Kenosha Unified School District

REGULAR MONTHLY BOARD MEETING

March 24, 2020

7:00 PM

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

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Regular School Board Meeting
March 24, 2020
Educational Support Center
7:00 PM
REVISED 2

Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2020

Motion to Waive School Board Policy 8870

Proposed Motion:

Due to the current COVID-19 pandemic, I move that Policy 8870 – Public Participation at School Board Meetings be waived for the March 24, 2020, regular school board meeting.

Additional Information:

Citizens wishing to share their views and comments with the board may do so in writing via email to the school board secretary, Stacy Busby at sbusby@kusd.edu or via United States Postal Service mailed to 3600-52nd Street, Kenosha, WI 53144.

Dan Wade
School Board President

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Kenosha Unified School District
Kenosha, WI
March 24, 2020

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Franz	Amy	Finance Department	Accountant/Bus Info Systems	AST	03/02/2020	1
Appointment	Jones	Autumn	Brass Elementary School	Grade 1	Instructional	03/09/2020	1
Appointment	Mangold	Kaelan	Bradford High School	Security	ESP	03/09/2020	1
Appointment	Mulder	Eric	Information Services	Technology Support Tech	AST	03/02/2020	1
Appointment	Patterson	Yanika	Lincoln Middle School	Math	Instructional	02/24/2020	1
Appointment	Sanchez	Barbara	EBSOLA DL	Elementary Principal	AST	04/06/2020	1
Appointment	Wright	Ernest	Brass Elementary School	Night Custodian - Second Shift	Facilities	02/17/2020	1
Resignation	Byron	Heidi	Bradford High School	Special Education	ESP	02/25/2020	1
Resignation	Davidson	Jill	Lance Middle School	Social Studies	Instructional	06/11/2020	1
Resignation	Franz	Amy	Finance Department	Purchasing Specialist (12 MO)	ASP	03/02/2020	1
Resignation	Johnson	Sherry	Prairie Lane Elementary	E.C.	Instructional	03/03/2020	1
Resignation	McGranahan	Jared	Tremper High School	Physical Education	Instructional	06/11/2020	1
Resignation	Wamboldt	Phillip	Vernon/Southport Elementary Schools	Night Custodian - Second Shift	Facilities	04/03/2020	1
Resignation	Weeks-Douglas	Marie	Southport Elementary School	Guidance	Instructional	03/06/2020	1
Resignation	Weil	Bryana	Bradford High School	Cross Categorical	Instructional	02/27/2020	1
Retirement	Chatman	Frances	EBSOLA CA	Grade 1	Instructional	07/24/2020	1
Retirement	Coopman	Sandra	Boys & Girls Club	C.D.S. Step West	Instructional	06/11/2020	1
Retirement	Deutscher	Lori	Lakeview Technology Academy	Security	ESP	06/10/2020	1
Retirement	Hauke	Theresa	Pleasant Prairie Elementary	Grade 4	Instructional	06/11/2020	1
Retirement	Huck	Debra	Whittier Elementary School	Grade 1	Instructional	06/11/2020	1
Retirement	Lee	Jean	Bradford High School	Biology/Life Science	Instructional	06/11/2020	1
Retirement	McCollum	Kirsten	Bullen Middle School	Business	Instructional	06/11/2020	1
Retirement	Mentek	Elizabeth	Lance Middle School	Administrative Support (10 MO)	ASP	03/31/2020	1
Retirement	Schlevensky	Tamara	KTEC West	Grade 3	Instructional	04/17/2020	1
Retirement	Schultz	Marcella	Stocker Elementary School	Classroom	ESP	06/10/2020	1
Retirement	Yepez	Ramiro	Dimensions of Learning	Night Custodian - Second Shift	Facilities	06/10/2020	1
Retirement	Zutavern	Sharon	Lance Middle School	Night Custodian - Second Shift	Facilities	04/03/2020	1
Separation	Guerra	Jennifer	Head Start/Chavez	Clerical	ESP	02/27/2020	1

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A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 19, 2020

A special meeting of the Kenosha Unified School Board was held on Wednesday, February 19, 2020, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public, Discussion/Possible Action on School Board Policies 4111 – Anti-Harassment, 5110.2 – Nondiscrimination Guidelines Related to Students Who are Transgender and Students Nonconforming to Gender Role Stereotypes, 5111 – Bullying and 8850 – School Board Committees.

The meeting was called to order at 5:31 P.M. with the following members present: Ms. Adams, Mrs. Modder, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Duncan and Ms. Stevens were excused.

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

There were views and/or comments by the public.

Dr. Savaglio-Jarvis, introduced Attorney Ron Stadler, Jackson Lewis P.C., who explained that this evening the board will review the red-lined policies that were presented in October 2019 with revisions requested by the board. Those policies also appeared on the November 19, 2019, regular board meeting agenda for discussion.

Mr. Stadler started the discussion with Policy 5110.2 - Nondiscrimination Guidelines Related to Students Who are Transgender and Students Nonconforming to Gender Role Stereotypes. He noted a recent lawsuit filed against the Madison Metropolitan School District. Ms. Susan Valeri, Chief of School Leadership, provided background regarding Policy 5110.2 and efforts the District has made to assist students. There was discussion about adding definitions contained in the Madison document.

Dr. Savaglio-Jarvis noted that Mr. Brian Juchems, Co-Director of GSAFE, was present this evening in the event the board had any questions they wished to address to him.

There was consensus to add the definitions contained in the Madison Metropolitan School District "Guidance & Policies to Support Transgender, Non-binary & Gender-Expansive Students" to Policy 5110.2 under Guidelines, 1. Definitions.

Mr. Juchems responded to board questions.

There was consensus to keep sections #3, 4, 5, 6, as is in Policy 5110.2.

Mrs. Modder moved to approve Policy 5110.2 as a first reading as presented with the addition of definitions. Mr. Battle seconded the motion. Unanimously approved.

The board recessed at 7:10 p.m. and reconvened 7:15 p.m.

Mr. Stadler reviewed Policy 5111 – Bullying which is a proposed revision to an existing policy.

A typo was noted on page 13, paragraph 3 of packet. Should be Policy 5110.2 instead of 51102.

