details of the issue and answered questions from board members. Direction was given to Dr. Savaglio-Jarvis with consensus of the board.

Attorney Lewis departed at 6:07 P.M.

2. Consideration of Employment, Promotion, Compensation or Performance Evaluation Data Relative to Employment Compensation of an Administrator

Dr. Savaglio-Jarvis provided information to board members in relation to compensation consideration regarding a District administrator. Direction was given to Dr. Savaglio-Jarvis with consensus of the board.

The Board recessed at 6:18 P.M.

3. Termination Hearing

The Board reconvened at 6:49 P.M. in the Board Meeting Room.

Attorney Christine Hamiel from von Briesen & Roper, S.C. presided on behalf of the Board for the termination hearing, Attorney Shannon McDonald from McDonald & Kloth was present in representation of a District employee, Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy was present in representation of administration, and a District employee was also present.

Attorney Hamiel reviewed the process that would be followed for the termination hearing.

Attorney Hamiel called for opening statements. Attorney Lewis presented her opening statement followed by Attorney McDonald.

Attorney Lewis called upon several witnesses to give testimony pertaining to incidents and documents in relation to the termination of a District employee. Attorney McDonald cross-examined all witnesses and Board members were then offered the opportunity to ask questions of said witnesses following their testimony.

The Board recessed at 7:53 P.M. and reconvened at 7:57 P.M.

Attorney McDonald called upon several witnesses to give testimony pertaining to incidents and documents in relation to the termination of a District employee. Attorney Lewis cross-examined all witnesses and Board members were then offered the opportunity to ask questions of said witnesses following their testimony.

The Board recessed at 8:42 P.M. and reconvened at 8:49 P.M.

Attorney Hamiel called for closing statements. Attorney Lewis presented her closing statement followed by Attorney McDonald.

Board members and Attorney Hamiel moved to the Small Board Room at 10:10 P.M. to consider and deliberate over administration's recommendation for termination of a District employee.

Board members and Attorney Hamiel returned to the Board Room at 10:30 P.M. and reconvened in open session.

Mr. Duncan moved to approve administration's recommendation for termination of the district employee for violation of policy 4111 and section one of the employee handbook. Mr. Battle seconded the motion. Unanimously approved.

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

Meeting adjourned at 10:31 P.M.

Stacy Schroeder Busby  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
November 19, 2019

<b>CASH RECEIPTS</b>	<b>reference</b>	<b>total</b>
<b>October 2019 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 730,047.08
Johnson Bank	<i>account interest</i>	1,537.91
US Treasury	<i>interest refund - various bond issues</i>	29,275.55
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	162,801.86
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	1,284.68
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	64,649.65
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	28,538.18
HHS	<i>head start grant</i>	218,544.86
Total Incoming Wire Transfers		1,236,679.77
<b>October 2019 Deposits to Johnson Bank - All Funds:</b>		
General operating and food services receipts	<i>(excluding credit cards)</i>	194,800.17
<b>TOTAL OCTOBER CASH RECEIPTS</b>		<b>\$ 1,431,479.94</b>

<b>CASH DISBURSEMENTS</b>	<b>reference</b>	<b>total</b>
<b>October 2019 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>Payroll &amp; Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,985,805.31
WI Department of Revenue	<i>state payroll taxes</i>	549,931.41
WI Department of Revenue	<i>state wage attachments</i>	4,177.88
IRS	<i>federal payroll taxes</i>	2,749,493.45
Delta Dental	<i>dental insurance premiums</i>	243,881.88
Diversified Benefits Services	<i>flexible spending account claims</i>	5,219.39
Employee Trust Funds	<i>wisconsin retirement system</i>	1,527,813.76
NVA	<i>vision insurance premiums</i>	21,958.99
Optum	<i>HSA</i>	323,982.87
Various	<i>TSA payments</i>	324,023.09
<i>Subtotal</i>		13,736,288.03
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	252,537.35 *
Aegis	<i>workers' compensation payment</i>	200,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
United Healthcare	<i>health insurance premiums</i>	3,286,328.87
<i>Subtotal</i>		3,755,532.89
Total Outgoing Wire Transfers		\$ 17,491,820.92

**October 2019 Check Registers - All Funds:**

Net payrolls by paper check	<i>Register# 01021DP, 01821DP 01022DP, 01922DP</i>	\$ 16,876.53
General operating and food services	<i>Check# 584506 thru Check# 585798 (net of void batches)</i>	6,662,207.15
Total Check Registers		\$ 6,679,083.68

**TOTAL OCTOBER CASH DISBURSEMENTS** **\$ 24,170,904.60**

\*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending October 15, 2019

<b>Merchant Name</b>	<b>Total</b>
HOTEL	\$ 25,913.15
AIRLINE	\$ 25,039.92
3654 INTERSTATE	\$ 12,465.13
IN *GROHS ELECTRIC LLC	\$ 8,294.28
RESTAURANTS & CATERING	\$ 8,051.14
VEHICLE MAINT. & FUEL	\$ 7,414.00
BSN SPORTS LLC	\$ 6,872.68
MENARDS KENOSHA WI	\$ 6,411.46
HALOGEN SUPPLY COMPANY IN	\$ 6,098.60
IN *BOOMERANG PROJECT	\$ 4,990.00
IN *A BEEP, LLC	\$ 4,454.00
IN *ECONO SEWER AND DRAIN	\$ 4,174.07
HYDRO-FLO PRODUCTS INC	\$ 3,998.06
SCRIPPS SPELLING BEE	\$ 3,795.00
HIGHWAY C SERVICE INC	\$ 3,777.80
HALLMAN LINDSAY PAINTS -	\$ 3,400.63
OMNI CHEER	\$ 3,225.70
INDUSTRIAL CONTROLS	\$ 2,828.50
PROVANTAGE	\$ 2,562.80
SQ *PAUL A. ZUZINEC	\$ 2,490.00
EB WISCONSIN CAMPUS U	\$ 2,438.40
CHESTER ELECTRONIC SUPPLY	\$ 2,368.74
GRAINGER	\$ 2,328.28
ULINE *SHIP SUPPLIES	\$ 2,141.82
JOHNSTONE SUPPLY	\$ 2,087.02
MARK S PLUMBING PARTS	\$ 2,048.13
PROJECT LEAD THE WAY, INC	\$ 1,860.00
IKEA.COM 335959537	\$ 1,674.27
KIMBALL MIDWEST	\$ 1,662.34
HEMISPHERE ED TRVL	\$ 1,627.00
JOHNSON CONTROLS SS	\$ 1,609.96
MRA INSTITUTE OF MANAGEM	\$ 1,605.00
FARM & FLEET STURTEVANT	\$ 1,594.99
FASTENAL COMPANY 01WIKEN	\$ 1,492.52
RSCHOOLTODAY	\$ 1,460.00
FILTRATION SOLUTIONS INC	\$ 1,456.50
SAMS CLUB #6331	\$ 1,425.27
INT THESPIAN FEST 2	\$ 1,350.00
CONNEY SAFETY	\$ 1,274.27
CRESTLINE - MOTO IPT	\$ 1,246.97
HAJOCA KENOSHA PC354	\$ 1,237.56
DREAMBOX LEARNING, INC	\$ 1,215.00
TUNSTALL CORPORATION	\$ 1,189.07
BUILDERS HARDWARE	\$ 1,166.00
STERICYCLE	\$ 1,157.84
AMZN MKTP US*088RE3EL3	\$ 1,151.98
SQ *THE LETTERING M	\$ 1,054.95

GREATMATSCOM CORP	\$	1,036.00
NAT'L CNCL COMM BHVRL	\$	1,025.00
SOLUTION TREE INC	\$	1,021.15
NSPRA	\$	1,005.00
ASSOC SUPERV AND CURR	\$	995.00
AMERICAN LIBRARY ASSN	\$	989.78
APPLE HOLLER	\$	968.00
HOMEDEPOT.COM	\$	947.00
WISCONSIN SCHOOL PSYCHOLO	\$	930.00
BATTERIES PLUS #0561	\$	909.30
VIKING ELECTRIC-MILWAUKEE	\$	881.58
PAYPAL *BADGERTRAIL	\$	860.00
FIRST SUPPLY LLC #2033	\$	855.98
NAAAHRMKE 2019 CONF	\$	840.00
DASH MEDICAL GLOVES	\$	828.00
PAYPAL *CESA 2	\$	825.00
INSTITUTE FOR EDUCATIONAL	\$	777.00
LUMBER LIQUIDATORS 1067	\$	773.68
CONSERV FS INC	\$	768.00
DEMCO INC	\$	728.31
MACHINERY & FACTORY INDUS	\$	717.24
SP * AERIAL EQUIP PART	\$	712.23
PRO ED INC	\$	691.90
FILTRATION CONCEPTS INC	\$	685.84
ACT*BROOKFIELD ZOO	\$	658.30
THE CHICAGO WOLVES	\$	656.50
FACTORYOUTLETSTORE LLC	\$	632.95
GOOD ARMSTRONG TRAINING	\$	605.00
BANKS VACUUM CORP	\$	602.00
EB ADMINISTRATORS GUI	\$	580.00
HARRINGTON IND PLASTICS	\$	568.50
EVERWHITE/GLENROY, INC.	\$	560.98
WM SUPERCENTER #1167	\$	552.99
USPS.COM STAMP FLMNT SVCS	\$	551.80
PAYPAL *WEBIT	\$	550.00
REI*GREENWOODHEINEMANN	\$	534.38
CENTER AAC & AUTISM	\$	528.00
KENOSHA AREA BUSINESS	\$	517.50
WALMART.COM	\$	505.16
GFS STORE #1919	\$	503.21
TOWN & COUNTRY GLASS INC	\$	500.00
USPS.COM POSTAL STORE	\$	498.60
NBX*SLATE 6082410300	\$	498.00
FOLLETT	\$	495.00
WALMART GROCERY	\$	481.04
KENOSHA HISTORICAL	\$	480.00
CHRISTOPHER R GREEN SR	\$	462.00
NATIONAL COUNCIL FOR THE	\$	450.00
UWEX REGISTRATION	\$	450.00
BEYONDYOURDREAMCORP.CO	\$	450.00
ID WHOLESALER	\$	449.00
PESI INC	\$	439.98
BREEZY HILL NURSERY	\$	435.00
IN *US SPECIALTY COATINGS	\$	431.71
MILWAUKEE PUBLIC MUSEUM	\$	420.00

