



REGULAR MONTHLY BOARD MEETING

December 10, 2019

7:00 PM

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

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Regular School Board Meeting
December 10, 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
 - A. LakeView Technology Academy Named a National Blue Ribbon School
- 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 4
 - Recommendations Concerning Appointments, Leaves of Absence,
Retirements, Resignations and Separations
 - B. Consent/Approve 5
 - Minutes of 11/19/19 Special Meetings & Executive Session & Executive
Session and 11/19/19 Regular Meeting
 - C. Consent/Approve 10
 - Summary of Receipts, Wire Transfers and Check Registers
- XI. Old Business
 - A. Discussion/Action 19
 - Revision of School Board Policy 5110.1
(Second Reading)
- XII. New Business
 - A. Discussion/Action
 - Annual Financial Report 2018-19
(Link to Full Report)

B. Discussion	25
2019 Parent/Guardian Survey	
C. Discussion/Action	31
Mary Frost Ashley Charitable Trust 2020-21 Grant Application	
D. Discussion/Action	38
Summer School 2019 Update and Summer School 2020 Program Recommendations	
E. Discussion/Action	57
School Safety Law Requirements	
F. Discussion/Action	60
Resolution 359 - National Mentoring Month - January 2020	
G. Discussion/Action	61
Donations to the District	
XIII. Other Business as Permitted by Law	62
Tentative Schedule of Reports, Events and Legal Deadlines For School Board (December-January)	
XIV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XV. Adjournment	

Kenosha Unified School District

Kenosha, WI

December 10, 2019

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Lofton	Veraneek	Wilson Elementary School	Special Education	ESP	11/07/2019	1
Appointment	Spair	Jennifer	KTEC West	Cross Categorical	Instructional	11/25/2019	1
Appointment	Steren	Lynne	EBSOLA DL	Intervention Specialist	Instructional	10/09/2019	0.2
Appointment	Zurbuchen	Danette	Grant Elementary	Special Education	ESP	11/19/2019	1
Resignation	Carpenter	Wendy	Lance Middle School	Intervention Specialist	Instructional	11/20/2019	1
Resignation	Karabiac	Ashton	EBSOLA CA	E.C.	Instructional	12/06/2019	1
Separation	Farmer	Mary	Chavez Learning Station	Headstart	ESP	11/21/2019	1

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 19, 2019

A special meeting of the Kenosha Unified School Board was held on Tuesday, November 19, 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 6:46 P.M. with the following members present: Ms. Adams, Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Battle, and Mr. Garcia. Dr. Savaglio-Jarvis was also present. Mr. Wade was excused.

Mr. Garcia, Vice President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Garcia announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems.

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

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

1. Personnel: Problems

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

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

Meeting adjourned at 6:55 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 19, 2019

A regular meeting of the Kenosha Unified School Board was held on Tuesday, November 19, 2019, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Garcia, Vice President, presided.

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

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

Dr. Savaglio-Jarvis presented the Expeditionary Learning Education Silverberg Leadership Award.

There were no Administrative/Supervisory Appointments.

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

Ms. Adams introduced the student ambassador, Nayef Hamdan from Indian Trail High School and Academy, and he made his comments.

There was not a legislative report presented.

Views and/or comments were made by the public.

The Board Vice President did not make any remarks.

Consent-Approve item X-C – Summary of Receipts, Wire transfers and Check Registers was pulled from the consent agenda.

Board members then 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 10/22/19, 10/24/19 and 10/29/19 Special Meetings and Executive Sessions and 10/22/19 Regular Meeting.

Ms. Adams moved to approve the revised consent agenda Consent-Approve items X-A and X-B. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Garcia introduced Revision of School Board Polies 4111, 5110.1, 5110.2 and 5111 submitted by Dr. Savaglio-Jarvis, excerpts follow:

“Special school board meetings were held on August 20 and October 9, 2019, for board review and discussion of proposed revisions to the following school board policies:

- 4111 – Employee Anti-Harassment;
- 5110.1 – Student Equal Opportunity and Nondiscrimination in Education;
- 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Stereotypes; and
- 5111 – Bullying.

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.

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.”

Mr. Duncan moved to defer approving policies 4111, 5110.2 and 5111 as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Duncan moved to approve Administration’s recommendation to approve revised Policy 5110.1 – Student Equal Opportunity and Nondiscrimination in Education as a first reading. Ms. Adams seconded the motion. Unanimously approved.

Mr. Hamdan presented the 2019-2020 Adopted Budget Book. He noted that this information was previously presented and approved at the annual budget meeting in September. He highlighted the following items included in the budget book: executive summary, student enrollment, district staffing, revenue limit exemptions, state aids, budget adoption format, staffing by location, revenue limit history, equalized value breakdown by municipality, tax levy and ill rate history, 2019-2020 budget publication, fund 10 general fund summary, and revenues and expenditures.

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

Dr. Savaglio-Jarvis presented the Course Change Proposals: Harborside Academy submitted by Mr. William Haithcock, Principal at Harborside Academy; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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

Ms. Stevens moved to approve the proposal for a new course name for the science course at Harborside Academy. Mr. Duncan seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Course Change Proposals: Family and Consumer Science submitted by Mrs. Cheryl Kothe, Coordinator of Career and Technical Education; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“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.

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

Ms. Stevens moved to approve this request to add Child Development 2 beginning in the 2020-21 school year. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Course Change Proposals: Technology and Engineering submitted by Mrs. Kothe, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“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; and
- Teacher completion of the required Gateway courses.

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

Ms. Stevens moved to approve the request to add Welding 1 beginning in the 2020-21 school year. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Garcia introduced the 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 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.”

Ms. Adams move to approve the October 2019 cash receipt deposits totaling \$194,800.17, the cash receipt wire transfers-in totaling \$1,236,679.77, check numbers 584506 through 585798 (net of void batches) totaling \$6,662,207.15, the general operating wire transfers-out totaling \$3,755,532.89, the October 2019 net payroll and benefit EFT batches totaling \$13,736,288.03, and net payroll check batches totaling \$16,876.53. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:09 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
December 10, 2019

CASH RECEIPTS	reference	total
November 2019 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,403,797.89
WI Department of Justice - Office of School Safety	<i>School Safety Grant</i>	112,163.98
Johnson Bank	<i>account interest</i>	1,352.93
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	143,696.99
Bankcard Services (Purple Pass)	<i>fine arts ticket sales receipts (net of fees)</i>	8,037.03
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	115,705.06
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	27,651.70
HHS	<i>head start grant</i>	172,239.10
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	53,639.52
Total Incoming Wire Transfers		3,038,284.20

November 2019 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	421,401.84
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TOTAL NOVEMBER CASH RECEIPTS

\$ 3,459,686.04

CASH DISBURSEMENTS	reference	total
November 2019 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,851,332.93
WI Department of Revenue	<i>state payroll taxes</i>	277,344.83
WI Department of Revenue	<i>state wage attachments</i>	3,578.34
IRS	<i>federal payroll taxes</i>	2,689,671.99
Delta Dental	<i>dental insurance premiums</i>	242,558.11
Diversified Benefits Services	<i>flexible spending account claims</i>	5,768.00
NVA	<i>vision insurance premiums</i>	21,281.56
Optum	<i>HSA</i>	326,139.28
Various	<i>TSA payments</i>	319,667.44
<i>Subtotal</i>		11,737,342.48
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	305,760.83 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	138.75
United Healthcare	<i>health insurance premiums</i>	3,222,403.87
Various	<i>returned checks</i>	10.00
<i>Subtotal</i>		3,544,980.12
Total Outgoing Wire Transfers		\$ 15,282,322.60

November 2019 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01023DP, 01024DP</i>	\$ 14,559.24
General operating and food services	<i>Check# 585799 thru Check# 586844 (net of void batches)</i>	2,476,125.38
Total Check Registers		\$ 2,490,684.62

TOTAL NOVEMBER CASH DISBURSEMENTS

\$ 17,773,007.22

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending November 15, 2019

Merchant Name	Total
HOTEL	\$ 63,717.68
KITCHEN CUBES LLC	\$ 17,321.00
RESTAURANTS & CATERING	\$ 12,698.19
AIRLINE	\$ 12,040.70
3654 INTERSTATE	\$ 8,915.10
VEHICLE MAINT. & FUEL	\$ 8,594.60
HIGHWAY C SERVICE INC	\$ 6,796.96
PROGRESS SOFTWARE CORPORA	\$ 5,762.40
HAJOCA KENOSHA PC354	\$ 5,309.90
MENARDS KENOSHA WI	\$ 5,109.33
HEMISPHERE ED TRVL	\$ 4,881.00
HUDL	\$ 4,149.00
MARK S PLUMBING PARTS	\$ 3,833.88
MONKEYSPORTS TEAM SALES	\$ 3,710.98
IN *A BEEP, LLC	\$ 3,601.00
TEAMVIEWERGMBHUS	\$ 3,572.40
HYDRO-FLO PRODUCTS INC	\$ 3,472.25
INDUSTRIAL CONTROLS	\$ 3,373.81
EVERGREENEDGROUP	\$ 2,994.00
FIRST SUPPLY LLC #2033	\$ 2,935.75
ACCUTRAIN CORPORATION	\$ 2,880.56
IN *ECONO SEWER AND DRAIN	\$ 2,873.70
BEYOND CON(303)9938379	\$ 2,793.00
EUROFINS SF ANALYTICAL LA	\$ 2,768.25
SAN-A-CARE	\$ 2,767.42
WHIRLY BROOKFIELD, LLC	\$ 2,662.40
HALLMAN LINDSAY PAINTS -	\$ 2,636.59
ARING EQUIPMENT COMPANY I	\$ 2,446.81
TESOL INTERNATIONAL ASSOC	\$ 2,400.00
HEAT & POWER PRODUCTS INC	\$ 2,346.50
NBX*SLATE 6082410300	\$ 2,334.00
NATL CNCL FOR BHVRL HTH	\$ 2,088.50
FILTRATION CONCEPTS INC	\$ 1,837.72
REVERE ELECTRIC SUPPLY CO	\$ 1,752.92
LEARNING FORWARD	\$ 1,742.00
H AND H WHOLESALE LLC	\$ 1,700.14
DASH MEDICAL GLOVES	\$ 1,587.00
KENOSHA KINGFISH	\$ 1,519.21
MOTION INDUSTRIES WI04	\$ 1,481.69
HALOGEN SUPPLY COMPANY IN	\$ 1,478.17
FASTENAL COMPANY 01WIKEN	\$ 1,397.17
AMZN MKTP US*ZZ6MO01X3	\$ 1,379.34
REI*GREENWOODHEINEMANN	\$ 1,355.16
DICKOW CYZAK TILE CARP	\$ 1,353.00
HOMEDEPOT.COM	\$ 1,317.42
SAMS CLUB #6331	\$ 1,316.03
PROVANTAGE	\$ 1,294.96