Mr. Battle moved to approve Policy 5111 as first reading with the addition of "or written" after the word "Verbal" in the second bullet. Ms. Adams seconded the motion. Unanimously approved.

Mr. Stadler reviewed Policy 4111 – Anti-Harassment which is an employment policy. There is a separate policy regarding students.

Ms. Adams moved to approve Policy 4111 as a first reading with the addition of specific behaviors contained as legally protected status. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Wade presented review of Policy 8850 – School Board Committees. Board members shared their views and comments in relation to Policy 8850.

Mr. Stadler provided input on how other governmental entities function as it relates to committees. He noted with a board of only seven members, it is somewhat unusual to have committees except ad hoc committees.

Dr. Savaglio-Jarvis discussed process for creation of ad hoc committees by the Board of Education.

Mr. Wade asked board members to submit ideas to him relative to committees for discussion at a future meeting.

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

Meeting adjourned at 8:03 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 25, 2020

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 25, 2020, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:15 P.M. with the following members present: Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis, Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy, Ms. Valeri, Mr. Hamdan, Mrs. O'Connor, and Mrs. Ruder were also present. Ms. Adams arrived later.

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

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

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

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

1. Personnel: Position Assignments
   Ms. Adams arrived at 5:18 P.M.

   Dr. Savaglio-Jarvis updated board members on a potential position assignment. Discussion followed on the District's hiring process.

   Ms. Valeri and Mrs. Ruder were excused from the meeting at 5:51 P.M.

2. Collective Bargaining Deliberations
   Mr. Hamdan provided Board members information in relation to collective bargaining deliberations and discuss followed.

   Attorney Lewis, Mrs. O'Connor, and Mr. Hamdan were excused from the meeting at 6:13 P.M.

3. Review of Findings/Orders by Independent Hearing Officer
   Dr. Bethany Ormseth, Principal at LakeView Technology Academy, arrived at 6:15 P.M. and presented Board members with information relating to two expulsions.

   Dr. Savaglio-Jarvis and Dr. Ormseth departed the meeting at 6:22 P.M.

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

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

4. <u>Personnel: Problems</u>

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

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

Meeting adjourned at 6:30 P.M.

Stacy Schroeder Busby
School Board Secretary

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 25, 2020, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Wade, President, presided.

The meeting was called to order at 7:01 P.M. with the following Board members present: Ms. Adams, Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Battle, Mr. Garcia, and Mr. Wade. Dr. Savaglio-Jarvis was also present.

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

Ms. Adams introduced the student ambassador, Janecia Evans from Harborside Academy, and she made her comments.

There were no awards or recognitions.

There were no Administrative/Supervisory Appointments.

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

Mrs. Modder gave the legislative report.

Views and/or comments were made by the public.

There were no remarks made by the Board President.

Board members considered the following Consent-Approve items:

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

Consent-Approve item X-B – Minutes of the 1/15/20 and 1/28/20 Special Meeting and Executive Sessions and the 1/28/20 Regular Meeting.

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

"It is recommended that the January 2020 cash receipt deposits totaling $185,995.59, and cash receipt wire transfers-in totaling $38,807,736.41, be approved.

Check numbers 587796 through 589076 (net of voided batches) totaling $4,697,685.13, and general operating wire transfers-out totaling $3,542,963.76, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2020 net payroll and benefit EFT batches totaling $15,811,075.90, and net payroll check batches totaling $6,429.07, be approved."

Mrs. Modder moved to approve the consent agenda. Mr. Duncan seconded the motion. Unanimously approved.

Ms. Adams presented Resolution 360 – Resolution Recognizing Black History Month which read as follows:

"WHEREAS, the origination of Black History Month stems back as far as 1915 when a national celebration of the 50th anniversary of emancipation sponsored by the state of Illinois took place to highlight the progress made since the destruction of slavery; and

WHEREAS, every U.S. president since 1976 has officially designated the month of February as Black History Month as a means to celebrate the achievements of black Americans and a time for recognizing the central role of African Americans in U.S. history; and

WHEREAS, it is extremely important to reflect on, recognize and celebrate the contributions and accomplishments of black Americans throughout history, not just in February, but throughout the entire year; and

WHEREAS, by observing Black History Month, we raise awareness of the continuing struggle for freedom and equal opportunity, and bring focus to racial barriers to equal education in public schools and work towards closing racial achievement gaps; and

WHEREAS, corresponding school activities held in February and throughout the school year will encourage students to strive for the best education as a means to fulfill their potential.

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified School District's Board of Education does hereby adopt this resolution to proclaim February 2020 as Black History Month.

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

Ms. Stevens moved to approve Resolution 360 – Resolution Recognizing Black History Month. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Wade introduced the Unallocated Funds in the 2019-2020 Adopted Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

"The 2019-20 budget of the Kenosha Unified School District was adopted on October 22, 2019, as a balanced budget with approximately $7MM of expenditures pending allocation by the Board of Education. Several factors created this available capacity in the 2019-20 budget:

• Prior to the 2019-21 State budget adoption, the KUSD Board made expense reducing decisions to counter the loss of revenue due to declining enrollment and to balance the budget. Most notably was the change in health insurance carriers and plan design.

• With the subsequent passing of the State budget, approximately $3MM was added to the KUSD revenue budget.

• The final 2019-20 staffing budget completed after the 3rd Friday count in September 2019 revealed additional savings as compared to the prior budget.

o   For the first time in many years, open enrollment was required for all benefit participants. This meant coverage required active selections versus passive rolling over of coverage from year to year.

o   There were shifts in the number of elected family plans as compared to single plans.

o   There was an increase in the number of staff members that waived benefit coverage or did not respond to open enrollment.

o   There were salary savings due to staff turnover. For budgeting purposes, the $7MM of expenditures are available for allocation and use in the 2019-20 fiscal year and must be spent by June 30th, 2020. Future fiscal years will be reevaluated with all known revenue and expenditure variables relevant to those respective fiscal years to determine budget surplus or deficit within the time frames.

The administration has identified potential uses for these funds that would fall under the following categories: staff appreciation, facilities, security, equity, and other administrative functions.

It is requested that the Board of Education consider and vote on the individual budget items numbers 1 through 10 for the 2019-20 budget as presented in Attachment C."