THE MIDWEST CLINIC	\$	400.00
EB 2019 CI MIDWEST FA	\$	399.09
TRADE PRESS MEDIA GROU	\$	398.00
AMAZON.COM*DT34C4QP3 AMZN	\$	397.99
WISCONSIN COACH LINES	\$	395.00
AMZN MKTP US*8S4EF5PT3	\$	394.95
OTC BRANDS, INC.	\$	394.87
FESTIVAL FOODS	\$	391.49
WISCONSIN EVANGELICAL LS	\$	390.00
PAYPAL *CATRICEG22	\$	385.00
AMAZON.COM*H01E959J3 AMZN	\$	381.96
SQ *NATIONAL MUSEUM OF ME	\$	375.00
GOTSOCCER EVENTS	\$	375.00
TIM*TIME FOR KIDS MAG	\$	371.25
TEACHERS COLLEGE WEB COL	\$	370.00
CRICUT	\$	369.99
UWW CAMPS AND CONFERENCES	\$	365.00
CUSTOMUSB.COM	\$	361.00
AMERICAN OUTFITTERS LTD	\$	355.55
PAYPAL *PLANETHEADS	\$	347.75
AIRGASS NORTH	\$	344.06
PAYPAL *IRISTRIFOI	\$	343.00
FACEBK XG6KULW782	\$	331.12
PARTNERS IN LEARNING	\$	329.95
AIRPORTSHUTTLES.COM	\$	329.20
SHIFFLER EQUIPMENT	\$	324.54
IN *IMAGINE U, LLC	\$	323.75
DISCOUNTMUGS.COM	\$	317.00
WISCONSIN MUSIC EDUCATORS	\$	314.00
SUPER SPORTS FOOTWEAR ETC	\$	308.50
CESA 6	\$	300.00
WI SCIENCE OLYMPIAD	\$	300.00
WISCONSIN SCHOOL SAFETY	\$	300.00
PAT S SERVICES INC	\$	285.00
ZIPGRADE 1 YEAR	\$	279.60
AT&T*BILL PAYMENT	\$	274.83
SABRA LIMO	\$	274.68
E-CONOLIGHT	\$	273.89
AMZN MKTP US*CE9GM05K3	\$	272.14
PAW*PRINGLE NATURE CENTER	\$	265.00
VIKING ELECTRIC - KENOSHA	\$	261.40
DOLLAR TREE	\$	261.09
SMARTSIGN	\$	259.53
SAMSClub #6331	\$	258.74
SHERWIN WILLIAMS 703180	\$	256.85
WI DHFS LEAD AND ASBESTOS	\$	250.00
THE HOME DEPOT #4926	\$	249.00
WALMART.COM 8009666546	\$	246.46
ZORO TOOLS INC	\$	238.31
CRAIGSLIST.ORG	\$	230.00
MCCOTTER ENERGY SERVICE L	\$	228.78
CARNES COMPANY	\$	228.25
BADGER THERMAL UNLIMITED	\$	227.64
WAL-MART #1167	\$	222.65
COSTCO WHSE #1198	\$	220.57



WRISTBANDEXPRESSCOM	\$	219.44
TICKET SUPPLIES	\$	212.56
PAYPAL *JSMITHFARMS	\$	200.00
UW MADISON SOE PLACE	\$	200.00
AMAZON.COM*TO6S59M93	\$	198.85
AMZN MKTP US*NW0T84CJ3	\$	197.27
RED*CROSS TRNG & PROD	\$	195.00
EAST COAST TRANSPORTATIO	\$	185.00
ENTERPRISE RENT-A-CAR	\$	183.58
BEST BUY 00011916	\$	182.98
LOWES #02560*	\$	180.55
SMUGMUG*ONLINE PHOTOS	\$	179.88
PAYPAL *WEI	\$	178.00
MONSTER JANITORIAL LLC	\$	175.85
PAYPAL *CESA 4	\$	175.00
KRANZ INC.	\$	169.38
BULBHEAD	\$	167.70
FASTSIGNS 301101	\$	157.50
YAHOO SMALL BUSINESS	\$	155.76
ELITEAPPARELWI.COM	\$	152.94
TARGET.COM *	\$	152.10
DPI WS2 MQR EPAY	\$	150.00
GREEN BAY TENNIS CENTER	\$	150.00
SQ *ANDREW MEIER PH	\$	148.00
AMAZON.COM*SV5Y017K3	\$	146.63
SHUTTLE PLUS ATL	\$	146.40
ACT*WISCONSIN ART EDUC	\$	135.00
BOOKTACO.COM	\$	128.98
SQ *SPELLING CLASSR	\$	128.98
HOLLAND SUPPLY INC	\$	128.34
SHUTTLEFARE.COM	\$	125.00
AMZN MKTP US*RQ4WN2SQ3	\$	122.48
NATIONAL ASSOCIATION FOR	\$	119.00
PBBS EQUIPMENT CORP	\$	117.70
PLANK ROAD PUBLISHING IN	\$	116.95
PICK N SAVE #871	\$	115.75
SHERWIN WILLIAMS 703481	\$	114.85
WM SUPERCENTER #2668	\$	110.46
USPS PO 5642800260	\$	110.00
REMINDERBAND	\$	107.00
SP * FILM PHOTOGRAPHY	\$	102.62
PAYPAL *KLCOREY	\$	100.00
SUB*WASHPOST*006166566	\$	100.00
CAVEOFTHEMOUNDS_2	\$	100.00
EB TEACHER WORKSHOP-M	\$	96.05
MENARDS E-COMMERCE	\$	95.65
USA CLEAN	\$	94.28
AMZN MKTP US*P12MH8SC3	\$	93.88
RVT*KENOSHA UNIFIED SD	\$	90.00
VIATORTRIPADVISOR US	\$	89.99
EB WITESOL FALL 2019	\$	86.50
ALLIANZ TRAVEL INS	\$	85.18
MEIJER # 284	\$	84.88
AMZN MKTP US*3D1LE8OA3	\$	83.32
WWW.PERFORATEDPAPER.CO	\$	80.33

WI ASSOC. FOR LANGUAGE	\$	80.00
PARTY CITY 1002	\$	79.94
LINCOLN CONTRACTORS SUPPL	\$	79.48
TECHNO CNC SYSTEMS LLC	\$	78.92
J.W. PEPPER	\$	78.75
JAM SOFTWARE GMBH	\$	78.03
AMAZON.COM*4R2UT8HN3 AMZN	\$	77.04
HOBBY LOBBY #350	\$	75.91
CYT CHICAGO	\$	75.00
EB IXL LIVE-CHICAGO I	\$	75.00
UNIVERSITY RIDGE GOLF COU	\$	74.00
FUTURE PROBLEM SOLVING PR	\$	72.00
SQ *WISCONSIN ASSOC	\$	68.00
VIKING ELECTRIC-CREDIT DE	\$	64.90
REVERE ELECTRIC SUPPLY CO	\$	64.60
NNA SERVICES LLC	\$	63.26
MIDTOWN FLORIST	\$	62.19
WISCONSIN EDUCATIONAL MED	\$	62.00
AMZN MKTP US*TH11G7OT3 AM	\$	60.50
MAILCHIMP *MONTHLY	\$	59.99
AMZN MKTP US*PF3RR2DJ3	\$	59.96
GIMKIT BASIC	\$	59.88
AMAZON.COM*CO64E5LV3 AMZN	\$	57.46
AMZN MKTP US*I411I58M3	\$	56.62
PICK N SAVE #874	\$	53.59
RBIMUSIC	\$	52.00
ACCUTRAIN CORPORATION	\$	50.24
CITY OF KENOSHA PUBLIC	\$	50.00
THE LEGEND AT BRISTLECONE	\$	50.00
AMZN MKTP US*DQ8V77EO3	\$	49.99
ENCRYPTOMATIC LLC	\$	48.99
AMAZON.COM*QT8DE6EA3 AMZN	\$	45.27
LITTLE FLOWER YOGA	\$	45.00
RADIO FLYER INC	\$	44.74
DICKOW CYZAK TILE CARP	\$	40.95
PARKSIDE TRUE VALUE	\$	40.84
OFFICEMAX/DEPOT 6358	\$	39.26
SMK*WUFOO.COM CHARGE	\$	39.00
WISMATH	\$	35.00
TENNISREPORTING	\$	35.00
BAUDVILLE INC.	\$	34.68
WALGREENS #12413	\$	31.99
AMZN MKTP US*MX8LA9JU3	\$	31.64
MUSICNOTES.COM	\$	31.50
PARTY CITY 5154	\$	30.96
WAL-MART #0910	\$	30.26
AMZN MKTP US*W860M9AP3	\$	29.98
AMZN MKTP US*BY1N64VI3	\$	27.00
DOLLAR TREE, INC.	\$	25.32
WM SUPERCENTER #1668	\$	22.51
JOANN STORES #2468	\$	22.49
PIGGLY WIGGLY #344	\$	21.83
WAL-MART #2668	\$	21.68
MUSIC CENTER INC	\$	20.95
STUDER EDUCATION	\$	20.00

AMZN MKTP US*OC7ZT8XR3	\$	16.95
AMAZON.COM*VB55X63Y3	\$	16.42
AMAZON.COM*WZ9OG79G3 AMZN	\$	15.81
ZOOM.US	\$	15.74
KENOSHA CHAMBER OF COMMER	\$	15.00
SPECTRUM	\$	12.58
DOLLAR-GENERAL #6776	\$	12.55
CESA 6 GMS SERV FEE	\$	11.97
SPOTIFY USA	\$	10.54
NATL SCHOLASTIC PRESS	\$	10.00
DICKS SPORTING GOODS#753	\$	10.00
EVERGREEN GOLF CLUB	\$	8.00
WALGREENS.COM PHOTO #1624	\$	6.31
PRAIRIE SIDE TRUE VALUE	\$	5.89
TARGET 00022517	\$	5.68
PP*ITUNES.COM/BILL	\$	4.19
NATIONAL PEN CO LLC	\$	3.07
JPMCKENOSHACITYPMTPOS	\$	3.00
WAL-MART #1167 SE2	\$	(6.00)
SAMSClub #6331	\$	(17.46)
TARGET 00001529	\$	(56.95)
SUPERSHUTTLE EXECUCARDIA	\$	(248.38)
IMSE	\$	(1,075.00)
US Bank Purchasing Card Payment - Individuals	\$	252,537.35

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 19, 2019

**Administrative Recommendation**

It is recommended that the October 2019 cash receipt deposits totaling \$194,800.17, and cash receipt wire transfers-in totaling \$1,236,679.77, be approved.