JOHNSTONE SUPPLY	\$	1,289.63
WALMART.COM	\$	1,232.55
L AND S ELECTRIC INC	\$	1,220.00
CESA 6	\$	1,200.00
PAYPAL *CESA 5	\$	1,200.00
NATIONAL LOUIS UNIV	\$	1,150.00
PAYPAL *42GEARS	\$	1,142.54
GRAINGER	\$	1,125.90
ULINE *SHIP SUPPLIES	\$	1,123.64
CONNEY SAFETY	\$	1,015.95
CYT CHICAGO	\$	998.00
AMZN MKTP US*ZE0YJ6AV3	\$	966.00
NATIONAL COUNCIL OF SUPER	\$	935.00
REECHCRAFT INC.	\$	887.50
EVERWHITE/GLENROY, INC.	\$	879.99
PESI INC	\$	879.96
CPO COMMERCE, LLC	\$	873.48
FARM & FLEET STURTEVANT	\$	869.91
OSMO	\$	861.00
BATTERIES PLUS #0561	\$	810.10
HOME TOWN MEATS AND DELI	\$	780.00
APPLE HOLLER	\$	775.50
USPS.COM POSTAL STORE	\$	773.60
MENARDS RACINE WI	\$	759.25
SCRIPPS SPELLING BEE	\$	735.00
AMERHART LTD	\$	715.30
ALL STAR SPORTSWEAR	\$	700.00
DOVER FLAG	\$	693.00
FESTIVAL FOODS	\$	691.15
TUNSTALL CORPORATION	\$	690.72
GREEN MEADOWS FARM	\$	685.98
VIKING ELECTRIC - KENOSHA	\$	675.61
AMZN MKTP US*6I7WN2UG3	\$	659.40
AMZN MKTP US*4V3T26PQ3	\$	629.50
PAYPAL *SEASCOUSSH	\$	625.00
JOHNSON CONTROLS SS	\$	609.35
IN *AEP CONNECTIONS	\$	600.00
RSCHOOLTODAY	\$	600.00
IN *WISCONSIN HIGH SCHOOL	\$	599.38
VEX ROBOTICS INC	\$	587.68
WRESTLING MART LLC	\$	569.52
INSTITUTE FOR EDUCATIONAL	\$	558.00
BUILDERS HARDWARE	\$	556.00
CDW GOVT #VLF8732	\$	539.42
WM SUPERCENTER #1167	\$	536.56
EB MATINEE JARABE MEX	\$	520.00
VIKING ELECTRIC-MILWAUKEE	\$	501.24
AMAZON.COM*2652Y7EZ3	\$	499.98
HOLLAND SUPPLY INC	\$	498.66
SAMSClub #6331	\$	492.30
VARIDESK* 1800 207 2587	\$	480.03
BUREAU OF EDUCATION AND R	\$	479.00
WERNER ELEC SUP KE	\$	476.89
WISCONSIN EVANGELICAL LS	\$	463.00
SAMSClub.COM	\$	457.38

OFFICEMAX/DEPOT 6358	\$	446.46
TOTALLYPROMOTIONAL.COM	\$	442.95
COLUMBIA PIPE & SUPPLY	\$	436.22
VERIATO INC	\$	420.00
ASC PUMPING EQUIPMENT INC	\$	402.42
THE MATH LEARNING CENTER	\$	401.25
DICE CAREER SOLUTIONS	\$	395.00
AIRGASS NORTH	\$	378.76
PARTSWAREHOUSE.COM	\$	378.20
ZOOM.US	\$	373.79
AMZN MKTP US*XW1N72T73	\$	359.96
KRANZ INC.	\$	354.15
FUTURE PROBLEM SOLVING PR	\$	350.00
GFS STORE #1919	\$	348.75
PAYPAL *ILLINOIS	\$	345.00
CUE INC	\$	339.00
PAYPAL *PERMANENTPR	\$	337.70
KIMBALL MIDWEST PAYEEZY	\$	336.04
HARBOR FREIGHT TOOLS 358	\$	324.96
FOUNDATION BLDG 045	\$	322.03
IN *RESTORATION APPAREL C	\$	318.21
WISCONSIN MUSIC EDUCATORS	\$	314.00
GOODWAY TECHNOLOGIES	\$	310.52
THE ART OF EDUCATION	\$	300.00
WASPA	\$	295.00
USA CLEAN	\$	282.63
BSN SPORTS LLC	\$	281.88
WWW.LIFESAFETYCOM.COM	\$	281.70
PAYPAL *GOOD DOCS	\$	278.00
CDW GOVT #VLN0790	\$	277.16
SOLUTION TREE INC	\$	275.32
AT&T*BILL PAYMENT	\$	274.79
UNIFILLER SYSTEMS INC	\$	274.30
DANCEWEAR SOLUTIONS	\$	268.99
HYSLOP FOUNDATION	\$	265.74
PAW*PRINGLE NATURE CENTER	\$	265.00
C F PETERS CORPORATION	\$	264.70
SIMPLIFY COMPLIANCE LLC	\$	262.70
THE WEBSTAURANT STORE	\$	261.68
SUPERSHUTTLE EXECUCARPHX	\$	245.62
COSTCO WHSE #1198	\$	244.96
WASBO FOUNDATION	\$	235.00
MEIJER # 284	\$	230.51
FCCLA	\$	225.00
FACING HISTORY AND OURSEL	\$	220.00
WAL-MART #1167	\$	218.50
HARRINGTON IND PLASTICS	\$	216.93
IMSE	\$	214.44
AMAZON.COM*0M15086Y3 AMZN	\$	207.60
WWW.CONN-SELMER.COM	\$	204.77
PENSKE TRK LSG 567538	\$	204.52
KENOSHA PUB MUSEUM	\$	200.00
UW MADISON SOE PLACE	\$	200.00
STEAMBRITE INC	\$	198.89
TOWN & COUNTRY GLASS INC	\$	196.06

SHUTTLE EXPRESS INC	\$	195.40
TLF*SUNNYSIDE FLORIST OF	\$	195.00
E-CONOLIGHT	\$	193.56
PRINTRUNNER *	\$	192.97
OTC BRANDS INC	\$	191.18
AMZN MKTP US*IJ7WG3IP3 AM	\$	189.33
UE SYSTEMS	\$	185.40
SOCIETYFORHUMANRESOURCE	\$	184.00
AMZN MKTP US*V566O5GU3 AM	\$	182.99
PAYPAL *STEVEDANYEW	\$	176.49
WI DHFS LEAD AND ASBESTOS	\$	175.00
WPY*KENOSHA YMCA	\$	175.00
SHIFFLER EQUIPMENT	\$	174.98
LOWES #02560*	\$	174.86
SUCCESS FOR KIDS WITH HL	\$	173.00
AMZN MKTP US*JB0HX1GA3	\$	169.99
CHRISTOPHER R GREEN SR	\$	168.85
BUILDASIGN.COM	\$	168.78
THINK SOCIAL PUBLISHING,	\$	164.97
MMK ENTERPRISES INC.	\$	164.58
SPECTRUM	\$	164.08
PARTY CITY 5174	\$	162.28
CHAMPION TEAMWEAR	\$	158.00
SUPERIOR CHEER	\$	155.91
NATIONAL PEN CO LLC	\$	151.39
CENTRAL STATES CONFERENCE	\$	150.00
TICKETS FOR SPACE E...	\$	149.94
V BELT GLOBAL SUPPLY	\$	145.85
SHUTTLE PLUS ATL HOTEL C	\$	145.00
SQ *CASLON PUBLISHING	\$	139.00
PLANK ROAD PUBLISHING IN	\$	136.95
AMZN MKTP US*7M1EK16X3	\$	136.50
AMZN MKTP US*DB2M60NN3	\$	135.97
DOLLAR TREE	\$	133.99
RAMS COPY CENTER	\$	131.86
CONSERVATIONMART	\$	130.90
SUPERSHUTTLE EXECUCARSAN	\$	129.56
MSC	\$	129.29
NAFME	\$	127.00
ISTE	\$	125.00
J TAYLOR EDUCATION	\$	125.00
NATIONAL ASSOCIATION FOR	\$	119.00
PICK N SAVE #874	\$	116.03
AMZN MKTP US*EK8JU0L53 AM	\$	114.95
WALMART.COM 8009666546	\$	112.39
WM SUPERCENTER #2668	\$	111.29
MONSTER JANITORIAL LLC	\$	110.42
PROSOURCEPA	\$	109.21
SN *TOUR REGISTRATION	\$	104.75
WISCONSIN COACH LINES	\$	102.00
SHERWIN WILLIAMS 703180	\$	101.39
FLW TRUST - GROUP TOURS	\$	100.00
METRO MKE SHRM	\$	100.00
VOKI	\$	99.99
AMAZON.COM*LQ1VL7683 AMZN	\$	99.29