Mr. Garcia moved to approve budget item number 1 for the 2019-2020 budget as presented in Attachment C. Ms. Adams seconded the motion.

Roll Call Vote: Ayes: Ms. Adams, Ms. Stevens, Mrs. Modder, Mr. Duncan, Mr. Garcia, and Mr. Wade. Noes: None. Motion carried. Mr. Battle abstaining.

Mr. Garcia moved to approve budget item numbers 2 through 10 for the 2019-2020 budget as presented in Attachment C. Mr. Battle seconded the motion. Unanimously approved.

Mrs. Lindsey O'Connor, Chief Human Resource Officer, presented the Employee Handbook submitted by herself and Dr. Savaglio-Jarvis, excerpts follow:

"The 2020-2021 handbook is the sixth edition of the handbook. This year we have a few minor housekeeping updates and grammatical and formatting corrections, but no changes to any currently existing benefits.

Administration recommends the Board of Education approve the 2020-2021 Employee Handbook."

Mr. Duncan moved to approve the 2020-2021 Employee Handbook. Ms. Stevens seconded the motion. Unanimously approved.

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

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

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

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2019 through December 2019.

This is an informational report provided to the school board every six months."

Mr. Kristopher Keckler, Chief Information Officer, presented the School Year 2020-2021 Preliminary Enrollment Projections submitted by Mrs. Lorien Thomas, Research Coordinator; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

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

Preliminary enrollment projections for School Years 2020-21, 2021-22 and 2022-23 are being submitted to the School Board utilizing enrollment trends, birth rates, and cohort survival rates.

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

The projections indicate that student enrollment at the elementary level will be 8,307, a decrease of -233 students when compared to this school year. The majority of this decrease represents the cumulative effects of the declining birthrate (Appendix D). The annual shift will now impact grade 5 for 2020-21.

The projected middle school enrollment is 3,821 students, an increase of +25 students when compared to this school year. The declining birth rate is expected to affect the middle school cluster beginning in SY 2021-22.

At the high school level, the projected enrollment of 5,961 students is nearly identical for the high school students from this school year. There is only a -2 student decrease projected for the KUSD high schools.

The total enrollment counts for Special Schools are expected to decrease slightly by -4 students in SY 2020-21 with a total of 2,616 students. The outlook for these schools should remain stable for the next few years as there are no projected changes to any of these identified schools.

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

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

Mr. Keckler gave a PowerPoint presentation entitled *KUSD Enrollment Projections* which covered the following topics: national decline, WI annual births, KUSD total enrollment trends, WI large district trends, number of births and KUSD Kindergarten enrollment, 10 year trend (k-5), 10 year trend (6-8), 7 year trend (9-12), KUSD cohort average (k-12), KUSD boundary schools, and KUSD non-boundary schools.

Mrs. Modder presented the Donations to the District.

Mrs. Modder moved to approve the Donations to the District. Ms. Adams seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:29 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
March 24, 2020

CASH RECEIPTS	reference	total
February 2020 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	*state aids register receipts*	$ 2,389,008.51
District Municipalities	*tax settlement - February payment*	22,733,405.80
Johnson Bank	*account interest*	2,492.85
US Treasury	*interest refund - various bond issues*	49,285.82
Bankcard Services (MyLunchMoney.com)	*food services credit card receipts (net of fees)*	149,005.86
Bankcard Services (Purple Pass)	*fine arts ticket sales receipts (net of fees)*	48,349.30
Bank (RevTrak)	*district web store receipts (net of fees)*	56,240.41
Retired & Active Leave Benefit Participants	*premium reimbursements*	26,354.83
HHS	*head start grant*	193,480.28
Various Sources	*small miscellaneous grants / refunds / rebates*	56,273.81
Total Incoming Wire Transfers		25,703,897.47
February 2020 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	*(excluding credit cards)*	332,488.11
TOTAL FEBRUARY CASH RECEIPTS		$ 26,036,385.58

CASH DISBURSEMENTS	reference	total
February 2020 Wire Transfers-Out, from Johnson Bank to:		
Payroll & Benefit wires		
Individual Employee Bank Accounts	*net payrolls by EFT (net of reversals)*	$ 7,928,350.97
WI Department of Revenue	*state payroll taxes*	537,250.12
WI Department of Revenue	*state wage attachments*	3,888.13
IRS	*federal payroll taxes*	2,712,007.16
Delta Dental	*dental insurance premiums*	240,259.36
Diversified Benefits Services	*flexible spending account claims*	3,932.88
Employee Trust Funds	*wisconsin retirement system*	1,546,451.92
NVA	*vision insurance premiums*	21,364.90
Optum	*HSA*	342,953.81
Various	*TSA payments*	348,311.18
Subtotal		13,684,770.43
General Operating Wires		
US Bank	*purchasing card payment-individuals*	273,377.23 *
Kenosha Area Business Alliance	*LakeView lease payment*	16,666.67
Johnson Bank	*banking fees*	335.15
United Healthcare	*health insurance premiums*	3,197,541.84
Various	*returned checks*	75.00
Subtotal		3,487,995.89
Total Outgoing Wire Transfers		$ 17,172,766.32
February 2020 Check Registers - All Funds:		
Net payrolls by paper check	*Register# 01003DP, 010004DP*	$ 14,530.29
General operating and food services	*Check# 589077 thru Check# 590307 (net of void batches)*	3,312,398.53
Total Check Registers		$ 3,326,928.82
TOTAL FEBRUARY CASH DISBURSEMENTS		$ 20,499,695.14