Check numbers 584506 through 585798 totaling \$6,662,207.15, and general operating wire transfers-out totaling \$3,755,532.89, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the October 2019 net payroll and benefit EFT batches totaling \$13,736,288.03, and net payroll check batches totaling \$16,876.53, 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

November 19, 2019

**Revision of School Board Policies 4111, 5110.1, 5110.2 and 5111**

Special school board meetings were held on August 20 and October 9, 2019, (attachments A & B) for board review and discussion of proposed revisions to the following school board policies:

- 4111 – Employee Anti-Harassment (Attachment C)
- 5110.1 – Student Equal Opportunity and Nondiscrimination in Education (Attachment D)
- 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Stereotypes (Attachment E)
- 5111 – Bullying (Attachment F)

Attorney Ron Stadler from Jackson Lewis P.C. advised and assisted the school board during their working sessions relative to these policies. At the October 9 meeting, the school board indicated they were ready to bring these policies forth for a first reading.

**Recommendation**

Based on the school board's direction, it is recommended that revised school board policies 4111, 5110.1, 5110.2 and 5111 be approved as a first reading on November 19, 2019. The policies will be brought back to the board for a second reading on December 10, 2019.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD AUGUST 20, 2019

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 20, 2019, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Discussion on School Board Policies 5110 – Student Equal Opportunity and Nondiscrimination in Education, 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes, 5111 – Bullying and 4111 – Anti Harassment.

The meeting was called to order at 5:30 P.M. with the following members present: Ms. Adams, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis and Attorney Ronald Stadler from Jackson Lewis P.C. were also present. Ms. Stevens was 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 No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Views and/or comments by the public were made.

Attorney Stadler reviewed proposed Policy 5110.2 - Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes with board members and answered their questions.

The following suggested changes were noted:

- Add a scope to the policy;
- Add “and timely” to the end of the second paragraph;
- Clarify who would be assessing a request in relation to the second paragraph of #4 –Restroom and Locker Room Accessibility; and
- In relation to #7 – Overnight Accommodations, Attorney Stadler will work on flexible language which includes case by case basis assessment and parental consent.

Attorney Stadler reviewed the proposed changes to Policy 5110 - Student Equal Opportunity and Nondiscrimination in Education with board members and answered their questions.

The following suggested changes were noted:

- Add “after consultation with Administration” at the end of the first sentence of the third paragraph;

- Under the Informal Procedure, add a timeframe for the principal to notify the Chief of School Leadership upon receipt of a complaint. Three business days was suggested;
- Note the statute related to EDGAR;
- Under step 4 of the Formal Complaint Procedure, clarify that the 30 days is 30 “calendar” days; and
- Add non-retaliation language due to the filing of a complaint.

Attorney Stadler reviewed the proposed changes to Policy 5111 – Bullying with Board members and answered their questions.

The following suggested changes were noted:

- Attorney Stadler will look into an alternative term for “imbalance of power” noted in paragraph #2; and
- Attorney Stadler will look further into the removal of “hate acts” aspect from the policy.

Attorney Stadler reviewed the proposed changes to Policy 4111- Anti Harassment with board members and answered their questions.

The following suggested changes were noted:

- Include school board members in the sentence in paragraph three which refers to non-employees; and
- Add additional language to the end of last paragraph of the policy to state that there shall be no unnecessary delays and if there are, who the employee should contact.

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

Meeting adjourned at 7:33 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 9, 2019

A special meeting of the Kenosha Unified School Board was held on Wednesday, October 9, 2019, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Discussion on School Board Policies 5110.1 – Student Equal Opportunity and Nondiscrimination in Education, 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes, 5111 – Bullying and 4111 – Employee Anti-Harassment.

The meeting was called to order at 5:33 P.M. with the following members present: Ms. Adams, Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis and Attorney Ronald Stadler from Jackson Lewis P.C. were also present.

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

There were no views and/or comments by the public.

Attorney Stadler presented the revisions incorporated into Policy 5110.1 - Student Equal Opportunity and Nondiscrimination in Education which were suggested at the last meeting.

The following additional suggested changes were noted:

- Add “undocumented/immigration status”, “gender identity” and “gender expression” to the first sentence of the first paragraph.
- Change “consultation with” to “concurrence by” in the second sentence of paragraph three.
- Change “designated employee” to “Superintendent and/or designee” in the first sentence of the fifth paragraph.
- Attorney Stadler will look to see which term is consistently used throughout other policies: “employees” or “staff”.
- Incorporate the following grammatical changes noted by Mr. Duncan:
  - change “solved” to “resolved” throughout policy;
  - change “of” to “by”; and
  - “give” to “provide”.
- Cross reference Policy 5110.2.

Attorney Stadler presented the revisions incorporated into Policy 5110.2 - Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes which were suggested at the last meeting.



The following additional suggested changes were noted:

- Attorney Stadler will look to see which term is consistently used throughout other policies: “employees” or “staff”.
- Change “his/her” to “their” throughout the policy.
- At the top of page 4, change “timely fashion” to “within 15 school days without any undue delay. This deadline may be extended with good cause.”
- Attorney Stadler will revise the “Overnight Accommodations” section of the policy to incorporate some of the wording used in Madison’s policy which will allow the district to have flexibility but also be cognizant of all students and parents involved.

Attorney Stadler presented the revisions incorporated into Policy 5111 – Bullying which were suggested at the last meeting.

The following additional suggested changes were noted:

- Add “undocumented/immigration status” to replace “parental status” in the third paragraph.
- Incorporate the grammatical changes noted by Mr. Duncan in the last sentence of the third paragraph.
- Add an additional bullet in the fourth paragraph to cover a hate act.
- Cross reference Policy 5110.2.

Attorney Stadler presented the revisions incorporated into Policy 4111 – Employee Anti-Harassment which were suggested at the last meeting.

The following additional suggested changes were noted:

- Attorney Stadler will look to see which term is consistently used throughout other policies: “employees” or “staff”.
- Add “undocumented/immigration status”, “gender identity” and “gender expression” to the third paragraph.
- Add “staff-to-staff, student-to-staff, staff-to-student, regardless of the genders of the involved parties” to the last sentence in paragraph three.
- Add “or threats” after “comments” in the second bullet in paragraph four.
- Change bullet three in paragraph four to read: “Insults or slurs based on a person’s protected characteristics.”
- Add an additional bullet which reads: “Non-sexual questions or comments about a person’s body, genitals or anatomy.”
- Change “timely fashion” to “within 15 school days without any undue delay. This deadline may be extended with good cause” in the seventh paragraph of the rule.
- Change “solved” to “resolved” throughout policy.
- In paragraph six of the policy, note that sexual relationships between staff members, where one has supervisory responsibilities over the other are “highly discouraged.”

Mrs. Modder moved to adjourn the meeting. Ms. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 6:39 P.M.

Stacy Schroeder Busby  
School Board Secretary

*Kenosha Unified School District  
Kenosha, Wisconsin*

*School Board Policies  
Rules and Regulations*

POLICY 4111  
EMPLOYEE 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-staff members~~ will receive a copy of the employee anti- harassment policy and other anti- harassment educational information as a part of the initial employment process and at other times as appropriate and necessary.

Harassment or similar unacceptable activities based on a person's membership in a protected class 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. The District will vigorously enforce its prohibition against discriminatory harassment based on race, color, national ~~origin, origin or undocumented/immigration status (including limited English proficiency), marital or parental status, sexual orientation, transgender status, gender expression, gender identity and gender nonconformity (see, Policy 51102), physical, mental, emotional or learning disability and social, economic or family status,~~ pregnancy, creed or religion, age, sex, genetic information or disability. Intimidation and harassment can arise from a broad range of physical, or verbal or non-verbal behaviors for the purpose of creating an intimidating, hostile or offensive work or educational environment. This may occur ~~employee to employee, student to employee, employee to student, male to female, female to male, male to male or female to female~~ staff to staff, student to staff, or staff to student, regardless of the individuals' genders. This may also include non-employees, such as school board members, outside contractors or members of the community (e.g. speakers/presenters, participants on opposing athletic teams, parents/guardians, etc.).

Behaviors may include but are not limited to the following:

- physical, sexual or mental abuse;
- offensive, threatening 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 based upon a person's real or perceived legally protected characteristics;
- unwelcome sexual advances, propositions, invitations, solicitations and flirtations;
- kissing, patting, pinching, touching, or other unwelcome physical contact; or

- harassing behavior toward a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- demands for sexual favors, accompanied by implied or overt promises of preferential treatment and/or threats that concerning an individual's employment or academic status may be adversely affected;
- consensual sexual relationships that lead to favoritism of a subordinate ~~employee~~ staff member with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another ~~employee-staff or member or~~ otherwise creates a hostile work environment;
- sexual comments about a person's body/dress/appearance, jokes or, innuendos, sexually degrading language, unwelcome suggestive or insulting sounds or whistles; or
- display of sexually offensive materials, objects, literature, audio recordings or videos in the work or educational environment that are not curriculum related;
- 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 or sharing remarks about one's own sexual activities or sexual history; and
- repeatedly asking out ~~an employee~~ any person who has stated that ~~he/she~~ they ~~is-are~~ not interested.;
- obscene telephone calls, text messages, or social media postings;
- communicating with students and/or parents/guardians via email, text message, websites, social media, or visiting their home for non-educational purposes
- giving gifts, money, or showing preferential treatment to students for no legitimate educational purpose;
- showing or watching pornography in the work or educational environment; ~~and~~
- inappropriate boundary invasions of personal space or personal life, and.
- Non-sexual questions or comments about a person's body, genitals or anatomy.

Romantic or sexual relationships between staff members and students are prohibited. Any staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement.

Sexual relationships between staff members, where one has supervisory responsibilities over the other, are highly discouraged. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding consequences of non-compliance.

These activities are offensive and are 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-staff member~~ 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-staff member~~ who engages in harassment or similar unacceptable ~~behavior, or 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 termination. Any ~~employee-staff member~~ 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 the superintendent or ~~his/her~~their designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

LEGAL REF: Wisconsin Statutes

Sections 111.31-111.395 (Fair employment standards - employment discrimination)

118.195 (Handicapped teacher discrimination)

118.20 (Teacher discrimination, including sexual harassment).

Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment

Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Age Discrimination in Employment Act of 1967 (Age discrimination)

Pregnancy Discrimination Act (Pregnancy, childbirth or related medical conditions discrimination)

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

Americans with Disabilities Act of 1990, as amended by the ADAAA (Disability discrimination)

Civil Rights Act of 1991 (Penalties for discrimination law violations)

Equal Employment Opportunities Commission Guidelines (29 C.F.R. - Part 1604.11)

(Employee sexual harassment)

CROSS REF.: 4110 Equal Employment Opportunity and Affirmative Action  
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 11, 1997  
March 9, 1999  
June 27, 2000  
September 23, 2014  
October 28, 2014  
August 28, 2018

RULE 4111  
ANTI-HARASSMENT

Complaints

Staff who believe they have been unlawfully harassed by another member of the district or a non-employee are entitled to use the informal and/or formal complaint processes outlined below. Initiating a complaint will not adversely affect employment unless the complainant does so maliciously or with knowledge that it is false. The Chief Human Resource Officer (CHRO) or ~~his/her~~their designee is designated as the complaint officer and is responsible for responding to harassment complaints not resolved on an informal basis. If the complaint involves the CHRO, the Superintendent shall be designated as the complaint officer and will be responsible for responding to the harassment claim. Due to the sensitivity surrounding a complaint of harassment, timelines are flexible; however, every effort should be made to file the complaint within 30 calendar days of the conduct occurring.

The district will allow a complainant the opportunity to resolve discrimination or harassment complaint on an informal basis, if the complainant asks to do so. Upon such request by the complainant, the supervisor (or person designated by the superintendent if no supervisor is available) will facilitate a meeting between the complainant and the alleged harasser/discriminator. If the parties resolve the matter, the supervisor shall prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the supervisor must notify the CHRO of the informal review so the CHRO may formally investigate the complaint.

To begin the formal complaint process, the complainant shall present in writing the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment, and the name, address and phone number of the complainant. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint.

The complaint officer shall consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation, including a change of work assignment or schedule for the complainant and/or harasser. No temporary changes shall be disciplinary to either the complainant or harasser.

The complaint officer shall notify the alleged harasser, hereinafter referred to as the respondent, that a complaint has been received. The respondent will be informed about the nature of the

allegations and copy of this policy shall be provided to the respondent at that time. The respondent also will be notified of the opportunity to submit a written statement.

The complaint officer, within a reasonable period of time, shall thoroughly investigate the complaint and take all reasonable steps necessary to ensure that any allegations of harassment are promptly remedied and that no district employees are subject to workplace harassment in violation of this policy. This will include an interview with the complainant, respondent, any witnesses who may reasonably be expected to have relevant information, and consideration of documentation or other evidence presented by the complainant, respondent or witnesses. The district will respect the privacy of all involved in a manner consistent with legal obligations under state and federal law but cannot guarantee confidentiality.

All complaints shall be investigated and resolved within 15 school days. This deadline may be extended for good cause, but it should always be completed in a timely manner without any undue delay. If a complainant believes that there is undue delay, he/she/they may notify the Superintendent's office and ask for clarification as to when the investigation will be completed.

Anyone interviewed as part of the investigation is expected to maintain confidentiality and is expected not to disclose any information, he/she/they learn during the course of the investigation.

All information shall be compiled and provided along with a recommendation to the Superintendent for review. This shall include whether the findings substantiate harassment based on this policy and state and federal laws. The Superintendent may consult with legal counsel prior to issuing a final decision. The complainant will be advised of the outcome in writing. Any remedial action should be aimed at stopping the alleged harassment and may include discipline of the accused individual, up to and including termination of his/ her employment.

The decision of the Superintendent is final. If it results in disciplinary action, the employee-staff member subject to discipline is entitled to file a grievance pursuant to Policy 4271.

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction.

**POLICY 5110.1**

**STUDENT EQUAL OPPORTUNITY AND NON-DISCRIMINATION IN EDUCATION**

No student may be denied admission to, be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the student's sex, race, -ancestry, creed, religion, color, pregnancy, marital or parental status, sexual orientation, national origin or undocumented/immigration status (including limited English proficiency), marital or parental status, transgender status, (including gender expression, gender identity and gender nonconformity (see, Policy 51102), social, economic or family status or physical, mental, emotional or learning disability or

handicap in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational

Amendments of 1972 and Sections 504 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act. Harassment on any of these bases is also prohibited. Decisions relative to classes or activities based on a student's individual performance or needs is not considered to be discriminatory.

Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students with disabilities may not be discriminated against on the basis of their disability and they shall be provided with a free appropriate public education regardless of the nature or severity of their disability. Students may be considered disabled under this policy even if they are not covered under the District's special education policies and procedures.

Students with disabilities may also require reasonable accommodations. Requests for accommodations shall be made in writing and approved by the building principal after ~~consultation~~ approval from ~~with~~ Administration. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and make up opportunities for coursework missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The District encourages informal resolution of complaints under this policy. A formal complaint procedure shall also be available to address allegations of violations that cannot be resolved informally.

Annually, the District shall provide public notice of this policy, the name and address of the designated ~~employee-staff member~~ to receive complaints and the complaint procedures. Student nondiscrimination statements shall also be included on staff and student handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities. This policy and its complaint procedure shall be published annually through the student information system or through direct email publication.



Any complaint regarding the interpretation or application of the District's student nondiscrimination- related policies shall be processed in accordance with the following procedures (For Section 504 complaints, please see policy xxxx).

**PLEASE NOTE:**

**Discrimination complaints involving federal law violations (sex, race, color, national origin, handicap or disability) may be made directly at any time to the U.S. Office for Civil Rights - Region V, 401 South State Street, Chicago IL 60605-1292 and a student is not obligated to follow this informal complaint procedure for such complaints.**

INFORMAL PROCEDURE

The District promotes the voluntary resolution of problems at the level of government closest to their source and, as such, encourages informal resolution of student discrimination complaints. Any request to informally resolve a complaint should be directed to the student's building principal. Upon receipt of a request to informally resolve a complaint the building principal shall notify the Chief of School Leadership within three (3) school days. If a complaint cannot be ~~solved~~resolved informally, the complainant may initiate a formal complaint as outlined below. An informal resolution of a complaint does not prohibit the filing of a formal complaint at any time.

FORMAL COMPLAINT PROCEDURE

The timelines governing the resolution of the formal complaint do not go into effect until the written complaint is received.

Step 1: Except as outlined in (a) and (b) below, a written statement of the complaint shall be signed and submitted by the complainant to the Chief of School Leadership. The statement shall specify the nature of the alleged discrimination, the facts (including specific details and corresponding dates), the relief sought and the name, address and phone number of the complainant.

The Chief of School Leadership shall thoroughly investigate the complaint, notify the employees who have been accused of discrimination or harassment and permit them to respond to the allegation. Thereafter, the Chief of School Leadership shall arrange a meeting to discuss the complaint with the Complainant. The Chief of School Leadership shall, by certified mail, give a written answer to the complaint within 20 school days after receipt of the written complaint unless the parties agree in writing to extend the timeline.

- a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability under the Individuals with Disabilities Act shall be processed in accordance with established appeal procedures outlined in the District's *Special Education Program and Procedure Manual*.
- b. Discrimination complaints relating to programs specifically governed by federal law or

regulation (e.g., Title 34, Code of Federal Regulations (CFR), Parts 75-79, 81 to 86 and 97-99, "EDGAR complaints" or 20 USC § 1400 et. seq., "IDEA complaints") may be referred directly to the State Superintendent of Public Instruction.

- Step 2: If the complainant is not satisfied with the answer of the Chief of School Leadership, a written appeal to the Superintendent may be submitted indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 10 calendar days after receipt of the Chief of School Leadership's answer. The Superintendent or designee shall arrange a meeting with the complainant at a mutually agreeable time to discuss the appeal. The Superintendent or designee shall, by certified mail, give a written answer to the complainant's appeal within 20 working days.
- Step 3: If the complainant is not satisfied with the answer of the Superintendent or designee, an appeal may be filed with the School Board by submitting a written appeal to the Superintendent within 10 calendar days after receipt of the Superintendent or designee's answer. The Board shall, within 20 calendar days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall give, by certified mail, a written answer to the complaint within 10 working days following the completion of the hearing. The determination of the Board shall be based upon a reasonable consideration of the facts allegedly constituting a violation as presented in the complaint. If it is determined that a violation has occurred, the Board shall take appropriate steps to ensure compliance with state and federal laws and Board policy. If the Board denies the appeal, the complainant will be notified of ~~his/her~~their right to appeal the decision to the State Superintendent.
- Step 4: If a complainant wishes to appeal the Board's denial of an appeal, there is the right to appeal the decision to the State Superintendent within 30 calendar days of the written notification of the Board's decision. The appeal must specify the grounds upon which the action was brought, the facts and the relief sought, and must be signed by the complainant. If the complainant is a minor, the appeal shall also be signed by his/her parent or guardian. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

## NON-RETALIAITON

The District prohibits retaliation against individuals who report or participate in an investigation of discrimination. Individuals engaging in prohibited retaliatory behavior are subject to disciplinary action.

If it is determined that retaliatory conduct occurred, the school district administration may take disciplinary action, including but not limited to: counseling, detention, suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student support staff will provide support services for all students involved in the incident as deemed necessary and appropriate.

## MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all student discrimination complaints for the purpose of documenting compliance. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and ~~his/her~~their title or status.
2. The date the complaint was filed.
3. The specific allegation made, and any corrective action requested by the complaint.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

LEGAL REF.: Wisconsin Statutes

Section 118.13 [Student discrimination prohibited]

Wisconsin Administrative Code

PI 9 [Student nondiscrimination policies/discrimination complaint procedures required]

PI 41 [Accommodating a student's religious beliefs policy required]

Title IX, Education Amendments of 1972 [Sex discrimination prohibited]

Title VI, Civil Rights Act of 1964 [Race, color and national origin discrimination prohibited]

Section 504 of the Rehabilitation Act of 1973 [Handicap discrimination prohibited]

Americans with Disabilities Act of 1990 [Disability discrimination prohibited]

Individuals with Disabilities Education Act [Accommodating needs of disabled children]

CROSS REF.: 3280, Student Fees, Fines and Charges (currently 3250, 3411, 6120.1 — paragraph two)

5111, Bullying

5341, Released Time for Religious Instruction

5440, Married Students and School-Age Parents

6233, Holiday/Religious Observances

6330, Privacy Rights in District Programs

6421, Programs for Students with Disabilities

6810, Teaching about Controversial Issues

Section 504 Educational Program Plan

*Special Education Program and Procedure Manual*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED:        March 22, 1994  
                     November 28, 1995  
                     July 10, 2001

**Policy 5110.2**

**NONDISCRIMINATION GUIDELINES RELATED  
TO STUDENTS WHO ARE TRANSGENDER  
AND STUDENTS NONCONFORMING  
TO GENDER ROLE STEREOTYPES**

The following guidelines relate to students who are transgender and students who do not conform to gender role stereotypes. This guideline serves two important purposes. First, significant portions of the guidelines facilitate compliance with the District's legal obligations. Under many circumstances, an individual's transgender or gender nonconforming status serves as a basis for legal rights and protections. Second, even where specific actions may not be required by applicable law, these guidelines are intended to further the District's local goals concerning the creation and maintenance of positive and supportive environments that appropriately provide for the education, safety, and welfare of all students.

**SCOPE**

These guidelines are intended to apply to students on all District grounds, in all District buildings, and in all District educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation used by District students to go to or from school. Educational environments include, but are not limited to, non-District buildings or grounds used in connection with school-sponsored activities. While the guidelines established in this rule provide important direction to District ~~employee~~staff members, students, school families, and other persons, the guidelines do not anticipate every situation that might occur with respect to students who are transgender or gender nonconforming. When an issue or concern arises that is not adequately addressed by these guidelines, the needs and concerns of each student will be assessed in a timely manner on an individualized basis with consultation with parents/guardians where appropriate.

**GUIDELINES****1. Definitions.**

The definitions below are not intended to label students but rather to assist in understanding these guidelines and the expectations of staff in complying with District policies and legal requirements. Students might or might not use these terms to describe themselves.

- a. "Transgender"** describes people whose gender identity is different than their biological sex assigned at birth.

b. **“Gender identity”** is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity.

c. **“Gender nonconforming”** describes people whose gender expression differs from stereotypical or prevailing social expectations, such as “feminine” boys or “masculine” girls, or those who are perceived as androgynous.

d. **“Gender expression”** refers to the way a person expresses gender, such as clothing, hairstyles, activities or mannerisms.

## 2. **Discrimination, Harassment and Bullying.**

The District prohibits all forms of discrimination against any transgender student or any student who does not conform to gender role stereotypes. Further, existing District policies that prohibit the harassment and bullying of students apply to any such actions that are based on a student’s actual or perceived transgender status or gender nonconformity. This includes ensuring that any incident or complaint of discrimination, harassment, or bullying is given prompt attention, including taking appropriate corrective and/or disciplinary action. Complaints alleging discrimination, harassment or bullying based on a person’s actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination, harassment, or bullying complaints. See Policy 5110.1 and Policy 5111.

## 3. **Student Privacy, Names and Pronouns, and Official School Records.**

Certain records and personally-identifiable information related to the student’s gender status or biological sex may be protected not only as an education record, but also as a confidential medical or patient health care record. The District further recognizes that a student may have a strong individual interest in maintaining the privacy of his/her/their transgender status or his/her/their gender nonconforming presentation at school. Accordingly, in addition to adhering to all legal standards of confidentiality, school personnel with knowledge of any student’s transgender status or gender nonconforming presentation are expected to treat that information as being particularly sensitive, even internally among school staff and school officials. District employee/staff members are expected to refer any questions they may have about student privacy and possible disclosures of a student’s transgender or gender nonconforming status to the Chief of School Leadership. The District strongly encourages transgender and gender nonconforming students and their families to maintain ongoing communication with the school employee/staff members who are working directly with the student in order to address, among other issues, relevant privacy concerns and privacy preferences.

When referring to students at school and in connection with school activities, school personnel will normally use the student's legal name and the pronouns that correspond to the student's biological sex assigned at birth. However, an adult student or the parent/guardian of a minor student may determine the name and gender pronouns that school ~~employee~~ staff members should use to address the student at school and in connection with school-related activities. A court-ordered name change or medical treatment or medical procedure is not required to initiate such a request. Upon being informed that a student (an adult student or a minor student's parents who have consented to the minor's choice) intends to regularly use a particular name and/or prefers to be addressed using particular pronouns that correspond to the student's gender identity, school personnel are expected to respect that decision.

The District's approach of respecting a student's decision to regularly use a name and the pronouns that correspond to the student's gender identity is not a commitment to change all existing school records in order to reflect those preferences. Further, there may be situations where the District is required to use or report the legal name or biological sex of the student as that data is reflected in the District's official records. The extent to which official records of the District are modified will depend on a case-by-case evaluation of the information that the District receives, and the type(s) of school records affected by the information that is received. For example, when a student legally changes ~~his/her~~ their name and that change is sufficiently substantiated, the District will issue a high school transcript under the student's new legal name.

#### **4. Restroom and Locker Room Accessibility.**

In most cases, a student who is transgender will be permitted to access the men's/women's segregated restrooms that correspond to the gender identity that the student consistently asserts at school and in other social environments. Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided with access to a single-access restroom where such a facility is reasonably available, but no student shall be required to use such a restroom because of the student's transgender or gender nonconforming status.

If a transgender student makes any request regarding the use of locker rooms or any similar type of changing area, the request shall be assessed on a case-by-case basis with the goals of: (a) facilitating the transgender student's access to the District's physical education curriculum and other relevant programs; (b) ensuring adequate student privacy and safety; and (c) minimizing stigmatization of the transgender student. The physical layout of the facility and the degree of undress required when changing for the applicable activity are examples of factors that will be considered in making the arrangements. There is no absolute rule that, in all cases, will require a transgender student to access and use only the locker rooms and other changing areas that correspond to the biological sex that the student was assigned at birth. Requests regarding the use of locker rooms or any similar type of changing area should be addressed to the building principal. The building principal shall inform the Title IX coordinator of the request and the principal and Title IX coordinator shall consult with the Superintendent to develop a response

that addresses how the use of locker rooms or any similar type of changing area will be established for that student in that building. The response shall be provided within 15 school days. This may be extended for good cause but should always be completed in a timely fashion without any undue delay.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided (to the extent reasonably available) with a reasonable alternative changing area (for example, a nearby restroom stall with a door, an area separated by a curtain, a physical education teacher's office in the locker room, or a nearby single-access restroom) or provided with an alternative changing schedule. Any alternative arrangement should be provided in a way that gives adequate consideration to relevant privacy concerns.

These guidelines related to restrooms and changing areas generally assume that a student has a special concern or is in some way uncomfortable with consistently using the facilities that correspond to the biological sex that the student was assigned at birth. However, all students have the option of consistently accessing the facilities that correspond to the biological sex that the student was assigned at birth. Accordingly, the District's willingness to address individualized concerns and requests that relate to restroom and changing area access does not mean that any student is required to establish an individualized arrangement or plan with the school.

**5. Participation in Physical Education Classes and Sports Activities.**

A student who is transgender shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the gender identity that the student regularly asserts at school and in other social environments.

Students who are transgender shall be permitted to participate in interscholastic athletics in a manner consistent with the requirements and policies of the Wisconsin Interscholastic Athletics Association (WIAA).

**6. Dress Codes.**

Within the constraints of the District's dress code policy and dress codes adopted by the school, students may dress in accordance with their gender identity. School personnel shall not enforce a dress code more strictly against transgender and gender nonconforming students than other students.

**7. Overnight Accommodations.**

Occasionally school-sponsored activities include overnight trips that require lodging in hotels or other overnight accommodations. ~~Generally~~Generally, room assignments for such accommodations will require that students of one gender are not permitted



## Attachment E

to room with students of another gender. This means that generally rRoom assignments will be made based upon the biological sex of the student as that data is reflected in the District's official records.

In some cases, a student and/or their parents/guardians may want a room with fewer roommates or another alternative (including rooming with other students with a different birth gender). Trip organizers will work with the student, the student's parents/guardians, and school staff to accommodate these arrangements when they are appropriate and feasible.

Requests regarding alternative lodging arrangements should be addressed to the building principal. The building principal shall inform the Title IX coordinator of the request and the principal and Title IX coordinator shall consult with the Superintendent to develop a response to the request. As a universal practice, staff shall begin by developing expectations for appropriate conduct with all students (i.e., respect for privacy, personal space and boundaries; modesty; physical contact).

Anyone making such a request must be aware that the District is limited in regard to information that it can disclose about a student, and that such limitations may affect the ability to provide alternative arrangements. The District will give consideration to parental input from all students' parents. The response shall be provided in a timely fashion without any undue delay.

REVIEWED:

**POLICY 5111  
BULLYING**

The Kenosha Unified School District strives to provide a safe, secure and respectful learning environment for all students and ~~employee~~staff members in District buildings, on District grounds, on vehicles transporting students to or from school, and at school-sponsored activities on or off school grounds. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims and witnesses, and is prohibited by the District.

Bullying is prohibited on all District grounds, in all District buildings, and in all District educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation used by District students to go to or from school. Educational environments include, but are not limited to, non-District buildings or grounds used in connection with school-sponsored activities.

“Bullying” is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying involves an imbalance of power – the person bullying has more social or physical power than the person being bullied. Bullying also most often involves repeated behaviors -repeated over time toward the same person or group of people. Bullying may be motivated by an actual or perceived distinguishing characteristic, including, but not limited to: age, sex, race, religion, national origin or undocumented/immigration status (including limited English proficiency), ancestry, creed, color, pregnancy, marital or parental status, sexual orientation, transgender status, ~~(including~~ gender expression, gender identity and gender nonconformity (see, Policy 51102)), or physical, mental, emotional or learning disability and social, economic or family status.

Bullying can manifest itself in conduct that is:

- Physical (e.g., hitting, punching, or kicking);
- Verbal (e.g., threatening or intimidating language, teasing, or name-calling);
- Indirect (e.g., spreading rumors, intimidation through gestures, or social exclusion; and
- Cyber. Cyber bullying can occur through technology like email, chat rooms, instant messaging, websites, text messages, digital applications or social media. Cyber bullying can take place at school or outside of school if it impacts student learning while at school or under school supervision.