FS *TELESTREAM.NET	\$	99.00
FLOCABULARY	\$	96.00
SQ *THE LETTERING M	\$	95.00
DOLLAR TREE, INC.	\$	94.95
HOBBY LOBBY #350	\$	87.12
WHOLEFDS MAD 10043	\$	86.17
SMORE.COM - EDUCATOR	\$	79.00
SP * AAPC PUBLISHING	\$	77.85
FBLA-PBL	\$	77.00
KOHLER SERVICE PARTS	\$	75.00
PAYPAL *CSTAWISCONS	\$	75.00
CINEMARK THEATRES 244	\$	75.00
IN *B AND L OFFICE FURNIT	\$	75.00
AMAZON.COM*3680V92T3 AMZN	\$	73.84
AMZN MKTP US*S397H6ZI3	\$	72.70
AMERICAN SOCIETY OF	\$	70.00
PLAYBILLONLINE	\$	70.00
VISTAPR*VISTAPRINT.COM	\$	68.59
IN *BREAKOUT, INC.	\$	67.50
J.W. PEPPER	\$	67.50
AMZN MKTP US*YR97Z2LW3	\$	64.97
DICKS SPORTING GOODS#753	\$	62.93
USPS PO 5642800260	\$	60.80
MAILCHIMP *MONTHLY	\$	59.99
ASCD	\$	59.00
NSPRA	\$	59.00
SP * THEFELTSTORE.COM	\$	58.58
BUY INSULATION PRODUCTS	\$	57.08
THE NATIONAL ALLIANCE	\$	55.00
PARKSIDE TRUE VALUE	\$	50.07
PAYPAL *JSMITHFARMS	\$	50.00
ACS MEMBERSHIP	\$	50.00
FIRST STAGE	\$	50.00
SRKA - SHRM RACINE AND KE	\$	50.00
MY BINDING COM	\$	48.95
AMZN MKTP US*N59VG9R63 AM	\$	48.58
WWW.STENHOUSE.COM	\$	47.48
CESA 6 GMS SERV FEE	\$	47.22
AMZN MKTP US*XJ3F576T3	\$	46.68
KMART 3088	\$	46.47
WISCONSIN ASSOCIATION OF	\$	45.00
CROWN TROPHY	\$	44.90
PICK N SAVE #856	\$	42.26
AMAZON.COM*V48VN23Y3 AMZN	\$	41.52
EDUCATION WEEK	\$	40.00
AMZN MKTP US*GI65M3R53	\$	39.98
SMK*WUFOO.COM CHARGE	\$	39.00
AMAZON.COM*MG8985D73 AMZN	\$	38.48
GERKIN WINDOWS AND DOO	\$	37.50
PIGGLY WIGGLY #344	\$	37.15
SHERWIN WILLIAMS 703481	\$	36.06
PRAIRIE SIDE TRUE VALUE	\$	35.35
OLDCASTLE PRECAST	\$	35.00
VIKING ELECTRIC-CREDIT DE	\$	34.95
SQ *LONE STAR CAP	\$	33.10

ADOBE STOCK	\$	31.64
AMZN MKTP US*X648O6E53	\$	31.64
AMZN MKTP US*AQ0B939Z3	\$	30.94
LYFT *RIDE THU 4PM	\$	30.88
RED*CROSS TRNG & PROD	\$	30.00
MUSIC THEATRE INTERNATIO	\$	30.00
PICK N SAVE #871	\$	30.00
AMAZON.COM*2G7EN65C3 AMZN	\$	29.95
AMAZON.COM*5H6TY1TY3 AMZN	\$	29.01
TODOIST.COM PREMIUM	\$	29.00
LYFT *RIDE THU 9PM	\$	27.56
AMZN MKTP US*CU94T7ET3 AM	\$	26.94
ARLINGTON BLUE TOP CAB	\$	26.80
ARO LOCK & DOOR	\$	26.00
AMZN MKTP US*6N51Q3IY3	\$	25.98
CVS/PHARMACY #02049	\$	25.13
EDLAB AT TC EDLAB AT TC E	\$	25.00
AMAZON.COM*P13048MW3	\$	24.95
LATIN AMERICAN NEWS DIGES	\$	24.00
AMAZON.COM*Z63P859X3 AMZN	\$	22.78
ALLIANZ TRAVEL INS	\$	22.75
SUPER SPORTS FOOTWEAR ETC	\$	22.00
WI DFI WS2 CFI CC EPAY	\$	20.00
CARTOONSTOCK LTD	\$	20.00
AMZN MKTP US*IW49Z12M3	\$	19.98
MARTINOS	\$	19.97
AMZN MKTP US*OJ08Z4113	\$	19.76
AMAZON.COM*N154U35H3	\$	18.96
WAL-MART #1202	\$	18.22
SCREENCAST-O-MATIC.COM	\$	18.00
AMZN MKTP US*DL71422X3	\$	17.95
BOUND TO STAY BOUND BOOKS	\$	17.79
WALGREENS #3153	\$	17.28
AMAZON.COM*ZE1F90EP3	\$	16.56
PIGGLY WIGGLY #009	\$	16.44
AMAZON.COM*E53TW50S3 AMZN	\$	16.42
MARTA TVM 00000018	\$	14.00
AMZN MKTP US*WO0EO1FF3	\$	13.06
APPL HVAC PARTS	\$	12.95
SPOTIFY USA	\$	10.54
WAL-MART #0910	\$	10.37
AMZN MKTP US*S06OL0GM3	\$	9.99
LYFT *RIDE WED 7PM	\$	9.16
APPLE.COM/BILL	\$	8.43
AMZN MKTP US*R71RY6W93	\$	8.40
UBER TRIP	\$	7.98
AMAZON.COM*UF2CG54O3 AMZN	\$	7.93
AMAZON.COM*M811N41I3 AMZN	\$	7.33
UW TRANSPORTATION SERVICE	\$	6.00
AMAZON.COM*6U1XO4JF3 AMZN	\$	5.91
AMZN MKTP US*K95XQ45K3	\$	5.79
DRI*PRINTING SERVICES	\$	(10.06)
TOTALLY PROMOTIONAL	\$	(36.92)
AMZN MKTP US	\$	(48.99)
KENOSHA AREA BUSINESS	\$	(230.00)

CRAIGSLIST.ORG	\$	(230.00)
NBX*SLATE	\$	(459.00)
US Bank Purchasing Card Payment - Individuals	\$	305,760.83

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 10, 2019

Administrative Recommendation

It is recommended that the November 2019 cash receipt deposits totaling \$421,401.84, and cash receipt wire transfers-in totaling \$3,038,284.20, be approved.

Check numbers 585799 through 586844 (net of voided batches) totaling \$2,476,125.38, and general operating wire transfers-out totaling \$3,544,980.12, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2019 net payroll and benefit EFT batches totaling \$11,737,342.48, and net payroll check batches totaling \$14,559.24, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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Kenosha Unified School District
Kenosha, Wisconsin

December 10, 2019

Revision of School Board Policy 5110.1
Student Equal Opportunity and Nondiscrimination in Education

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

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

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.

At the November 19, 2019, regular school board meeting, Policies 4111, 5110.2 and 5111 were deferred for further board discussion at a special board working session. Policy 5110.1 was approved as a first reading.

Recommendation

It is recommended that Policy 5110.1 - Student Equal Opportunity and Nondiscrimination in Education be approved as a second reading on December 10, 2019.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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

KENOSHA UNIFIED SCHOOL DISTRICT

December 10, 2019

2019 Parent/Guardian Survey

Kenosha Unified Policy 1110 Parent/Guardian/Caregiver Survey, stipulates that KUSD implement a parent/guardian survey every two years.

Survey Content

The 2019 Parent/Guardian Survey contained items in the following areas:

- School Climate
- Cleanliness/Safety
- Student Achievement/Grading/Assessment
- Curriculum
- Communication/Follow Up
- Expectations
- Shared Decision-making

Responses

Responses for each item were presented using a Likert-type scale where respondents were asked to rate their agreement using response categories that ranged from Strongly Agree to Strongly Disagree. A Neutral category was also available for selection. In addition, respondents were asked to write comments related to strengths of the school, areas for improvement at the school, and other areas to share thoughts. For each section, the responses are listed from highest performing to lowest performing.

Survey Administration

The 2019 Parent/Guardian Survey was administered in the Spring of 2019. A specific link to the anonymous survey was distributed to each parent/guardian account through their Infinite Campus Parent Portal. This process removes the potential for incorrect multiple submissions and responses from non-parents/guardians. Parents/guardians were informed of the survey through various media notifications, both from the central office and the local school building.

Survey Results

KUSD parents and guardians provided 1,078 responses, which is a decline from the 2,031 individual responses from the previous survey. Parents had the ability to complete multiple submissions so they could reference different schools. Because of the small number of responses for several buildings, the quantitative analysis was completed for KUSD as a whole. Thirteen (13) buildings had less than twelve (12) parent responses which reflects a low participation rate. In 2017, there were only seven (7) buildings with less than twelve responses.

Summary Points for the Quantitative/Qualitative Analysis

School Climate: Most of the responses for the school climate section received overall positive reviews.

- 88.6% of parents felt welcome at their child's school.
- 86.6% of the responders held the opinion that their child's school respects all cultures and diversity.
- 84.2% of parents agreed that they are treated with respect at their school.
- About four out of five parents agreed that the schools were receptive to phone calls (82.3%) and email inquiries (80.8%).
- 80.9% agreed their child's school is a friendly environment for their family.
- About three out of four parents (73.9%) stated they were invited to meetings to learn about the school operations.
- 66.7% were encouraged to volunteer or become involved with school activities.