See attached supplemental report for purchasing card transaction information

Transaction Summary by Merchant

Billing Cycle Ending February 17, 2020

Merchant Name	Total	
HOTEL	$	54,105.00
KITCHEN CUBES LLC	$	18,431.00
AIRLINE	$	10,925.63
ULINE *SHIP SUPPLIES	$	6,981.60
RESTAURANTS & CATERING	$	6,926.03
HAJOCA KENOSHA PC354	$	6,437.69
MARK S PLUMBING PARTS	$	5,437.75
MENARDS KENOSHA WI	$	5,337.73
PAYPAL *ATNORG	$	5,335.00
WISCONSIN STATE READING A	$	5,221.00
BUILDERS HARDWARE AND HOL	$	4,472.00
TRANE SUPPLY-116407	$	3,960.00
3654 INTERSTATE	$	3,940.90
USPS.COM POSTAL STORE	$	3,834.70
LINCOLN CONTRACTORS SUPPL	$	3,694.45
VEHICLE MAINT. & FUEL	$	3,623.37
EB ESSENTIALS OF THE	$	3,500.00
INDUSTRIAL CONTROLS	$	3,136.99
TOOLBARN.COM	$	3,050.00
GLOBALKNOWLEDGETRAININ	$	2,995.00
FIELDPRINT INC	$	2,925.00
HALLMAN LINDSAY PAINTS -	$	2,799.90
MILWAUKEE ADMIRALS	$	2,658.00
KATOM RESTA	$	2,553.92
BASEBALLRACKS.COM	$	2,525.00
PRAIRIE SIDE TRUE VALUE	$	2,365.45
VIKING ELECTRIC-MILWAUKEE	$	2,169.94
CONNEY SAFETY	$	2,093.32
GRAINGER	$	2,069.86
HP *HP.COM STORE	$	1,910.45
SOLUTION TREE INC	$	1,887.30
SAMSCLUB #6331	$	1,763.41
DPI WS2 MQR EPAY	$	1,750.00
MIM*MIMEO.COM	$	1,627.03
AUTISM GREATER WI	$	1,620.00
CHESTER ELECTRONIC SUPPLY	$	1,491.64
JIM MURRAY INC	$	1,430.00
FULL COMPASS SYSTEMS	$	1,338.38
TICKETLEAPTICKETS COM	$	1,297.50
REVERE ELECTRIC SUPPLY CO	$	1,255.52
IN *RLB HYDRAULIC SERVICE	$	1,252.06
BIGCERAMICSTORE.COM	$	1,195.00
PAYPAL *WISCONSINAS	$	1,165.00
MENARDS RACINE WI	$	1,142.03
IN *A BEEP, LLC	$	1,131.00
WASBO FOUNDATION	$	1,065.00
ETSY.COM - SISTERMADEDESI	$	1,055.00

ZORO TOOLS INC	$	1,031.44
NASN	$	1,000.00
IN *A3 PERFORMANCE	$	997.85
JOHNSTONE SUPPLY	$	974.52
CASCADE MOUNTAIN RETAIL	$	930.00
GFS STORE #1919	$	923.77
BATTERIES PLUS #0561	$	901.20
HIGHWAY C SERVICE INC	$	900.86
BETTY BRINN CHILDRENS MUS	$	890.50
IN *AMERICAN LASER MARK I	$	874.00
ZORN COMPRESSOR & EQUIPM	$	848.19
SPEEDY METALS - WEBSITE	$	844.60
SAN-A-CARE	$	840.42
DASH MEDICAL GLOVES	$	828.00
COSTCO WHSE #1198	$	815.81
PAYPAL *WISCONSINNU	$	800.00
HOMEDEPOT.COM	$	771.38
ROBONATION, INC.	$	763.00
SPHERO, INC.	$	749.95
MUSIC THEATRE INTERNATIO	$	735.00
WSST	$	731.00
GUTTORMSEN RECREATION CEN	$	728.00
FIRST SUPPLY LLC #2033	$	707.80
MINUTEMAN PRESS KENOSHA	$	707.58
NATL CNCL FOR BHVRL HTH	$	699.73
KENOSHA BR TEAM SPORT	$	697.36
DSPS EPAY ISE	$	680.00
DISCOVERY WORLD	$	677.00
PAYPAL *WISMATH	$	650.00
SQ *ARIZONA CORRECTIONAL	$	650.00
CHRISTOPHER R GREEN SR	$	642.50
OTC BRANDS INC	$	616.41
SQ *NAREN-WISCONSIN	$	600.00
BRUCE BOILER BURNER EQUIP	$	597.81
ELITE LIMOUSINE INC	$	594.00
CUSTOMINK LLC	$	584.95
SPIRAL BINDING LLC	$	583.65
WSCA	$	570.00
E-CONOLIGHT	$	569.13
KENOSHA HISTORICAL	$	552.00
WISCONSIN ASSOCIATION OF	$	548.00
FESTIVAL FOODS	$	541.24
FILTRATION CONCEPTS INC	$	532.55
AM LEONARD	$	528.64
HEINZ DISPENSING SOLUTION	$	520.92
AMERICAN PAYROLL ASSOC	$	516.00
BAUDVILLE INC.	$	503.20
KIMBALL MIDWEST PAYEEZY	$	493.62
TOTALLY PROMOTIONAL	$	489.60
MCCOTTER ENERGY SERVICE L	$	484.31
WAL-MART #1167	$	482.03
AWSA	$	481.00
JON DON ECOMM #999	$	480.99
EB 2020 NATIONAL KIDS	$	468.51

RICHELIEU AMERICA	$	461.80
HUDL	$	450.00
PAYPAL *IRISTRIFOI	$	441.00
SAMS LIMOUSINE AND TRANS	$	440.00
NTLREST SERVSAFE	$	436.30
CYT CHICAGO	$	431.00
MILWAUKEE SYMPHONY ORCHES	$	423.00
PARTSWAREHOUSE.COM	$	422.07
WFEA	$	415.00
NASCO FORT ATKINSON	$	406.30
AMZN MKTP US*E27X89XI3	$	400.08
FARM & FLEET STURTEVANT	$	386.09
SOSMETAL PRODUCTS INC	$	380.69
SHIFFLER EQUIPMENT	$	379.40
AIRPORTSHUTTLES.COM	$	379.00
EB 2020 YOUTH APPRENT	$	375.00
EB IXL LIVE-MILWAUKEE	$	375.00
LOWES #02560*	$	366.81
ACMETOOLS.COM	$	358.99
MCMASTER-CARR	$	345.95
FASTENAL COMPANY 01WIKEN	$	344.59
WOODWORKERS HARDWARE I	$	341.95
WIAA	$	336.00
USA ARCHERY USA ARCHERY	$	313.66
FERGUSON ENT #1020	$	313.29
HOLLAND SUPPLY INC	$	310.95
FLORIDA VIRTUAL SCHOOL	$	309.00
EB UNVEILING MATH MIL	$	309.00
JOANN STORES #2468	$	303.10
FIRE BRICK	$	302.40
MILWAUKEE ART MUSEUM -	$	300.00
HERTZ RENT-A-CAR	$	297.84
V BELT GLOBAL SUPPLY	$	297.24
WISCONSIN SCHOOL PSYCHOLO	$	295.00
J.W. PEPPER	$	286.40
WM SUPERCENTER #1167	$	283.79
AIRGAS USA, LLC	$	281.06
ENTERPRISE RENT-A-CAR	$	279.60
AT&T*BILL PAYMENT	$	275.24
AMZN MKTP US*5N6OR5Z43	$	273.98
AMZN MKTP US*V06HG7FS3 AM	$	270.00
ON DECK SPORTS	$	269.99
NATL CCL TEACHERS OF MATH	$	264.52
EB CREATIVE SOUTH 202	$	263.67
SMARTSIGN	$	260.95
PAYPAL *EDUCATIONAL	$	254.00
OFFICEMAX/DEPOT 6358	$	251.72
PESI INC	$	250.00
DICKOW CYZAK TILE CARP	$	246.96
CENTRAL-NORTH CENT ACDA	$	246.00
EXPERTS EXCHANGE LLC	$	239.88
HALOGEN SUPPLY COMPANY IN	$	239.79
AMAZON.COM*Y26I95U33 AMZN	$	239.01
AIRGAS USA, LLC	$	235.01