- Hate acts (e.g., a prejudice-motivated act which occurs when a perpetrator targets a victim because of their membership (or perceived membership) in a certain social group or race.)

The conduct identified above is not intended and should not be construed as an exhaustive or comprehensive listing of conduct/behavior that may be deemed bullying by the District. If any student or ~~employee-staff member~~ believes that bullying is occurring on any basis they should seek to invoke the protections of this policy.

All District ~~employees-staff members~~ who observe or are informed of bullying must report it in writing to the building principal or assistant principal. All other persons who are aware of bullying in the District are encouraged to report the conduct to the building principal or assistant principal. Upon receipt of a bullying report, the building principal or assistant principal will investigate the allegations. All reports of bullying shall be taken seriously, properly investigated and documented.

The District prohibits retaliation against individuals who report or participate in an investigation of bullying. Individuals engaging in prohibited retaliatory behavior are subject to disciplinary action.

If it is determined that bullying or retaliatory conduct occurred, the school district administration may take disciplinary action, including but not limited to: counseling, detention, suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student support staff will provide support services for all students involved in the incident as deemed necessary and appropriate.

This policy shall be distributed annually to all students enrolled in the District, their parents and/or guardians and District ~~employee-staff member~~s through the student information system or direct emails. The policy will also be distributed to organizations having cooperative agreements with the District and will be available to anyone upon request.

LEGA

L

REF.:

Wisconsin Statutes Sections

118.01(2)(d)8

118.02 (9t)

118.13

118.46 (2)

Instructional Programs

Special observance days

Student discrimination, including harassment, prohibited

Wisconsin Administrative Code  
PI 9, Wisconsin Administrative Code (Rules implementing student  
nondiscrimination

l  
a  
w

CROSS REF.: )

Title IX, Educational Amendments of 1972 (Sex discrimination,  
including sexual  
harassment,  
prohibited)

2810, Incident Reporting  
4111, Employee Harassment  
5473, Student Suspensions  
5474, Student Expulsions  
5475, Students with Disabilities  
5540, Abused/Neglect

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: January 11, 1994

REVISED:     October 8, 1996  
              January 29, 2002  
              February 22, 2011  
              July 22, 2014

**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 19, 2019**

**COURSE CHANGE PROPOSALS: HARBORSIDE ACADEMY**

**Background**

A Course Change Proposal involving a new course name, number, and description is being submitted in the area of science for Harborside Academy. Currently, a course called Biotechnology is taught in grade 10 at Harborside. The course name, Biotechnology, is also used for a course taught in grade 9 at LakeView Technology Academy. This creates confusion when assigning state course codes and preparing state reports. The proposed name change for the Harborside course is Biotechnology 10. This change provides a clear distinction between the two courses.

**Courses**

<b>CURRENT COURSE NAME</b>	<b>PROPOSED COURSE NAME</b>	<b>SCHOOL</b>	<b>APPENDIX</b>
Biotechnology	Biotechnology 10	Harborside Academy	A

**Recommendation**

Administration recommends that the School Board approve the proposal for a new course name for the science course at Harborside Academy.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. William Haithcock  
Principal, Harborside Academy



## COURSE CHANGE PROPOSAL

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

Date Initiated: 9/9/2019 Administrator's Name: Trent Barnhart

Department and School: Elective(Science)/Harborside Academy

Course Name: Biotechnology 10 (Harborside only)

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

Credits: 1.0    Check if honors: ☐

Recommended Prerequisites (if any): Must have passed Biology

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

Biotechnology is an elective science course that Harborside Academy has offered for a number of years. The course name, Biotechnology, is also used for a career and technical education course taught in grade 9 at LakeView Technology Academy. A new course name, Biotechnology 10, is proposed for the course at Harborside to eliminate confusion with state course codes that are included in reports for the Wisconsin Department of Public Instruction.

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

In Biotechnology 10 students will develop understandings of key concepts related to the molecules of life, structures, and processes of organisms. Specifically, students will use science and engineering practices to investigate case studies related to eugenics, the history of corn, cell structures and functions, DNA, pathogens, and bioethics. The interactions, energy, and dynamics of ecosystems and the role of humans in ecosystems will also be explored. Concepts of biology will be explored in more depth with a focus on the technology used to enhance biological investigations. Therefore, in order to enroll in Biotechnology 10, students will have needed to successfully passed Biology.

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

See Appendix A-1.

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

See Appendix A-1.

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



**Biotechnology**  
(411811 and 411812)  
1 credit

**Teacher:** Mrs. Sens

**Room Number:** 348

**Telephone Number:** 359-8400

**E-Mail Address:** ksens@kUSD.edu

**Extra Help:** By appointment

**Prerequisites:** None

**Course Description:** In Biotechnology 10 students will develop understandings of key concepts related to the molecules of life, structures, and processes of organisms. Specifically, students will use science and engineering practices to investigate case studies related to eugenics, the history of corn, cell structures and functions, DNA, pathogens, and bioethics. The interactions, energy, and dynamics of ecosystems and the role of humans in ecosystems will also be explored. Concepts of biology will be explored in more depth with a focus on the technology used to enhance biological investigations. Therefore, in order to enroll in Biotechnology 10, students will have needed to successfully pass Biology.

**Board-Approved Instructional Materials:** Learn.Stem101.org

*HMH Science Dimensions, Biology.* Houghton Mifflin Harcourt Publishing Company, 2018.

**Supplementary Materials:** Students are expected to bring a pencil, science notebook, and science field journal (composition notebook with a plastic cover) to class every day. Colored pencils, pink eraser, and rulers, will be used periodically.

**Curriculum Standards:** This course is aligned with and builds upon the Next Generation Science Standards (NGSS), which were adopted by the Kenosha Unified School District Board of Education. They are available at this web site: <http://www.nextgenscience.org/>.

**Lifelong Learning Standards:** School Board Policy 6418 outlines the following standards for lifelong learning: Knowledgeable Person, Complex Thinker, Effective Communicator, Self-Directed Learner, Quality Producer, Contributing Citizen.



**Biotechnology Gradebook Standards and Learning Targets:** Subject to change based on course pacing

Science and Engineering Practices (SEP) skills embedded all year long

**(SEP 11) Asking Questions and Defining Problems**

A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be empirically tested.

**(SEP2) Developing and Using Models**

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

**(SEP 12) Planning and Carrying Out Investigations**

Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

**(SEP4) Analyzing and Interpreting Data**

Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much easier, providing secondary sources for analysis.

**(SEP4) Using Mathematics and Computational Thinking**

In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; statistically analyzing data; and recognizing, expressing, and applying quantitative relationships.

**(SEP5) Constructing Explanations and Designing Solutions**

The products of science are explanations, and the products of engineering are solutions.

**(SEP 6) Engaging in Argument from Evidence**

Argumentation is the process by which explanations and solutions are reached.

## **(SEP 6) Obtaining, Evaluating, and Communicating Information**

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

### **Semester 1:**

#### **CONTENT KNOWLEDGE**

#### **Dog Breeding (Eugenics)**

LS1-1 From molecules to organisms: structures and processes

LS3-1 I can explain the relationship between DNA and chromosomes.

LS3-2 I can explain meiosis as a process for recombination of DNA to understand how mutations can benefit and devastate an organism. I can compare and contrast the DNA of different organisms. I can investigate the impact of the Human Genome Project on biotechnology.

LS4-4 I can explain selective breeding/domestication on choice organisms as an early tool used by humans.

#### **History of Corn**

ESS3-4 I can investigate possible solutions to human impacts on earth.

LS4-1 I can understand the tools and applications used in biotechnology to manipulate the genome of organisms.

LS4-3 I can investigate genetically modified organisms (GMOs) and their impacts on expressed traits.

LS4-4 I can explain selective breeding/domestication on choice organisms as an early tool used by humans.

#### **Cell Structure and Function**

LS1-6 I can simulate how elements combine and recombine into macromolecules used in life functions.

ESS3-3 I can explain the changes in biotechnology over time based on advances in knowledge and technology. I can explain the branches of biotechnology and their applications.

#### **Cell Transport**

LS1.A Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.

HS-LS1-3 Cells adjust to their environments in order to maintain homeostasis.

Cells are small because they need a high surface area to volume ratio for transporting materials through the membrane.

Structure & function of the cell membrane (phospholipid bilayer)

Difference between active and passive transport

Effect of hypotonic, hypertonic, and isotonic solutions on cells

I can describe the structure and function of a cell's plasma membrane.

I can apply mathematical calculation to predict which cells best maintain homeostasis with their environment. (Use math and computation.)

I can predict what will happen to a cell when placed in a hypertonic, hypotonic, or isotonic solution.

I can understand the processes (active and passive transport) that maintain cell homeostasis.

I can plan and carry out an investigation that shows the effects of changing environments on a cell. (Plan and carry out an experiment.)

## **Semester 2:**

### **CONTENT KNOWLEDGE**

#### **DNA Replication**

LS1-1 I can model transcription and translation inside a cell to synthesize proteins. I can discuss the organization of a DNA molecule.

LS1-2 I can explain how enzymes and proteins function in a living system. I can investigate stem cell research and therapies.

LS1-4 I can explain mitosis as a process for cellular growth in single-celled and multicellular organisms. I can understand the function of DNA.

#### **History of Microscope**

Making a microscope

Using a microscope

ESS3-3 I can explain the changes in biotechnology over time based on advances in knowledge and technology. I can explain the branches of biotechnology and their applications.

#### **DNA Electrophoresis**

LS4-3 I can investigate genetically modified organisms (GMOs) and their impacts on expressed traits.

ESS3-3 I can explain the changes in biotechnology over time based on advances in knowledge and technology. I can explain the branches of biotechnology and their applications.

### **Pathogens**

Case study: Get a clue from the poo.

LS1-2 I can explain how enzymes and proteins function in a living system. I can investigate stem cell research and therapies.

LS4-1 I can understand the tools and applications used in biotechnology to manipulate the genome of organisms.

### **Bioethics: Case Study**

LS 1: From molecules to organisms: Structures and processes

LS 2: Ecosystems: Interactions, energy, and dynamics

D: Social interactions and group behaviors

LS4-1 I can understand the tools and applications used in biotechnology to manipulate the genome of organisms.