School Cleanliness: The school cleanliness section relates to the overall cleanliness of the educational environment.

- 86.0% of parents felt the school was clean and well maintained.
- Nearly the same amount (84.3%) agreed as much for the maintenance of the surrounding school grounds.

School Safety:

- 89.8% felt their children were safe in their travels to and from school.
- 85.5% of parents/guardians agreed that their child feels safe at school.
- 84.2% of parents felt that their school was a safe place to learn.

School Achievement/Grading: Grading, assessments, and student achievement produced some of the lower performing parent responses.

- The opportunity for parents to discuss academic performance privately with teachers received an agreeable response of 72.7%.
- 65.0% of parents receive explanation for academic progress reports.
- 62.4% of parents are fully informed about student achievement goals.
- Only half of the parents (49.9%) stated they were asked about the strengths and talents of their child. 28.5% of parents said they were never asked about this topic.

School Curriculum:

- 81.5% of parents agreed that KUSD schools were helping students to be responsible citizens.
- 79.4% of parents stated that the schools help students to understand and appreciate diversity.
- 72.3% were pleased with the variety of secondary school course offerings.

- 71.9 of the responders felt their child receives proper academic support to meet their individual needs.

School Communication: Schools have worked to increase the amount and types of communication to keep students, parents and greater community better informed.

- 81.5% of parents have adequate awareness about school activities, events and other important dates. 80.8% said the school is good about staying in touch.
- Four out of five parents (81.1%) felt that their teachers were approachable. Slightly less parents (73.6%) held the same opinion of the school principal.
- Less than two-thirds of parents (64.7%) receive information on what they can do at home to help their child improve or advance their learning.
- 64.5% reported that they received regular information about their child's overall progress.
- 57.0% of responders received prompt notice if their child was having difficulties.
- 52.0% of parents heard from the school if their child was doing well.

School Expectations:

- Over three-fourths of parents (77.2%) felt that teachers hold high expectations for their child(ren). A nearly similar amount (75.1%) believe their child is challenged by the school curriculum.
- 73.0% of parents believe that their teachers are concerned about their child as an individual.
- Only 72.5% of parents held the impression that their involvement at their child's school was valued.
- Less than two out of three parents (62.9%) claimed they receive information on what their child should learn and be able to accomplish for each grade level. 15.9% stated they did not receive this type of information.

School Shared Decision-making:

- 56.8% of parents believe their community is actively involved in schools.
- 52.9% feel that concerns from parents are reflected in school decisions.

School Strengths: Over 1,500 comments were provided covering areas of praise and recognition as well as recommendations for improvement and other concerns. The majority of respondents gave credit towards a caring staff, with plenty of educational and extra-curricular offerings and the ability for parents to participate in the growth of their child while enrolled in KUSD. Staff from every area (classroom teachers, counselors, educational assistants, support staff, administrators) received plenty of praise for their efforts to build a quality educational setting. Having a clean and well-maintained atmosphere helped to connect students and parents to the school community. Vast majority of parents

felt that all forms of communication options were beneficial and helpful to improve overall engagement.

School Areas of Improvement: Some schools could work to promote parent involvement more, as some parents stated they weren't always aware of opportunities or things to do to get involved. More parents could be encouraged to provide feedback for future surveys. General concerns emerged regarding various forms of bullying, and requests to improve the schools' ability to address student discipline issues. Concerns regarding the dress code and the inconsistency with its enforcement appeared in multiple secondary school responses.

Informational Item Only

The 2019 Parent/Guardian survey summary is provided as an informational item only, as mandated by KUSD Policy 1110. The survey results for each building have already been shared and presented to district and school staff.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Ms. Susan Valeri
Chief of School Leadership

Laura Sawyer
Research Analyst

**Kenosha Unified School District
Parent/Guardian Survey
Spring 2019**

District Results

		<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	<u>Count</u>
School Climate							
Q3	I feel welcome in my child's school.	49.3%	39.3%	9.2%	1.7%	0.7%	1,078
Q4	I am treated with respect at my child's school.	41.9%	42.3%	10.8%	4.1%	0.8%	1,078
Q8	My child's school respects all cultures and diversity.	43.9%	42.7%	9.3%	2.7%	1.4%	1,078
Q13	My child's school is receptive to my phone calls.	42.7%	39.6%	14.0%	3.1%	0.6%	1,043
Q14	My child's school is receptive to my emails.	42.4%	38.4%	13.4%	5.1%	0.7%	1,043
Q22	I am invited to meetings so that I can learn about what is going on in the school (e.g., issues or policies).	35.0%	38.9%	15.8%	7.9%	2.4%	1,018
Q30	My child's school encourages me to volunteer for school activities and to become involved in his/her education.	33.2%	33.5%	19.0%	10.6%	3.8%	1,005
Q32	My child's school is a friendly environment for students, parents and families.	38.8%	42.1%	12.7%	3.5%	2.8%	1,005
Cleanliness							
Q37	My child's school is clean and well maintained.	36.9%	49.1%	8.5%	3.3%	2.2%	1,005
Q38	The school grounds are clean and well maintained.	35.6%	48.7%	9.6%	4.1%	2.0%	1,005
Safety							
Q5	My child's school is a safe place to learn.	41.9%	42.3%	10.8%	4.1%	0.8%	1,078
Q6	My child feels safe at school.	40.6%	44.9%	9.0%	4.3%	1.3%	1,078
Q7	My child feels safe going to and from school.	43.9%	45.9%	7.2%	2.3%	0.8%	1,078
Achievement/Grading/Assessments							
Q29	I am asked about my child's talents and strengths.	23.9%	26.0%	21.6%	21.9%	6.6%	1,018
Q34	I feel fully informed about the schools' goals for student achievement.	26.1%	36.3%	19.8%	13.7%	4.1%	1,005
Q35	Progress reports and/or report cards are explained to me.	27.4%	37.6%	19.6%	12.1%	3.4%	1,005
Q36	I have an opportunity to discuss how to improve my child's performance privately with teachers.	29.8%	42.9%	15.4%	8.6%	3.3%	1,005
Curriculum							
Q9	My child's school helps teach students to be responsible citizens.	40.6%	40.9%	12.2%	4.4%	1.9%	1,078
Q10	My child's school is helping to teach students to understand and appreciate cultural diversity.	37.6%	41.8%	14.6%	3.8%	2.3%	1,078
Q28	My child receives the academic support needed to meet his/her individual needs.	32.1%	39.8%	16.5%	8.4%	3.3%	1,018
Q33	I am pleased with the variety of course offerings at my child's school (middle and high school only).	30.4%	41.8%	18.4%	7.0%	2.4%	996

NOTES: Strongly Agree (SA)=5, Agree (A)=4, Neutral (N)=3, Disagree (D) =2, Strongly Disagree (SD)=1
Bold cells represent the response with the largest percent selected (excluding Neutral).

**Kenosha Unified School District
Parent/Guardian Survey
Spring 2019**

District Results

		<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	<u>Count</u>
Communication							
Q11	I receive information on what I can do at home to help my child improve or advance his/her learning.	31.7%	33.0%	18.1%	13.4%	3.8%	1,043
Q12	My child's school is very good about staying in touch with me (e.g., letters, phone calls or emails)	44.9%	35.9%	12.2%	4.9%	2.1%	1,043
Q15	I hear from my child's teacher(s) if he/she is doing something well.	27.1%	24.9%	19.6%	19.0%	9.4%	1,043
Q16	I am notified promptly if my child has difficulties at school or falls behind.	29.2%	27.8%	19.1%	16.5%	7.4%	1,043
Q17	Communications from the school (such as: newsletters, email, website, etc.) provide adequate information to keep me informed of important dates, activities and events.	42.0%	39.5%	10.4%	6.1%	2.0%	1,043
Q18	My child's teachers are approachable and available when I have concerns.	45.3%	35.8%	13.9%	3.5%	1.5%	1,043
Q19	My child's principal is approachable and available when I have concerns.	43.0%	30.6%	19.8%	3.4%	3.2%	1,043
Q21	I am regularly informed about my child's progress in school.	29.7%	34.8%	20.1%	12.4%	3.1%	1,018
Expectations							
Q20	Teachers at my child's school are concerned about my child as an individual.	35.7%	37.3%	17.5%	6.7%	2.9%	1,018
Q25	I receive information on what my child should learn and be able to do in each grade in school.	27.2%	35.7%	19.2%	13.7%	4.2%	1,018
Q26	I believe my child is challenged by the school academic curriculum.	31.6%	43.5%	16.0%	6.0%	2.9%	1,018
Q27	My child's teacher(s) hold high expectations for my child.	36.7%	40.5%	16.8%	4.2%	1.8%	1,018
Q31	My involvement in my child's education is valued at my school.	35.6%	36.9%	18.7%	6.3%	2.4%	1,005
Shared Decision Making							
Q23	Our community is actively involved in the school.	23.9%	32.9%	32.8%	7.9%	2.6%	1,018
Q24	The concerns of parents are reflected in decisions made by my child's school.	23.3%	29.6%	35.3%	7.5%	4.3%	1,018

NOTES: Strongly Agree (SA)=5, Agree (A)=4, Neutral (N)=3, Disagree (D) =2, Strongly Disagree (SD)=1
Bold cells represent the response with the largest percent selected (excluding Neutral).

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 10, 2019

MARY FROST ASHLEY CHARITABLE TRUST 2020-21 GRANT APPLICATION

Background:

In 2010 and 2011, the district applied for and received funding from the Mary Frost Ashley Charitable Trust for the Back-to-School – A Celebration of Family and Community Event, and parent and student programs. After the sunset of that event, the Trust continued to invite the district to apply for funding to support the academic needs of students and family education programs. Funds have been provided for school supplies, parent and student education and learning experiences, peer-to-peer mentoring, the African American Youth Initiative (AAYI, formerly known as the African American Male and Female Initiatives), parent leadership training, the recognition program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, and a variety of other needs.