VIKING ELECTRIC-CREDIT DE	$	223.07
MILWAUKEE PUBLIC MUSEUM	$	220.00
EVERBRITE LLC	$	214.00
ZOOM.US	$	208.15
WISCONSIN COACH LINES	$	204.00
WRISTBAND.COM	$	201.00
GREEN MEADOWS FARM	$	200.00
CHEERSOUNDSEXPRESS	$	199.00
SQ *EPRO GASKET & BOILER	$	197.99
NATIONAL ASSOCIATION FOR	$	191.00
VARSITY SPIRIT CORP	$	190.43
COWRY CLASSIC LIMOUSINE S	$	183.10
JADE LEARNING LLC	$	179.00
ASCD	$	178.00
PAYPAL *CRAIGLEETKC EBAY	$	176.71
POSITIVE PROMOTIONS	$	176.05
MAXISHARE	$	175.00
WIPPS	$	175.00
ED HOYS INTERNATIONAL	$	173.13
GATEWAY-KENOSHA BKST #531	$	172.49
AMERICAN REGISTRY	$	171.90
AAA CLUB/INSUR 0470590R	$	169.20
AD AGE SUBSCRIP	$	169.00
SPECTRUM	$	164.92
PROGRESSIVE BUSINESS PUB	$	164.00
EASY FUNDRAISING IDEAS	$	160.00
MONSTER JANITORIAL LLC	$	150.89
PEARDECK.COM	$	149.99
CROWN TROPHY	$	139.90
MAXON EQUIPMENT INC.	$	125.13
WWW.IOWASAFESCHOOLS.OR	$	125.00
AMZN MKTP US*VF2CB1S63	$	123.96
TIEMART, INC	$	120.89
DICK'S SPORTING GOODS	$	120.55
ANIXTER/CLARK/TRI-ED	$	119.32
REI*GREENWOODHEINEMANN	$	114.89
KRANZ INC.	$	114.25
WALMART.COM 8009666546	$	111.72
VIKING ELECTRIC - KENOSHA	$	109.26
X STAMPER SHACHIHATA	$	96.00
BIG K LIMO	$	95.00
AMZN MKTP US*SY4UB8073	$	90.93
AMAZON.COM*Z50PJ8E53	$	90.88
WNPA - HOME OFFICE BOOKST	$	85.46
MCCALL S	$	84.00
USPS PO 5666100158	$	82.25
AMZN MKTP US*E69OT9SO3	$	82.20
GALESBURG ELECTRIC INDUST	$	81.61
AMERICAN RED CROSS	$	80.00
ACT*YEARLY SUBSCRIPTIO	$	79.95
AMER LIB ASSOC-CAREER	$	78.00
GFS STORE #1923	$	76.45
TARGET PLUS	$	75.92
SAMS CLUB #6331	$	73.28

SPELLCITY	$	69.95
GFTSHPSANDIEGOMARRIOTTMAR	$	67.17
DEMCO INC	$	64.03
ADOBE STOCK	$	63.28
MIDTOWN FLORIST	$	62.19
DOLLAR-GENERAL #6776	$	62.00
RALPHS #0123	$	61.54
WM SUPERCENTER #1635	$	60.75
IN *IMAGINE U, LLC	$	60.00
MAILCHIMP *MONTHLY	$	59.99
SAMSCLUB.COM	$	59.09
CARTER TRANS AUSTIN	$	57.92
GARD SPECIALISTS CO INC	$	57.14
PICK N SAVE #871	$	56.92
USPS PO 5642807500	$	55.00
NEOPOST	$	54.00
CITY OF KENOSHA PUBLIC	$	50.00
THE WOODWORKING SHOWS	$	50.00
PRENTKE ROMICH	$	49.85
TOWN & COUNTRY GLASS INC	$	48.00
BADGER THERMAL UNLIMITED	$	47.53
CLEVER PROTOTYPES, L	$	46.71
DOLLAR TREE	$	46.50
AMZN MKTP US*NK0BL3RP3	$	45.57
REALLY GOOD *	$	44.92
IFIXIT.COM	$	44.90
FLUID HANDLING INC	$	42.80
AMZN MKTP US*YV0VC1HY3	$	42.19
PARTY CITY 1002	$	42.19
IDOA WASHINGTON PARKING-	$	40.00
SMK*WUFOO.COM CHARGE	$	39.00
MICHAELS #9490	$	38.96
TARGET.COM *	$	37.92
KAHOOT! AS	$	36.00
QUIZLET.COM	$	35.99
AMAZON.COM*MY1GR5A23	$	29.97
TARGET 00022517	$	29.75
DOLLAR GENERAL #21533	$	27.00
AMAZON.COM*NJ20Y6CU3	$	26.36
BOUND TO STAY BOUND BOOKS	$	25.51
DOA WISGLP RAFFLE LICENSE	$	25.50
CAREERSAFE ONLINE	$	25.00
ROCKLER	$	24.96
1000BULBS.COM	$	24.34
SCREENCASTIFY PREMIUM	$	24.00
PICK N SAVE #874	$	23.46
AMZN MKTP US*HI8VR9UR3	$	22.19
AMAZON.COM*VK96Y2M43	$	21.65
OLD TOWN NEWS T2E SAN	$	21.00
SQ *CAMERON HARATIA	$	20.72
BARNES&NOBLE.COM-BN	$	20.55
SHERWIN WILLIAMS 703180	$	20.29
PIGGLY WIGGLY #344	$	20.12
MOBILE ONE	$	20.00