**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 19, 2019**

**COURSE CHANGE PROPOSALS: FAMILY AND CONSUMER SCIENCE**

**Background**

Child Development 2, a transcribed Gateway Technical College course, is being proposed as a new course to support the Education and Training pathway at Bradford, Indian Trail, Reuther and Tremper. Currently, Developing Child and Early Childhood Education are courses offered at these schools. The addition of Child Development 2 will complete this course pathway and students successfully completing all three courses will earn an early childhood teaching certificate. This certificate is for individuals wishing to satisfy the basic educational qualifications for a childcare teacher. All courses in this certificate may be applied toward the Early Childhood Associate Degree program.

**Course Change Requests**

<b>COURSE NAME</b>	<b>ACTION</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Child Development 2	Add	Tremper, Bradford, Indian Trail, Reuther	A

**Recommendation**

It is recommended that the Board of Education approve this request to add Child Development 2 beginning in the 2020-21 school year.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education

## COURSE CHANGE PROPOSAL

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

Date Initiated: 10/1/2019 Administrator Name: Cheryl Kothe

Department and School: Family and consumer science—Tremper, Bradford, Indian Trail, Reuther

Course Name: Developing Child 2

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

Credits: Quarter, Semester ½ credit    Check if honors: ☐

Recommended Prerequisites (if any):

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.) Child Development 2 is the new course successfully complete Child Development, Early Childhood Education and Child Development 2 they will earn an early childhood teaching certificate and be able to teach in an early childhood setting upon 18 years of age.

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

This course will examine the topics of health, safety and nutrition within the context of the early childhood educational setting. Course competencies include strategies to that support diversity, planning a healthy early childhood environment; plan nutritionally sound menus; examine childhood abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS), describe Shaken Baby Syndrome (SBS), incorporate health, safety and nutrition concepts into the children's curriculum.

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

CD1.b.4.m Identify long and short term goals

CD1.a: Identify personal strengths, aptitudes, and passions.

F1.b. Evaluate the effects of diverse perspectives, needs and characteristics of individual and families.

1R1.a: Analyze functions and expectations of various types of relationships.

1R1.b: Analyze personal needs and characteristics and their effects on interpersonal relationships.

P1.a: Analyze roles and responsibilities of parenting.

P1.b: Evaluate parenting practices that maximize human growth and development

P1.c. Evaluate external support systems that provide services for parents and caregivers.

P1.d: Analyze factors related to preparing for parenthood.

CFR1. a: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.

CD1. c: Interact effectively with others in similar and diverse teams.

4C3.a: Communicate thoughts and feelings with others using verbal and non-verbal language.

F1.a: Analyze the effects of family as a system on individuals and society.

IMT1.c: Select relevant information necessary for making decisions and solving problems.

P1.d: Analyze factors related to preparing for parenthood.

HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development.

P1.d.7.h: Analyze biological processes related to prenatal development, birth and health of child and mother.

HD1.a.7.h: Distinguish between physical, emotional, social, spiritual and intellectual development.

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

Unit 1: Children's Well-Being

Unit 2: Communicable and Acute Illnesses

Unit 3: Children with Special Medical Needs

Unit 4: Sudden Infant Death (SIDS)

Unit 5: Creating High Quality Environments

Unit 6: Safety Management

Unit 7: Management of Injuries and Acute Illnesses

Unit 8: Abuse and Neglect

Unit 9: Food & Nutrients

Unit 10: Feeding Infants, Toddlers & Young Children

Unit 11: Planning Nutritious Meals

Unit 12: Food Safety

Unit 13: Nutritious Education

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

Gateway has a grant that covers all costs associated with this course. No additional FTE are needed to offer this course.

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 19, 2019**

**COURSE CHANGE PROPOSALS: TECHNOLOGY AND ENGINEERING**

**Background**

Welding 1, a transcribed Gateway Technical College course, is being proposed as a new course in order to meet industry demands in this field. This course will be offered only at Indian Trail High School and Academy because the lab space has the essential equipment and room design to support the instruction and the teachers have completed the two required Gateway courses to provide instruction.

Expanding the welding program to additional high schools would include:

- Approximately \$60,000 for equipment and classroom remodel
- Teacher completion of the required Gateway courses

**Course Change Requests**

<b>COURSE NAME</b>	<b>ACTION</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Welding 1	Add	Indian Trail High School and Academy	A

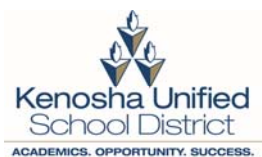
**Recommendation**

It is recommended that the Board of Education approve this request to add Welding 1 beginning in the 2020-21 school year.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Cheryl Kothe  
Coordinator of Career and Technical Education



## APPENDIX A

### COURSE CHANGE PROPOSAL

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

Date Initiated: 9/10/19 Administrator Name: Cheryl Kothe

Department and School: Technology and Engineering

Course Name: Welding 1

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

Credits: Current: 0.50 Check if honors: ☐

Recommended Prerequisites (if any): Manufacturing 1

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

Industry's demand for welders are at an all-time high. By the year 2025 the United States will need 400,000 welders to fill jobs (American Welding Society). This means opportunities for newly trained welders to enter the job market. The future for welding is exciting and an unmapped territory.

An emphasis is being put on high school students to become career ready. College is not the first choice for many students, and training for a career in welding needs to begin in high school.

A career in welding is often considered a craft that requires many levels of training and experience. Currently Kenosha Unified School District does not offer welding as a stand-alone class. Welding appeals to males and females alike. The offering of welding in Kenosha Unified School District will bring the district to the forefront of the demand for future welders. Giving students an opportunity in welding and possibly pursuing a career matches the goal of helping students become career ready.

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

This course will teach students gas metal arc welding, shielded metal arc welding, oxy-fuel welding and cutting, and gas tungsten arc welding. Safety, equipment set up, job assignments, and tests will be discussed throughout the semester.

**Content Standards and Benchmarks:**

Wisconsin State Standards:

- MNF1.g: Analyze and use GMAW, GTAW, SMAW and oxy-acetylene welding.
- MNF1.g.8.h: Demonstrate the ability to choose proper welding supplies given the process.
- MNF1.g.9.h: Identify different types of welding machines.
- MNF1.g.10.h: Demonstrate appropriate use of welding blueprint symbols and codes used in industry.
- MNF1.g.11.h: Demonstrate safety and chose the proper safety equipment given the process being used.

- MNF1.g.12.h: Identify different types of welding joints, and be able to demonstrate the ability to perform the welds (i.e., butt, corner, edge, lap, tee).
- MNF1.g.13.h: Identify the different type of welding positions, and be able to demonstrate the ability to perform the welds (i.e., flat, horizontal, vertical, and overhead).
- MNF1.h.6.h: Demonstrate the proper use and proper way to set up and close down oxy-acetylene equipment and check for leaking gases.
- MNF1.h.7.h: Demonstrate the proper safety and use of plasma cutting equipment.
- MNF1.h.8.h: Demonstrate how to use oxy-acetylene and plasma cutting.
- MNF1.h.9.h: Compare the pros and cons with the plasma cutting and oxy-acetylene cutting manufacturing operations, and analyze other cutting operations used in industry.

Competencies/benchmarks:

1. Explore welding safety.
2. Understand proper machine use.
3. Learn and perform proper equipment maintenance.
4. Understand the types of welding and when to use them.
5. Learn about the types of gasses used in welding.
6. Perform welding on different joint configurations and in different positions with numerous welding procedures.
7. Identify industries where welding is used.
8. Perform welding on a variety or types of material.

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction.

1. Welding Safety—2 weeks
2. Welding Applications—1 week
3. Gas Metal Arc Welding—4 weeks
4. Shielded Metal Arc Welding—3 1/2 weeks
5. Gas Tungsten Arc Welding—3 1/2 weeks
6. Oxygen-Acetylene Welding—2 weeks
7. Flux Core Arc Welding—2 weeks

See attachment A-1 scope and sequence document for detailed outline.

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

- |   |  |
|---|--|
| A. Teaching Staff: \$0  | D. Facilities/Space: \$0   |
| B. Textbooks/Kits: \$0  | E. Professional Learning: \$2,244 (Perkins Grant)                                    |
| C. Supplementary: \$2,244 for 40 hours Curriculum planning time (Perkins Grant) | F. Sheet Stock (3.5 square foot of metal) and consumables: \$50 per student for labs |

## SCOPE AND SEQUENCE OUTLINE

### Welding Safety (2 Weeks)

1. Classroom Safety: Read through the safety PowerPoint in class during lecture. Identify the main PPE used for welding; how to identify a faulty and unsafe piece of equipment; and how to use the chop saw, shear, bench grinder, and band saw.
2. Grinder Safety: We will discuss how to properly use a grinder. This will cover preuse inspection, identifying and changing out key parts, the types of abrasive wheels, and safe operation.

### Welding Applications (1 Week)

1. Weld Joints, Types, and Positions: Review the Welding Types, Joints, and Positions PowerPoint in class and on your own free time.

### Gas Metal Arc Welding—4 Weeks

1. Textbook Chapters 10 and 11
2. Understanding Gas Metal Arc Welding arc Characteristics: Set up a gas metal arc welding (GMAW) machine with .035 diameter ER70S-6 filler wire. Make the following adjustments:
  - A. Set voltage to 19.7.
  - B. Set the Argon/CO<sub>2</sub> shielding gas to 25 cubic feet per hour (cfh). (Always read top of ball on flow meter.)
  - C. Maintain 3/8-inch from the end of contact tip to arc while welding. (Run straight beads while adjusting wire feed speed up or down until you have it “dialed in.” You will be able to tell by the sound; it should have a nice consistent sizzle. It should be very smooth.) Record your settings.
  - D. Now, using 1/8-inch scrap metal, perform the following exercises in the flat position, paying close attention to the cause and effect of what is taking place:
    - A. Weld 2 beads using the “push” technique.
    - B. Weld 2 beads using the “drag” technique.
    - C. Weld 2 beads with the gas turned off.
    - D. Weld 2 beads with the wire speed increased by 70 IPM.
    - E. Weld 2 beads with the wire speed decreased by 140 IPM.
    - F. Weld 2 beads with a 1-inch stick out.
    - G. Weld 2 beads using excessively fast travel speed.
    - H. Weld 2 beads using excessively slow travel speed.
    - I. Weld 2 beads with the voltage decreased 7.
    - J. Weld 2 beads with the voltage increased by 14.