During the 2020-21 school year, the district plans to initiate several new programs to further develop and strengthen the comprehensive parent education training and family interactive learning experiences. Some examples include expanding the Saturday Academy to a third elementary school and implementing the Successful Fathering Program, a five week series for fathers and their child(ren). In addition, the district will strengthen family interactive educational programs, expand the Leading Ladies Program, further develop the Bullen and Lincoln middle school girl groups, and expand opportunities for the AAYI. The district's recognition program and annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch will also continue to be supported through this grant request as well as the PowerUp College & Resource Fair. This year's application is titled "A Framework for Healthy Youth Development: Expanding the Family and Student Learning Program," and will cover July 1, 2020, through June 30, 2021.

Purpose:

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

Number of students served: 20,919

Budget:

Classification	Object	Amount
Support Services	Salaries	\$23,227.00
	Fringes	\$2,973.00
	Purchased Services	\$34,230.00
	Non-Capital Objects	\$51,570.00
	Total	\$112,000.00

Program:

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

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

The application includes the following major components:

Goals:

Goal I Implement interactive family learning experiences that relate to curriculum, safety, and strengthening family, communication and school connections. Initiate child/parent interactive math, science and literacy programs that connect parents with their child's education. Strengthen parent engagement through parent leadership classes.

Through community partnerships, family education programs will be held at the Shalom Center, and **NEW this year Second Baptist Church.**

Goal II **NEW Saturday Academy at EBSOLA Creative Arts.** Plan and implement three Saturday Academies. One will be held at Washington Middle School (77.41% poverty level) that includes math and literacy support for students in addition to providing parenting skill development sessions. At the elementary level, a Saturday Academy will provide academic enrichment sessions for Curtis Strange (79.03% poverty level) and EBSOLA Creative Arts students (89.46% poverty level) that focus on literacy, writing and life skills, and offer a parent component.

Both English and Spanish will be offered for participating parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home. Each school will have a community partner that will help organize and implement the program.

Goal III Strengthen the summer library program at Curtis Strange (79.03% poverty level) and Forest Park (52.89% poverty level). The library program will provide a five-week interactive series for students and their parents, as well as an opportunity to

check out books. Special activities focused on strengthening literacy will be planned and implemented.

- Goal IV **NEW Coordinate the Successful Fathering Program**, a five-week series for fathers and their child(ren) to provide strategies for spending quality time together, setting clear boundaries, establishing positive social behavior, and engaging fathers in their child's education. Two elementary schools will implement the program.
- Goal V Further develop the Bradford (54.46% poverty level) Leading Ladies program. The group will develop goals and schedule trainings to strengthen their skills with decision making, team building, resistance skills and contributing/volunteering in the community.
- Goal VI Expand interactive learning experiences and community service initiatives for the Bullen Middle School (73.98% poverty level) and Lincoln Middle School (82.90% poverty level) female groups.
- Goal VII Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and weeklong education program.
- Goal VIII Further develop the district's Recognition Program.
- Goal IX Strengthen the African American Youth Initiative (AAYI). This program addresses the achievement gap for African American students. A parent component will be implemented. Also, work will be done to increase programming and support areas that address attendance, behavior and academic success for all AAYI students. Support will be provided to all AAYI building leads and middle and high school groups through specific programs/events/conferences.
- Goal X Support the PowerUp College & Resource Fair designed to help minority, low- and moderate-income 11th and 12th grade students achieve their dreams of attending college. This annual event is held in conjunction with UW-Parkside, RUSD, and the Mahone Foundation.

District Resources Committed as a Result of the Acceptance of Funds:

The community school relations coordinator is required to oversee all goals in the program. Support for parent site organizers, child care and additional time for staff is covered through the Community School Relations budget for approximately \$25,000.

Type of Project:

This is a competitive application.

Staff Persons involved in preparation of application:

Dr. Sue Savaglio-Jarvis, Superintendent

Tanya Ruder, Chief Communications Officer
Patricia Demos, Community School Relations Coordinator
Martin Pitts, Regional Coordinator of Leadership and Learning - Elementary
Brian Geiger, Coordinator of Leadership and Learning - Secondary
Juan Torres, Diversity and Family/Student Engagement Coordinator
Yolanda Jackson Lewis, Diversity and Family/Student Engagement Coordinator
Jonathan Bar-Din, Curtis Strange Elementary School Principal
Jody Cascio, Forest Park Elementary School Principal
Heather Connolly, Frank Elementary School Principal
Shane Gayle, Washington Middle School Principal
Terri Huck, Mahone Middle School Principal
Scott Kennow, Indian Trail High School and Academy Principal
Thomas Tuttle, EBSOLA Creative Arts Principal
Gary Vargas, Bradford High School Bi-lingual Community Liaison
Cheryl Johnson, Bradford High School Dean of Students
Hansel Lugo, Even Start Program and Community Liaison
Louann Daniels, Frank Elementary School Instructional Coach
Ardis Mosley, Lincoln Middle School Parent Liaison
Shauna Hodges, Bullen Middle School Counselor
Dianna Trammell, Curtis Strange Elementary School Counselor
Karl Erickson, ELCA Outreach Center Executive Director

Administrative Recommendation:

Administration recommends that the Board of Education approve this one-year grant application titled, “A Framework for Healthy Youth Development: Expanding the Family and Student Learning Program” in the amount of \$112,000 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

Patricia Demos
Community School Relations Coordinator

Fiscal, Facilities and Personnel Impact Statement

Title:	A Framework for Healthy Youth Development: Expanding the Family and Student Learning Program	Budget Year:	2020-2021
Department:	Office of Communications	Budget Manager:	Patricia Demos

REQUEST

School Board approval is requested to submit and implement a one-year grant through Mary Frost Ashley to further develop and strengthen student learning and the family education program. Funds are being sought for supplies, parent and student learning opportunities, peer-to-peer mentoring, the African American Youth Initiative (AAYI, formerly referred to as the African American Male and African American Female initiatives), a fathering program, the district's recognition program, annual Alcohol, Tobacco, and Other Drug Awareness Student Recognition Brunch, annual PowerUp event, and a variety of other needs.

The district plans to expand the Saturday Academy program, which is currently at Curtis Strange Elementary School and Washington Middle School, by adding EBSOLA Creative Arts during the 2020-2021 school year. Also included is support for the summer open library program at Forest Park and Curtis Strange elementary schools. Successful Fathering, a five-week program, will be implemented in two elementary schools. In addition, student engagement opportunities offered at two middle schools and one high school that provide a framework for character building and healthy learning experiences will be expanded. Family learning experiences currently offered at the Shalom Center will now also be offered at Second Baptist Church.

The comprehensive family education program is developed with the framework of Joyce Epstein's research-based School, Family and Community Partnerships process. The plan includes expanding collaborative partnerships with families and the community, and securing resources to support a comprehensive interactive family and student learning program to increase student attendance, achievement and community participation.

RATIONALE/ INSTRUCTIONAL FOCUS

During the 2020-2021 school year, the district plans to further develop and strengthen the comprehensive family engagement and interactive learning experiences, expand student learning opportunities through student groups, strengthen the sustainability of the district's Recognition Program and support the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch. Assistance will also be provided for the AAYI and Power Up event. The goal is to improve student academic achievement, attendance and community participation, as well as strengthen family engagement and expand and strengthen community partnerships.

Goals:

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

- Goal I Implement interactive family learning experiences that relate to curriculum, safety, and strengthening family, communication and school connections. Initiate child/parent interactive math, science and literacy programs that connect parents with their child's education. Strengthen parent engagement through parent leadership classes.
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The all-encompassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Involvement for family, school and community engagement: parenting, communication, learning at home, volunteering, decision making and community collaboration. Within that research (Epstein & Sheldon, 2006), Epstein indicates, "School, Family and Community Partnerships is a better term than parental involvement. The concept of 'partnership' recognizes parents, educators and others in the community share responsibility for students' learning and development."

IMPACT

This program provides opportunities for families to strengthen their engagement with their child's education; increase their parenting strategies and knowledge regarding pertinent areas such as internet safety, math, literacy, communication; and increase student learning opportunities related to student achievement. Students have the opportunity to engage in programs that help them develop life skills, contribute to the community and learn how to operate in a team setting.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$23,227.00
200's	Fringes	\$2,973.00
300's	Purchased Services	\$34,230.00
400's	Non-Capital Objects	\$51,570.00
TOTAL		\$112,000.00

This is a ☒ one-time or a ☐ recurring expenditure

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available
(Mary Frost Ashley Charitable Trust)

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**Kenosha Unified School District
Kenosha, Wisconsin**

December 10, 2019

**SUMMER SCHOOL 2019 UPDATE AND
SUMMER SCHOOL 2020 PROGRAM RECOMMENDATIONS**

Program Overview

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

Several elementary schools continued to use a regional site partner school plan while others held programs at their respective buildings. For summer 2019 online and in-person registration was available for families to use starting in March, 2019.

Middle level programs were held at each of the buildings and included incoming sixth graders. Families were also able to register online or in person for the middle level programs.

High school programs were offered at Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, Tremper High School, and Kenosha eSchool. Online registration was available beginning in March 2019 at Bradford, Indian Trail, Kenosha eSchool, and Tremper. In-person registration was used at Harborside and Reuther. The high school program included incoming ninth graders enrolled in the Jump Start or Physical Education Foundations course.