HOTWIRE*	$	20.00
FRESH THYME #704	$	19.90
MEIJER # 284	$	18.56
AMZN MKTP US*1S94O6ZB3	$	17.92
SQ *MEDHANIE WOLDEK	$	17.04
CHEERORDERS	$	15.88
OFFICEMAX/DEPOT 6358	$	15.81
AMAZON.COM*Q812G8JU3	$	15.78
TRAVELOCITY*7100632616	$	15.00
AMZN MKTP US*1G48H0FX3	$	13.70
DSPS E SERVICE FEE COM	$	13.60
AMAZON.COM*R14TU1C43	$	13.49
TRIPLE CROWN PRODUCTS	$	13.38
HOERNEL LOCK & KEY INC-KE	$	13.25
RENAISSANCE LEARNING INC	$	12.25
PARKSIDE TRUE VALUE	$	12.13
AMZN MKTP US*UU90R9643	$	11.59
SPOTIFY USA	$	10.54
PIGGLY WIGGLY #209	$	9.78
AMZN MKTP US*GW7AV85P3	$	9.48
USPS PO 5676800171	$	9.20
AMZN MKTP US*3P1RN05Z3	$	8.43
JUNIOR LIBRARY GUILD	$	8.00
SQ *SAN - US NEWS	$	5.94
HUDSONNEWS ST862	$	5.42
FEDEX OFFIC17400017491	$	4.12
JPMCKENOSHACITYPMTPOS	$	3.00
APPLE.COM/BILL	$	2.99
WWW.STENHOUSE.COM	$	(11.17)
WALMART.COM	$	(14.76)
LEARNING RESOURCES	$	(36.95)
AMZN MKTP US	$	(159.90)
PAYPAL *CESA 4	$	(225.00)
LEARNING & THE BRAIN CONF	$	(349.00)
US Bank Purchasing Card Payment - Individuals	$	273,377.23

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 24, 2020

Administrative Recommendation

It is recommended that the February 2020 cash receipt deposits totaling $332,488.11, and cash receipt wire transfers-in totaling $25,703,897.47, be approved.

Check numbers 589077 through 590307 (net of voided batches) totaling $3,312,398.53, and general operating wire transfers-out totaling $3,487,995.89, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2020 net payroll and benefit EFT batches totaling $13,684,770.43, and net payroll check batches totaling $14,530.29, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2020

HEAD START FEDERAL GRANT REQUEST

Approval from the Board of Education is requested to submit and implement the Head
Start Federal Grant for the 2020-2021 school year. The funding for this grant is
$2,166,902 for Head Start operations. The grant is designed to fund the operating costs of
the Kenosha Unified School District Head Start Program.

Grant Title
Federal Head Start Grant

Funding Source
U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period
July 1, 2020 to June 30, 2021

Purpose
The purpose of Head Start is to provide comprehensive services in the areas of health,
education, social/emotional development, and parent involvement for low income
preschool children and their families. This grant will service 330 high-risk children who
will be three or four years of age on or before September 1, 2020. Funds will be utilized
to serve the children and their families in all program component areas as required in the
Head Start Act and through the Head Start Performance Standards.

Number of Students Served
330 eligible Head Start Students

Relationship to District Plan and Goals
The Head Start approach to school readiness ensures that families have the resources and
knowledge to support the development of their children, that children are healthy enough
to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and
progress across domains of language, literacy, cognition/general knowledge, approaches
to learning, physical health, well-being, motor and social/emotional development.
Success in these areas will support each child's readiness for kindergarten.

Fiscal Impact Statement
Attachment A

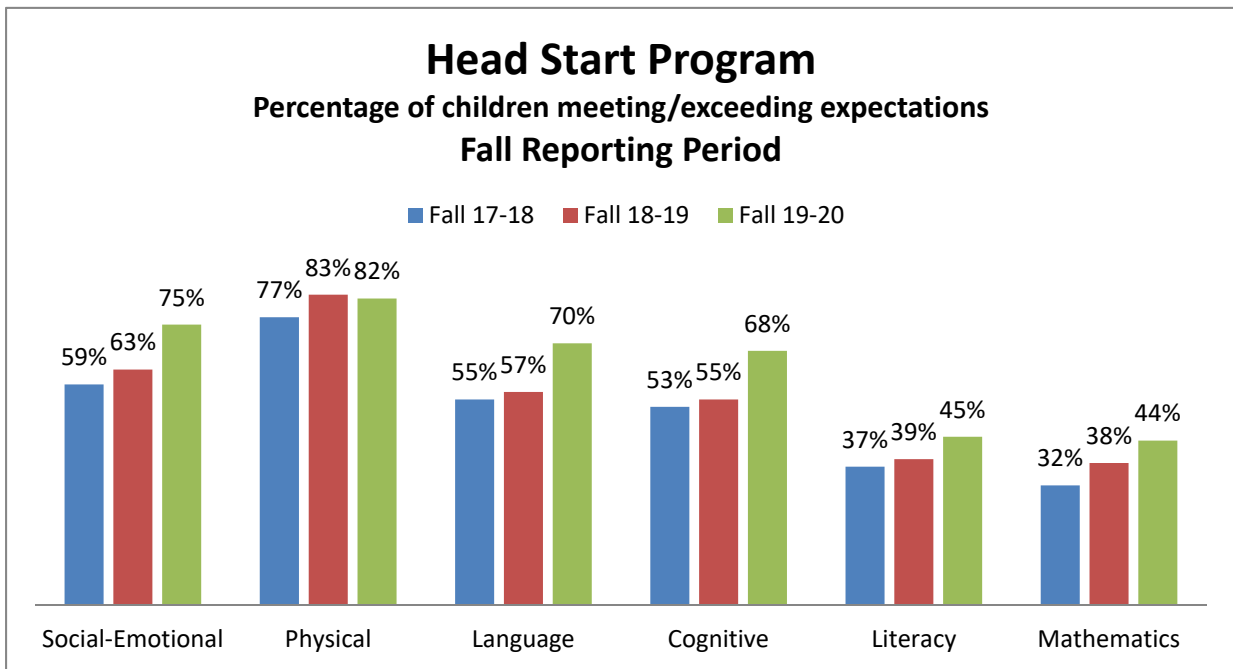**Changes in Program Service and Service Area:**
Changes in service locations for the 2020-2021 school year will be to add a PM session at
McKinley Elementary to meet enrollment needs. All Head Start sites will remain the