This is all part of JA03.

3. 4 flat beads on 1/8-inch steel; 2 push and 2 pull using .035 ER70S-6 wire
4. Flat lap joints (1F) on 1/8-inch steel; 2 push and 2 pull using .035 ER70S-6 wire

5. (4) Flat T Joints (1F) on 1/8" steel; (2) push and (2) pull using .035 ER70S-6 wire
6. (2) Flat Butt Joints (1G) on 2x6x1/8" steel plates. Take (2) plates and tack weld them together to form a square-groove butt joint, allowing yourself a 1/16" root opening. Weld the groove so it is flush with the base material.

#### **SMAW (Shielded Metal Arc Welding- 3 1/2weeks)**

1. Textbook Chapters 3, 4
2. Understanding SMAW Arc Characteristics. Set up an SMAW welding machine to DC+ polarity, the red cable goes to the + and the black cable goes to the -. Make the following adjustments
3. Set amperage to 85. You will be using 1/8" E6010 and 3/32" E7018 electrodes. Clamp the electrode into the stinger and strike the electrode on the plate like it was a match. Create and stabilize the arc and run straight beads by dragging. The distance from the end of the electrode to the plate should be no more than diameter of the electrode (ie if using 1/8" rod, stay around an 1/8" away or closer). Adjust the amperage up or down until you have it "dialed in". You will be able to tell by the arc's consistency and the size of the weld pool. The arc should form easily and effortlessly. Record your settings. Now, using 1/4" scrap metal, perform the following exercises in the flat position, paying close attention to the cause and effect of what is taking place. This is all part of JA01.
  - Weld (2) beads using the E6010 electrode
  - Weld (2) beads using the E7018 electrode
  - Weld (2) with excessive arc length (+1")
  - Weld (2) beads with a close arc length (-1/16")
  - Weld (2) beads with DC- polarity
  - Weld (2) beads using excessively fast travel speed
  - Weld (2) beads using excessively slow travel speed
  - Weld (2) beads with the amperage at 50
  - Weld (2) beads with the amperage at 120
4. (4) Flat Beads on 1/4" steel; (2) 3/32" E7018, (2) 1/8" E6010.
5. (4) Flat Lap joints (1F) on 1/4" steel; (2) 3/32" E7018, (2) 1/8" E6010
6. (4) Flat T Joints (1F) on 1/4" steel; (2) 3/32" E7018, (2) 1/8" E6010
7. (2) Flat Butt Joints (1G) on 2x6x1/4" steel plates. Bevel each plate to 22.5 degrees using the plate beveller or grinder. Grind a 3/32" – 1/8" root face. Take (2) plates and tack weld them together to form a V-groove butt joint, allowing yourself a 3/32" to 1/8" root opening. Weld the groove so it is flush with the base material. Use 1/8" E6010 for your root pass and fill the rest of the groove with 3/32" E7018.

#### **GTAW (Gas Tungsten Arc Welding- 3 1/2 weeks)**

1. Textbook Chapters 16, 17
2. Understanding GTAW Arc Characteristics; set up a GTAW welding machine to DC- polarity, the red cable goes to the - and the black cable goes to the +. Attach the electrode holder on the red cable inside of the booth to the brass connector on the GTAW torch. Make the following adjustments:
3. Set amperage to 70. Turn on the Argon gas valve and set the CFH to 25. You will be using a 3/32" blue lanthanated tungsten. Sharpen the tungsten to a point using a pedestal grinder. Make sure the collet and collet body inside the GTAW torch are sized for 3/32" and use a No. 6 alumina cup. The tungsten should stick out past the alumina cup anywhere from 1/8" to 1/4". You will also be using 3/32" ER70S-2 filler rod.
4. Turn the gas knob open on the torch body and scratch the electrode on the plate like it was a match. Create and stabilize the arc and run straight beads by pushing the torch forward. Keep the distance

between the tungsten and steel plate as short as possible, and do not dip the tungsten into the weld pool. Adjust the amperage up or down until you have it “dialed in”. You will be able to tell by the arc’s consistency and the size of the weld pool. The arc should form easily and effortlessly. Record your settings.

5. Now, using 1/8” scrap metal, perform the following exercises in the flat position, paying close attention to the cause and effect of what is taking place. This is all part of JA14.
  - Weld (2) autogenous beads (no filler rod)
  - Weld (2) beads using ER70S-2 filler rod
  - Weld (2) beads with excessive arc length (+1”)
  - Weld (2) beads without gas
  - Weld (2) beads with a contaminated tungsten
  - Weld (2) beads using excessively fast travel speed
  - Weld (2) beads using excessively slow travel speed
  - Weld (2) beads with the amperage at 30
  - Weld (2) beads with the amperage at 120
6. (4) Flat stringer welds on 1/8” steel; (2) welds without filler rod, (2) welds with 3/32” ER70S-2 filler rod.
7. (4) Flat lap welds (1F) on 1/8” steel; (2) welds without filler rod, (2) welds with 3/32” ER70S-2 filler rod.
8. (4) Flat T welds (1F) on 1/8” steel; (2) welds without filler rod, (2) welds with 3/32” ER70S-2 filler rod.
9. (4) Flat butt welds (1G) on 1/8” steel; (2) welds without filler rod, (2) welds with 3/32” ER70S-2 filler rod.

### **Oxygen-Acetylene Welding (2 weeks)**

1. Textbook Chapters 7, 31, 32, 33
2. Understanding Oxy-Acetylene Characteristics; set up the oxy-acetylene welding torch. Attach a number #5 welding tip onto the torch body and make sure it is snug and tight. Make sure the valves on the torch body are closed. Open the oxygen and acetylene valves on the wall. Adjust your gas pressures; turn the T handles so the low-pressure side of the oxygen and acetylene regulator read 10psi. You will need 3/32” R60 filler rod. You will also need a striker to ignite your torch.
3. Start by opening up the acetylene valve 1/8” of a turn. Bring the striker close to the welding tip and ignite the acetylene. Increase the acetylene flow until you don’t see any black soot coming from the flame. This is a pure acetylene flame.
4. Slowly open the oxygen valve and add oxygen into the mix. You will see 2 different color flames; they are referred to as envelopes. The outer envelope will be long and aqua blue colored. The inner envelope will be bright white and long. This is called a carburizing flame.
5. Add more oxygen until the inner envelope gets smaller, about 1/4” to 3/8” in length. The outer envelope will have a slight orange flame at its very tip. This is a neutral flame, and this is the flame we want to maintain while welding.
6. If we add too much oxygen, we will end up with an oxidizing flame. It will sound like a jet is taking off, and the inner and outer envelope will be very small and pointy.
7. Maintaining a neutral flame, bring the flame close to the base material. The inner envelope should be right above the plate. Let the steel heat up until it becomes a liquid puddle, and then move the torch forward to create a weld. Using 1/8” scrap metal, perform the following exercises in the flat position, paying close attention to the cause and effect of what is taking place. This is all part of JA18.

- Weld (2) autogenous beads (no filler rod)
  - Weld (2) beads using 3/32" R60 filler rod
  - Weld (2) beads with a carburizing flame
  - Weld (2) beads with an oxidizing flame
  - Weld (2) beads using excessively fast travel speed
  - Weld (2) beads using excessively slow travel speed
  - Weld (2) beads with the torch tip 1/8" from the steel plate
  - Weld (2) beads with the torch tip 2" away from the steel plate
8. Torch Cutting; make sure the torch body valves are closed and remove the welding tip from the torch body. Connect the cutting torch head assembly, making sure it is nice and tight. Inspect the cutting tip for any fouled holes or damage. The cutting tip size should be a Number #0. Turn the T handles on the oxygen and acetylene regulators so the oxygen pressure reads 40 psi and the acetylene pressure reads 12 psi. Open the oxygen valve on the torch body all the way. The oxygen will now be controlled by the valve that is located on the torch body. Ignite the torch the same way you would light it with a welding tip. Adjust the flame so it is neutral and press the oxygen lever on the torch to make sure you have sufficient oxygen flow. This is important; without the Jetstream of oxygen, cutting will be impossible.
9. Bring the flame to the steel to be cut and allow the steel to become bright orange, almost as it is about to liquefy. Press on the lever to pierce through the steel with a Jetstream of oxygen and move forward to progress your cut. The following is all a part of JA19:
- Torch cut (6) 6"x2"x1/4" steel plates
  - Torch cut (6) 6"x2"x 16-gauge steel plates
  - Torch cut (6) 6"x2"x1/8" steel plates
  - Torch cut any scrap pipe or tubing located in the scrap bins

#### **FCAW (Flux Core Arc Welding- 2 weeks)**

1. Textbook Chapters 12, 13
2. Understanding FCAW Arc Characteristics; set up a FCAW welding machine with .045 diameter E71T-1 dual shield filler wire. Make the following adjustments:
3. Set voltage to 24. Set the Argon/CO2 shielding gas to 40 cubic feet per hour (cfh); Always read top of ball on flow meter. Maintain 1/2" from the end of contact tip to arc while welding. Run straight beads while adjusting Wire Feed Speed up or down until you have it "dialed in". You will be able to tell by the sound; it should have a hiss. It should be very smooth and fluid. Record your settings. Now, using 1/4" scrap metal, perform the following exercises in the flat position, paying close attention to the cause and effect of what is taking place. This is all part of JA18.
  - Weld (2) beads using the "push" technique
  - Weld (2) beads using the "drag" technique
  - Weld (2) beads with the gas turned off
  - Weld (2) beads with the wire speed increased by 70 IPM
  - Weld (2) beads with the wire speed decreased by 140 IPM
  - Weld (2) beads with a 1" stick out
  - Weld (2) beads using excessively fast travel speed
  - Weld (2) beads using excessively slow travel speed
  - Weld (2) beads with the voltage decreased 7
  - Weld (2) beads with the voltage increased by 7

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 19, 2019

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board  
November-December**

**November**

- November 19, 2019 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom
- November 27, 2019 – Half day for Students and Instructional Staff
- November 28-29, 2019 – District Closed - Thanksgiving Recess

**December**

- December 10, 2019 – Regular School Board Meeting –7:00 P.M. in ESC Boardroom
- December 21, 2019 – January 5, 2020 – District Closed - Winter Recess

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