Elementary School Program

The objective at the elementary level is to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The following chart shows the elementary schools that hosted the summer program at their sites and the schools that they partnered with:

HOST SCHOOL	PARTNER SCHOOL(S)
• Brass Community School	• Roosevelt Elementary School
• Bose Elementary School	• Harvey Elementary School • Somers Elementary School
• Curtis Strange Elementary School	• NA
• Edward Bain School of Language and Art—Dual Language	• NA
• Edward Bain School of Language and Art—Creative Arts	• NA
• Jefferson Elementary School	• Grant Elementary School
• McKinley Elementary School	• NA
• Nash Elementary School	• NA
• Pleasant Prairie Elementary School	• NA
• Southport Elementary School	• Grewenow Elementary School • Vernon Elementary School
• Stocker Elementary School	• Forest Park Elementary School
• Whittier Elementary School	• Jeffery Elementary School • Prairie Lane Elementary School

GETTING READY FOR KINDERGARTEN

Getting Ready for Kindergarten classes were available for students at Bose Elementary School, Brass Community School, Edward Bain School of Language and Art—Dual Language, Jefferson Elementary School, McKinley Elementary School, Nash Elementary School, Southport Elementary School, Stocker Elementary School, Strange Elementary School, and Whittier Elementary School. The curriculum was based on state standards used in kindergarten, math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

GRADES 1 THROUGH 5

Summer reading and math programs for elementary were available to students entering grades 1 through 5. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by the school.

The elementary program focused on personalized learning in math and literacy. Each site designed engaging, high quality programs to address the curriculum standards for English/language arts and math based on student needs. A variety of resources were used for instruction.

INQUIRY MODEL

In addition to personalized learning in math and reading, an inquiry model was also incorporated. To assist schools with the planning for the inquiry project, each elementary Summer School site received funding for 20 hours of curriculum planning time. The following are examples of inquiry projects from several Summer School sites:

ELEMENTARY SUMMER SCHOOL SITES	INQUIRY
Curtis Strange	<ul style="list-style-type: none"> ● Explore Kenosha II <ul style="list-style-type: none"> ○ Students studied about tall ships and then took a field trip to the Kenosha Harbor to see the tall ships. ○ Students discussed what it takes to own and manage a business. The owners of Kaiser's Pizza in Kenosha then shared with the students how their business got started and how they make their delicious pizzas. ○ The students also toured Elsie Mae's Canning and Pies in Kenosha to hear about their canning and pie business.
Forest Park/Stocker	<ul style="list-style-type: none"> ● Kindergarten, first and second grade students studied dinosaurs. <ul style="list-style-type: none"> ○ Kindergarten students made books with information about paleontologists and different dinosaurs. ○ First and second grade students gathered information on paleontologists, fossils, bones, and various dinosaurs then categorized the information using graphic organizers. ● Third grade students explored the layers of the rainforest.

ELEMENTARY SUMMER SCHOOL SITES	INQUIRY
	<ul style="list-style-type: none"> ○ Students worked in groups to research facts about the different layers of the rainforest. They gathered information and placed it into graphic organizers. ● Fourth grade students researched various types of sports. <ul style="list-style-type: none"> ○ Students worked in pairs and researched the following facts about a sports team: <ul style="list-style-type: none"> ▪ Players, ▪ Positions, ▪ Rules, and ▪ Needed equipment. ● Fifth grade students studied the effects that weather has on an environment. <ul style="list-style-type: none"> ○ Students researched the effects of the weather on an environment and created a Google Slideshow to share their learned knowledge. ● The last week of Summer School two different presentations were held—kindergarten through second grade and third through fifth grade—for students to share their research with families.
Jefferson/Grant	<ul style="list-style-type: none"> ● Explore Kenosha Like a Tourist <ul style="list-style-type: none"> ○ Students explored various attractions in Kenosha that appeal to tourists and why these attractions appeal to tourists. Included in this study was exploring Petrified Springs and what a petrified spring is, visiting the Kenosha Area Convention and Visitors Bureau in Pleasant Prairie and participating in a visitor's scavenger hunt, visiting Jelly Belly, and visiting the Kenosha Splash Pad water park. ○ The culminating activity was to select one of the areas they visited and complete a visitor's brochure for this area of Kenosha. Brochures were then displayed at the Kenosha Visitor Center.

ELEMENTARY SUMMER SCHOOL SITES	INQUIRY
	<ul style="list-style-type: none"> ○ In addition, a staff member from the Kenosha Public Library came to Jefferson weekly to share different aspects of Kenosha that were available to tourists and also engaged in science, technology, engineering, and mathematics (STEM) activities with students. The Bookmobile also made weekly stops at Jefferson as well.
Jeffery/Prairie Lane/ Whittier	<ul style="list-style-type: none"> ● Students had the opportunity to choose their own inquiry around the following topics: <ul style="list-style-type: none"> ○ Kindergarten through grade 2 explored a variety of themes. ○ Grades 3 through 5 explored different countries and created their own fictional country.
Nash	<ul style="list-style-type: none"> ● Community Service Learning <ul style="list-style-type: none"> ○ Students study who grandparents and veterans are and why they are important and then wrote essays about what they learned. ○ Students took a fieldtrip to a nursing home, where they shared their essays.
Southport/Grewenow/ Vernon	<ul style="list-style-type: none"> ● Farm to Table <ul style="list-style-type: none"> ○ Students explored a variety of ways to increase vegetable production. ○ Using their acquired knowledge about vegetable production, students planted, grew, and maintained a vegetable garden. ○ At the end of Summer School, the students had a celebration where they made and ate salad.

STAFF

The number of classroom teachers varied by site based on daily average enrollment for the past three years. Recommended class size was a 25-to-1 student-to-teacher ratio. In addition to the classroom teachers, each site was staffed with a set number of support staff based on the current year's enrollment. Special education positions were assigned to the schools in relation to student enrollment and needs (Appendix A).

Middle School Program

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

MIDDLE SCHOOL	PROBLEM-BASED LEARNING MODEL
Bullen	<u>Travel</u> Students designed a dream vacation that included travel plans, budgets, and a rationale for their selection. Students determined the destination location, travel plans, items needed to bring, budgets, and activities to do on their trip. They researched, planned a budget based on a set dollar amount, and planned an itinerary. The students then developed a presentation and presented their dream vacation to the class and administration.
Lance	<u>Minireality Check</u> Students researched careers and personal finance. In the personal finance unit, students created budgets, balanced bank accounts, learned how to pay bills, and learned how credit works and is repaid. Students also practiced their cursive handwriting to master their signatures. A fieldtrip was taken to Gateway Technical College, where students toured the Horizon Center for Transportation Technology to see what career opportunities students could study at that location.
Lincoln	<u>Health and Wellness</u> Students researched and studied nutrition, physical fitness, and health careers.
Mahone	<u>Water</u> Students explored how the environment pollutes water and designed water filters to allow the water to be consumable. A display on water pollution was designed by seventh and eighth grade students while sixth grade students created a puppet show about water pollution. The displays and puppet show were shared with community members, teachers, and Edward Bain School of Language Arts—Creative Arts—Summer School students to get feedback before the final presentation to the public at the Kenosha Public Library.

MIDDLE SCHOOL	PROBLEM-BASED LEARNING MODEL
Washington	<p data-bbox="448 279 735 310"><u>A Century of Learning</u></p> <p data-bbox="448 348 1321 634">This year Washington Middle School will celebrate its one hundredth anniversary. Sixth, seventh, and eighth grade students studied how the education system has changed throughout the decades. Students also researched what made up a community, the cost of living, and specific details about each decade. A display was created and shared at the end of Summer School with the research that was discovered. The display will also be shared at the planned anniversary activities.</p>

Each middle school received 20 hours of curriculum planning funds to develop a problem-based learning unit that addressed the interests and needs of the students. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by schools. Bullen Middle School added a course completion component to their program similar to that offered at the high school level. Students entering seventh and eighth grade who did not earn passing grades in core classes completed work to show mastery of current grade level state standards.

Middle school reading focused on meeting the state standards for literacy. This included developing the most essential strategies used by good readers and writers, including making connections, asking questions, making predictions, summarizing both fiction and nonfiction texts, and building reading stamina. Instruction was provided to accommodate the student's skill level and learning style and incorporated a variety of media and teaching strategies while using a balance of nonfiction and fiction texts.

The middle school math program focused on state standards aimed at improving student skills in computation, number sense, and problem solving through a variety of activities. Personalized learning opportunities were provided for students through the use of Compass Learning, Study Island, and Moby Math.

STAFF

The number of classroom teachers varied by site based on enrollment from the daily average enrollment for the past three years. Recommended class size was a 25-to-1 student-to-teacher ratio. Each middle school site was staffed with a full-time special education position and support staff to support students (Appendix B).

High School Program

High school students had the opportunity to recover credits, thus improving the graduation rate. Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, and Tremper High School ran credit recovery classes. In addition to credit recovery classes, the high schools offered physical education for credit for students entering grades 9 through 12; and Kenosha eSchool offered online physical education and health courses. Jump Start to High School classes were available to incoming ninth graders to help students with the transition to high school.

JUMP START TO HIGH SCHOOL

This course focuses on helping students successfully transition to high school and the importance of graduating from high school. Through a partnership with Wisconsin Junior Achievement, students were introduced to various types of jobs, the skills and coursework needed for the job, and the importance of soft skills in the workplace. Fieldtrips were taken to Herzing University, Gateway Technical College, and the University of Wisconsin—Parkside. A variety of study skills were presented to students to assist in successfully passing academic courses. All students were encouraged to take advantage of the opportunity to become familiar with high school procedures and ways to become involved with different high school activities. Students who successfully completed the 15-day course received a .5 elective credit.

HIGH SCHOOL CREDIT ATTAINMENT

The credit attainment program used district-developed curriculum and an online learning platform called Edgenuity. Credits for attainment were available in English/language arts, math, science, and social studies. Once students successfully completed the course of study, they were awarded credit for the failed course.