same. There are no changes in staffing, all staff will remain the same for the 2020-2021 school year. Head Start will continue to hold sessions at the same sites as the previous year for the 2020-2021 school year. Head Start will serve children and families at:

Head Start Locations 2020-2021	
Two sessions AM and PM	
Bose Elementary School	1 classroom
Brass Elementary School	2 classrooms
C. Strange Elementary School	1 classroom
Cesar Chavez Learning Station	5 classrooms
EBSOLA – Creative Arts	2 classrooms
Frank Elementary	2 classrooms
McKinley Elementary	1 classroom
Wilson Elementary	1 classroom
One Session AM or PM	
Grewenow Elementary – PM Session	1 classroom
Jefferson Elementary – PM Session	1 classroom
McKinley Elementary – AM Session	1 classroom
Jane Vernon Elementary – AM Session	1 classroom

Current Status:
- As of February 2020, Head Start has 389 students enrolled (330 Federal slots and 59 state slots).
- Head Start has increased the number of students with completed physical exams from 54% in September 2019 to 72% in January 2020.
- Head Start has increased the number of students with completed dental exams from 50% in September 2019 to 75% in January 2020.
- As of January 2020 24 children have received dental follow up work, such as having cavities filled.
- The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. School Readiness Outcomes (reported for 380 children) for Fall, 2019-2020 are summarized below:

Head Start Program
Percentage of children meeting/exceeding expectations
Fall Reporting Period

■ Fall 17-18   ■ Fall 18-19   ■ Fall 19-20

Domain	Fall 17-18	Fall 18-19	Fall 19-20
Social-Emotional	59%	63%	75%
Physical	77%	83%	82%
Language	55%	57%	70%
Cognitive	53%	55%	68%
Literacy	37%	39%	45%
Mathematics	32%	38%	44%

As evidenced by the graph, first reporting out data indicates that children are achieving higher in all areas of development except Physical Development, compared to this time last year. However, continuing the trend from last year, Physical Development is the highest area of achievement for fall.

Head Start School Readiness Goals

During each five-year grant period, the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the Head Start Early Learning Outcomes Framework. Below is a summary of progress on Head Start Program's 2018-2023 School Readiness Goals for fall, 2019:

Approaches to Learning
Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking (ELOF Goal: P-ATL5, 6, 7, 9).
Fall 2019-2020: 86% of children are meeting/exceeding expectations for this goal.

Social and Emotional Development
Children will appropriately express and respond to a broad range of emotions, including concern for others (ELOF Goal: P-SE6, 7).
Fall 2019-2020: 84% of children are meeting/exceeding expectations for this goal.

Language and Literacy
Children will increasingly match the amount and use of language required for different social situations and follow social and conversational rules (ELOF Goal: P-LC4).
Fall 2019-2020: 77% of children are meeting/exceeding expectations for this goal.

Cognition
Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during every day experiences (ELOF Goal: P-MATH1, 2, 4).
Fall 2019-2020: 55% of children are meeting/exceeding expectations for this goal.

Perceptual, Motor, and Physical Development
Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation (ELOF Goal: P-PMP3).
Fall 2019-2020: 87% of children are meeting/exceeding expectations for this goal.

Head Start Five Year Grant Goals:

The Management Team will continue to work on the goals for this five year grant:
- Increase the social-emotional competence of children to ensure success in kindergarten.
- Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.

Progress towards these goals:

- Staff who have already received Pyramid Model (PBIS) training have been documented, and face to face and online Pyramid Modules trainings are being offered to staff needing to be trained. Universal practices observations have occurred and Professional Learning is being planned based on these results.
- ChildPlus is being used to document and track children who scored in the monitoring or concern zone on the Ages and Stages: Social Emotional Questionnaire (ASQ:SE). This data is being used to provide families with comprehensive support and access to community resources.
- Parent education classes have been offered to build skills in nutrition, budgeting, and parenting skills.
- Parent Cafes have been implemented to provide the opportunity for parents to share their needs, concerns and ideas about the program.
- The counselor is working closely with Family Service Providers to make effective mental health referrals and following up on the success of those referrals.
- Staff has received training on building relationships with families to increase parent engagement and student attendance.

Evaluation Plan

- Head Start meets a community need with the services that it provides. This will be evidenced through a Head Start waiting list for families that qualify.
- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains. The progress of every child is reported to parents/guardians three times during the school year.

The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.

- Semi-annual Program Reports are presented to the Policy Council and School Board to provide information to monitor the success of the program.
- A Program Plan Report is submitted to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) are shared with the Policy Council and School Board.
- Monthly informational calls are made to the Head Start Region V office in Chicago.
- Head Start conducts an annual self-assessment to determine strengths and areas that are in need of improvement.
- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

Staff Persons involved in preparation of the grant application:
Luanne Rohde, Director of Early Education
Samantha McGovern, Education & Disabilities Coordinator
Bridget Cardinali, Health Coordinator
Alexandria Haubrich, ERSEA Coordinator
Katelyn DeBruin, Mental Health Coordinator
Head Start Policy Council Chairperson: Clarisse Stelzl
Head Start Policy Council Members: Jennifer Short, Shelita Smith, Svecia Steber, Jessica Quinn

Administrative Recommendation
Administration recommends that the school board approve the Head Start Federal Grant for the 2020-2021 school year.