HIGH SCHOOL NEWCOMER ENGLISH LANGUAGE DEVELOPMENT PROGRAM

New for summer 2019 was the High School Newcomer English Language Development Program (HS Newcomer ELD). The HS Newcomer ELD Summer School Course I and Course II provided the opportunity for high school English language learners to be introduced to communication and academic skills in English. The purpose of the courses was to strengthen English language acquisition by focusing on social skills, beginning literacy skills, beginning grammar skills, and basic academic vocabulary to prepare students for success in the high school setting. Each course participant earned a .5 elective credit. The HS Newcomer ELD I course was held during Session 1 with the HS Newcomer ELD II course taking place during Session 2. Both courses were held at Bradford High School with 11 students participating.

EMPLOYABILITY SKILLS PROGRAM

In collaboration among the Kenosha Unified School District, the Boys and Girls Club, and the Kenosha County Division of Children and Family Services, the Employability Skills Program provided at-risk children with opportunities that linked academic and occupational standards to workplace skills and experiences. Students were able to enroll in either the Year 1 or Year 2 courses. Each of the two courses included four sessions of classroom instruction. The classroom instruction focused on work readiness skills, including money and banking, social skills, higher education, resume writing and interviewing, conflict management, job seeking, safety in the workplace, and employer expectation. After successfully completing the classroom instruction portion of the course and 68 hours of employment at various work sites, students earned a .5 elective credit.

Life, Learning, and Leisure Program

The Life, Learning, and Leisure (LLL) program provides summer programming opportunities for students with significant disabilities in first through twelfth grade. This program incorporates activities in the school and community settings that provide learning and recreational experiences. Transportation is provided to students enrolled in this program.

AbleNet's *Splash* curriculum is used in the elementary, middle, and high school programs. Students engage in communication, social interaction, literacy, mathematics, health, and science skill development. The skills learned were incorporated into trips taken to the Racine Zoo, bowling, and the Kenosha Young Men's Christian Association.

Summer Music Opportunities

ORCHESTRA

Instructional music labs were available for orchestra students completing grades 3 through 11. Five hundred thirty-one students attended the summer orchestra music labs.

Strings Groups

1. Beginning Strings (completed grades 3, 4, and 5)
2. Cadet Strings (completed grades 4 and 5 [first-year players])
3. Advanced Cadet Strings (completed grades 5 through 6 [second- and third-year players])
4. Middle School Strings (completed grades 7 through 8)
5. High School Strings (completed grades 9 through 11)

JAZZ

A summer jazz music program was offered for middle and high school band and orchestra students as well as high school choir students. Forty-eight students participated in the jazz program.

Jazz Groups

1. Summer Jazz Program (completed grades 6 through 11)
2. All Star Jazz Choir (completed grades 9 through 11)

BAND

Music instruction was offered for band students entering grades 6 and 7. Continental and the K-L bands had 175 students who participated.

Bands

1. K-L Band (completed grade 5)
2. Continental Band (completed grade 6)

Summer Middle School Enrichment Camps

Five-day middle school camps were offered during summer 2019 and were held at Bullen Middle School, Lance Middle School, Washington Middle School, and Indian Trail High School and Academy. The camps provided students with hands-on learning opportunities in the areas of art education, technical education, and world language education. Students were able to choose from 8 different camps with 165 students participating.

Middle School Camps

1. Cooking Skills (two camps)
2. Brain Power
3. Drawing, Painting, and Posting
4. Outdoor/Garden Art
5. Painting and Illustration
6. French
7. Spanish

Office of Recreation Summer Activities for Children

MUSIC

The Rambler Band and the Band of the Black Watch are part of the Office of Recreation Summer Activities for Children. Both bands offered a presummer camp for students in preparation for participation in local parades. In summer 2019 just under 200 students participated.

Bands

1. Rambler Band
2. Band of the Black Watch

SPORTS

The Office of Recreation Summer Activities for Children offered a variety of sports activities for students to participate in. Certified teaching staff developed lessons, and instruction was provided in each area following the guidelines established in the physical education curriculum.

During summer 2019 construction work was performed on the Bradford pool, so the summer swim program moved to Tremper High School. Families had the option to enroll in one of the three swim sessions offered. (The summer swim program will move back to Bradford High School for summer 2020.)

Sport Activities

1. Baseball/softball
2. Basketball
3. Playground
4. Soccer
5. Swimming
6. Tennis
7. Weight lifting
8. High school intramural weight lifting

THEATRE

The Kenosha Youth Performing Arts Company (KYPAC) theatre arts program is open to students in kindergarten through eighth grade. The summer 2019 performance was *The Lion King Jr.* The Shakespeare Theatre was held at Indian Trail High School and Academy for students in grades 9 through 12. KYPAC and The Shakespeare Theatre combined had 169 students involved.

Theatre

1. KYPAC
2. Shakespeare Theatre

Enrollment

See Appendix C for student enrollment figures.

Budget

The total amount budgeted for Summer School was \$1,299,916.86. The decentralized Summer School budget gave sites and departments control of their own budgets. The budget amount was based on each school's Summer School attendance from the previous three years. Site administrators developed a budget that included salaries and benefits for both certified and noncertified staff, supplies, and purchased services.

2020 Summer School Program Administrative Recommendations

CALENDAR

The proposed elementary and middle school Summer School dates are: Monday, June 22, 2020, through Friday, July 24, 2020 (24 days).

- Boundary school online registration: Monday, March 16, 2020, to Friday, May 1, 2020
- Open registration begins on Monday, May 4, 2020, and depends on space availability.
- Teacher workday: Thursday, June 18, 2020
- No school: Friday, July 3, 2020

The proposed high school Summer School dates are: Monday, June 22, 2020, through Monday, July 27, 2020 (30 days).

- Credit Recovery and Jump Start to High School registration opens on Monday, March 16, 2020.
- Summer physical education registration will take place on Monday, March 16, 2020.
- Once registration is full a waiting list registration process will take place.
- High School Session 1: Monday, June 15, 2020, to Monday, July 6, 2020 (15 days)
- High School Session 2: Tuesday, July 7, 2020, to Monday, July 27, 2020 (15 days)

- Teacher workday: Friday, June 12, 2020
- No school: Friday, July 3, 2020

RECREATION PROGRAM STUDENT FEE INCREASE

Student participation fee increases ranging from \$10 to \$25 are recommended for the Band of the Blackwatch, Rambler Band, and KYPAC due to increased costs. An increase of \$10 per student is requested due to the additional costs incurred for band camp. The \$25 per student increase for KYPAC is needed as expenses for costumes, set materials, and the purchase of rights/scripts for the production continually increase.

RECREATION SUMMER PROGRAM	2019 STUDENT FEE	PROPOSED 2020 STUDENT FEE	FEE INCREASE
Band of the Blackwatch	\$165	\$175	\$10
Rambler Band	\$140	\$150	\$10
KYPAC	\$50	\$75	\$25

SITE LOCATIONS

Elementary School Program

HOST SITE	ADDRESS	PARTNER SCHOOL(S)
• Brass Community School	6400 15 Avenue	• Roosevelt Elementary School
• Edward Bain School of Language and Art—Creative Arts	2600 50 Street	• NA
• Edward Bain School of Language and Art—Dual Language	2600 50 Street	• NA
• Bose Elementary School	1900 15 Street	• Harvey Elementary School • Somers Elementary School
• Jefferson Elementary School	1832 43 Street	• Grant Elementary School
• McKinley Elementary School	5520 32 Avenue	• NA
• Nash Elementary School	6801 99 Avenue	• NA
• Pleasant Prairie School	9208 Wilmot Road	• NA
• Prairie Lane Elementary School	10717 47 Avenue	• Jeffery Elementary School • Whittier Elementary School
• Southport Elementary School	723 76 Street	• Grewenow Elementary School • Vernon Elementary School
• Stocker Elementary School	6315 67 Street	• Forest Park Elementary School
• Strange Elementary School	5414 49 Avenue	• NA

Middle School Program

All of the neighborhood middle schools will host their Summer Schools in their respective buildings.

High School Program

HIGH SCHOOL	PROGRAMS
Bradford	<ul style="list-style-type: none">● Credit Recovery● Jump Start to High School● Newcomer English Language Development Courses I and II● Summer Physical Education
Indian Trail	<ul style="list-style-type: none">● Credit Recovery● Jump Start to High School● Summer Physical Education
Kenosha eSchool	<ul style="list-style-type: none">● Health● Summer Physical Education
Reuther/Harborside	<ul style="list-style-type: none">● Credit Recovery
Tremper	<ul style="list-style-type: none">● Credit Recovery● Jump Start to High School● Summer Physical Education

Budget

The summer 2019 budget was \$1,299,916.86. Administration recommends that the budget remain at this amount in 2020.

Administrative Recommendation

Administration recommends that the Board of Education approve the proposed calendar; program updates; increased student fees for Band of the Blackwatch, Rambler Band, and KYPAC; and the budget for Summer School 2020.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Patricia Clements
Coordinator of Gifted and Talented
Education and Summer School

Ms. Julie Housaman
Chief Academic Officer

2019 ELEMENTARY SCHOOL SUMMER SCHOOL STAFFING ALLOCATIONS

Staffing is based on average daily attendance for the last three years.

Teachers	25-to-1 student-to-teacher ratio	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for elementary education.
Resource teachers	50 to 79 students = 2 teachers 80 to 110 students = 3 teachers 110+ students = 4 teachers	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for elementary education.
Special education staffing	Special education staffing will be based on each elementary site's current enrollment needs.	Staffing requests should be submitted to the Office of Special Education and Student Support. Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for special education.
Office clerk	Each site will be allocated money for one Summer School clerk.	Schools are responsible for hiring their own Summer School office clerk.
Substitutes	Each site must designate people for their substitute list.	Schools are responsible for making substitute arrangements.
Supply amount	1 to 79 students = \$450 80 to 110 students = \$650 110+ students = \$750	Schools may use the money to purchase supplies or for busing. The Office of Gifted and Talented Education and Summer School will no longer order supplies.
Planning hours	20 hours for Summer School curriculum planning	Schools can decide how to divide up the planning hours. Timesheets must be submitted to the Office of Gifted and Talented Education and Summer School.

APPENDIX B

2019 MIDDLE SCHOOL SUMMER SCHOOL STAFFING ALLOCATIONS

Staffing is based on average daily attendance for the last three years.

Teachers	25-to-1 student-to-teacher ratio	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for middle level education.
Resource teachers	1 to 79 students = 1 teacher 80 to 110 students = 2 teachers 110+ students = 3 teachers	Schools hire and assign staff as needed. Staff must hold a current Wisconsin Department of Public Instruction license for middle level education.
Library clerk	Each site is assigned one library clerk.	Schools hire and assign staff as needed.
Special education staffing	Each school is assigned one special education teacher. Additional special education staffing needs will be based on enrollment.	Staff must hold a current Wisconsin Department of Public Instruction license for special education. Additional staffing requests should be submitted to the Office of Special Education and Student Support.
Supply amount	1 to 79 students = \$450 80 to 110 students = \$650 110+ students = \$750	Schools may use the money to purchase supplies or for busing.
Field trip(s) bus expense	1 to 50 students = \$250 50+ students = \$500	Money will be added to supply amount.
Planning Hours	20 hours for Summer School curriculum planning School must submit Problem-Based Learning Project Design Overview for payment.	Schools can decide how to divide up the planning hours. Timesheets must be submitted to the Office of Gifted and Talented Education and Summer School.

**SUMMER SCHOOL
ENROLLMENTS BY SITE
2019**

ELEMENTARY SCHOOL				
Host School	Partner School(s)	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
Bose	Harvey Somers	124	130	112
Brass	Roosevelt	138	139	130
EBSOLA—CA	NA	96	48	82
EBSOLA—DL	NA	109	119	129
Grant	NA	61*	74*	NA
Jefferson	Grant	67*	57*	71
McKinley	NA	96	103	75
Nash	NA	95	78	73
Pleasant Prairie	NA	69	62	64
Southport	Grewenow Vernon	128	126	137
Stocker	Forest Park	118	156	114
Strange	NA	88	124	106
Whittier	Jeffery Prairie Lane	126	140	118
Frank**	NA	118	71	74
Wilson**	NA	58	41	55
STUDENT TOTALS		1,491	1,468	1,340

*Grant and Jefferson—separated

**Frank and Wilson run a two-week enrichment program.

MIDDLE SCHOOL			
School	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
Bullen	140	122	120
Lance	91	83	91
Lincoln	59	54	52

MIDDLE SCHOOL			
School	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
Mahone	96	99	89
Washington	102	92	74
STUDENT TOTALS	488	450	426

LIFE, LEARNING, LEISURE			
School	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
K-12	69	60	74

HIGH SCHOOL			
School	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
Bradford	537	620	520
Indian Trail	811	683	649
Reuther/Harborside	236	221	208
Kenosha eSchool	96	92	91
Tremper	779	700	741
High school employability skills	177	141	105
STUDENT TOTALS	2,636	2,457	2,314

FINE ARTS, CAMPS AND INSTRUCTIONAL RECREATIONAL OFFERINGS			
Area	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
Fine Arts			
Continental and K-L Band	237	176	175
Orchestra	665	690	531
Jazz	62	50	48
Camps			
MS Exploration Camps	250	312	165
Instructional Recreation Classes			
Swimming	1,047	1088	773
Baseball/softball	126	132	152
Basketball	80	287	347
Tennis	276	308	382
Soccer	300	292	395
Intramural high school weight lifting	NA	305	268
Rambler Band	136	120	80

FINE ARTS, CAMPS AND INSTRUCTIONAL RECREATIONAL OFFERINGS			
Area	2017 Student Enrollment	2018 Student Enrollment	2019 Student Enrollment
Instructional Recreation Classes			
Band of the Blackwatch	109	140	119
KYPAC	141*	170*	169*
STUDENT TOTALS	3,429**	4,070**	3,604**
*Includes the Summer Shakespeare Theatre for grades 9-12			
**Total includes duplicate students who enrolled in multiple sections			

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 10, 2019

SCHOOL SAFETY LAW REQUIREMENTS

Background:

On March 26, 2018, the former Governor signed the Wisconsin School Safety Bill which created a new Office of School Safety in the Department of Justice (DOJ) and provided \$100M in funding for school safety grants of which KUSD received \$2,083,287. In addition to the grant funding, the new school safety law contained other requirements some of which require School Board review and approval. This report will serve as the formal Board approval of these requirements for 2019.

Emergency Operations Plan:

The law requires (State Statute 118.07 (4) (b, c, d & e)) that school districts file a copy of their school safety plan with the Department of Justice Office of School Safety prior to January 1, 2019, and before January 1 every year thereafter. We will submit our safety plan as part of the annual submittals to the DOJ at the end of December. The law also requires that the School Board review and approve the plan every three years, and that local law enforcement also review the plan. Our formal review and approval was done in 2018 with the law enforcement review signed by the Director of the Kenosha County Emergency Management Lt. Horace Staples of the Kenosha County Sheriff's Department on May 14, 2018, and School Board approval on December 11, 2018. The next approval is required in 2021 or when we make significant changes to the plan whatever comes first.

School Safety Assessments:

The law also requires (State Statute 118.07 (4) (b)) that school districts in consultation with a local law enforcement agency perform an on-site safety assessment of each school building, site and facility regularly occupied by pupils. To meet this requirement, KUSD hosted an 8-hour School Security Assessment Training session administered by the Wisconsin School Safety Coordinators Association (WSSCA). A total of nineteen (19) Kenosha Unified, Kenosha Police Department, and Pleasant Prairie Police Department staff members attended the training session at Indian Trail High School & Academy. In the fall of 2018 members of the Facilities Department and officers from our two local police departments performed assessments of every school in the District. The assessments took between two and three hours depending on the size of the school and involved three main areas of review:

- Direct observation of either student arrival or dismissal including all of the activities leading up to and following bell time.

- A lengthy interview with the School Principal and other appropriate team members
- A walkthrough of the building and site looking at specific areas related to school safety and security

The assessment tool used was developed by WSSCA and modified by KUSD to customize it for our District. Each assessment was summarized on a 16-17 page document that was written by the Facilities Department staff member participating in the assessment, and then was reviewed by the Principal and the police officer who was on the assessment team. We utilized the services of our five School Resource Officers on the assessment teams. Those assessments were provided as part of last December's update to the Board and submitted to the DOJ shortly thereafter. We plan on updating the assessments on a frequency such that at least one third of the district is re-evaluated annually starting in 2020. The updated assessments will be provided to the Board as part of each year's submittal of this report.

School Violence Event Safety Drills:

Another requirement of the law (State Statute 118.07 (4) (cp)) is that districts perform at least one annual drill related to a school violence event. As part of our District-wide adoption of ALICE a few years ago, KUSD developed a set of seven lesson plans per grade level that included two active threat/ALICE drills each year. As a result of our comprehensive plan in response to the new school safety law, we have expanded the number of drills from two to three. The law also requires that the Principal of each school submit a brief written description of each annual drill(s) to the School Board within 30 days of holding the drill. Those assessments are coordinated by the Office of School Leadership and the December 3rd drill assessments can be reviewed via the following link.

Link: [December 3rd Drill Summary](#)

School Security Training:

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

Link: [2019-20 Training Schedule](#)

Administration Recommendation:

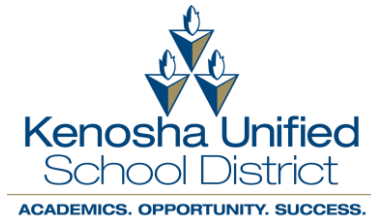
Administration recommends Board approval of the School Safety Law Requirements as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Chief of School Leadership

Mr. Patrick M. Finnemore, PE
Director of Facilities

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National Mentoring Month January 2020

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

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

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

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

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

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2020 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help in our mission of providing excellent, challenging learning opportunities and experiences that prepare each student for success.

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

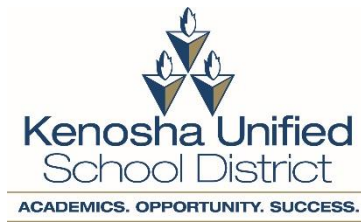
President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

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December 10, 2019

DONATIONS TO THE DISTRICT

The District has received the following donation:

1. Milwaukee Tools donated various tools valued at \$19,982 to Indian Trail High School & Academy.
2. Milwaukee Tools donated various tools valued at \$18,400 to Bradford High School.
3. Milwaukee Tools donated various tools valued at \$17,090 to Indian Trail High School.
4. Your Cause, LLC Trustee for Abbvie Employee Engagement Fund donated \$10,000 to the Indian Trail High School & Academy Football Program.
5. Milwaukee Tools donated various tools valued at \$8,500 to LakeView Technology Academy.
6. Greg Leech donated \$3,500 to the Bradford High School Boys Basketball Team.
7. Guardians of The Children, Bell City Chapter donated \$1,750 worth of school supplies to KUSD students in need.
8. Bradford High School received an anonymous donation of \$1,187 for their Cheer Program.
9. Bradford High School received an anonymous donation of \$850.12 for their Cheer Program.
10. Amelia Nutter made a memorial donation of \$500 to the Bradford Orchestra Program.
11. STR Building Resources Specialty Engineering Group donated a box of snow brushes to the Educational Support Center. The estimated value of this donation is unknown.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

November 19, 2019

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

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

January

- January 20, 2020 – Dr. Martin Luther King, Jr. Day – District Closed
- January 24, 2020 – Second Quarter Ends, Staff Workday, No Students Report
- January 28, 2020 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom

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