Dr. Sue Savaglio-Jarvis   Ms. Susan Valeri
Superintendent of Schools   Chief of School Leadership

Mr. Martin Pitts   Ms. Luanne Rohde
Regional Coordinator of   Director of Early Education
Leadership and Learning

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: Head Start Federal Grant   **Budget Year:** 2020-2021

Department: Early Education   **Budget Manager:** Luanne Rohde

REQUEST
Approval from the Board of Education is requested to submit and implement the 2020-2021 Head Start Federal Grant. The amount of $2,166,902 will fund the operating costs of the KUSD Head Start Program. This funding amount includes $2,135,587 for operations, $TBD for Cost of Living Adjustment (COLA) and $31,315 for Training and Technical Assistance.

RATIONALE/ INSTRUCTIONAL FOCUS
The Head Start program provides comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. The grant will service 330 high-risk children who will be three and four years of age on or before September 1, 2020. Funds will be utilized to serve the children and their families in all program component areas as required by the Head Start Act and through the Head Start Performance Standards.

IMPACT
The Head Start Federal grant will provide: • Funding for staffing (teachers, educational support personnel) to serve 330 children within the requirements of the Head Start Performance Standards and Head Start Act • Funding for Head Start support staff (Family Service Providers and Counselor) for families of Head Start children. • Funding for breakfast, lunch, and snacks for Head Start children • Funding for bus monitors • Funding for administrative support personnel (head secretary, data specialist, health specialist, custodial staff) • Funding for facilities (Chavez Learning Station)

BUDGET IMPACT		
Object Level	**Descriptive**	**Amount**
100's	Salaries	$1,078,374
200's	Fringes	$704,302
300's	Purchased Services	$200,144

400's	Non-Capital Objects	$122,400
500's	Capital Objects	$0
	Indirect Cost	$61,682
	TOTAL	**$2,166,902**

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

FUNDING SOURCES
Select Funding Sources:
Head Start Federal Grant

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March 24, 2020

**HEAD START FEDERAL GRANT COST-OF-LIVING
ADJUSTMENT (COLA) And QUALITY IMPROVEMENT REQUEST**

On March 13, 2020 the Kenosha Unified School District Head Start Program received notification of a Supplemental Federal Head Start Cost-of-Living Adjustment (COLA) and Quality Improvement Supplemental Grant award of $130,492. Application for the separate Cost-of-Living Adjustment (COLA) and Quality Improvement Grant is due May 15, 2020.

Approval from the Board of Education is requested to submit and implement the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) and Quality Improvement (QI) Grant for the 2020-2021 school year. The funding of this grant is $42,712 for COLA and $87,780 for QI for a total of $130,492. As stated in the program instruction memorandum, COLA funds are to be used to increase staff salaries and fringe benefits to pay for higher operating costs. The Quality Improvement funds are to be used to improve the program in the area of servicing children and families of trauma. Additionally, funds up to 50% of the QI money can be used for salary and benefit increases.

KUSD Head Start will use these monies to off-set the increased costs of employee salaries and health and dental insurance benefits for the 2020-2021 schoolyear. The anticipated increase in salary costs is estimated to be 4% which amounts to $41,479. The increases in benefits are estimated to be 9% for health insurance and 5% for dental insurance. $45,000 of this grant will offset the increases in health benefits for staff. This grant will also support the salary and benefit costs of the Head Start Mental Health Coordinator (Guidance Counselor). This position is critical to supporting our children and families in the Head Start program in the areas of Mental Health. This is a grant given annually to help offset the cost of living for employees working under the Head Start Grant.

Grant Title
Supplemental Head Start Federal Cost-of-Living and Quality Improvement Grant

Funding Source
U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period
July 1, 2020 to June 30, 2021

Purpose
The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2020. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards. The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and the transition into kindergarten is effective.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development. Success in these areas will support each child's readiness for kindergarten.

Fiscal Impact
See attachment A: Fiscal Impact statement.

Program Services
All Head Start staff are employed through the Kenosha Unified School District and follow the contract agreements for their work classification. The monies that are provided in the Supplemental Cost-of-Living (COLA) and Quality Improvement Grant will be dedicated toward the cost of the Mental Health Coordinator position and the anticipated increases in salaries, health and dental insurance benefit costs for the 2020-2021 schoolyear. In addition, $4,000 of this money will support trainings for staff and to provide opportunities to support our families with training and/or support groups with licensed mental health facilitators.

Dr. Sue Savaglio-Jarvis   Ms. Susan Valeri
Superintendent of Schools   Chief of School Leadership

Mr. Martin Pitts   Ms. Luanne Rohde
Regional Coordinator of Leadership   Director of Early Education
And Learning - Elementary

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: COLA and Quality Improvement   **Budget Year:** 2020-2021

Department: Head Start   **Budget Manager:** Luanne Rohde

REQUEST

Approval from the Board of Education is requested to submit and implement the Supplemental Cost of Living Adjustment and Quality Improvement Grant for the 2020-2021 school year. Funding is $130,492, (COLA - $42,712 and QI -$87,780) designed to fund cost of living adjustments for salaries and benefits and program quality improvements.

RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic social/emotional and health needs of low-income three and four year old children and their families. Children who qualify must reside within KUSD boundaries. Providing these children a base of strong academic skills, self-esteem, and a love of learning will lead to stronger attendance, academic performance, and higher graduation rates. The focus of this grant is to increase salaries and benefits for employees and improve program practices in supporting children and families experiencing trauma.

IMPACT

All Head Start staff are employed through Kenosha Unified School District and follow the contract agreements for their work classification. The monies that are provided in this cost of living adjustment will be dedicated to offset the increased costs in salaries and health insurance benefits for Head Start staff for the 2020-2021 school year. The quality improvement portion will support the salary and benefits of our Mental Health coordinator, provide opportunities to support our families of trauma, and fund additional staff training in the areas of trauma informed care. The amount of this funding will become a permanent part of our Head Start grant funding in the future.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	$73,072
200's	Fringes	$53,420
300's	Purchased Services	$4,000

400's	Non-Capital Objects		
500's	Capital Objects		
	Indirect Cost	34	
		TOTAL	**$130,492**

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

FUNDING SOURCES
Select Funding Sources:
Head Start Federal Grant – COLA and Quality Improvement

March 24, 2020

ADOPTION OF INSTRUCTIONAL MATERIALS FOR SECONDARY ENGLISH

Background

The Kenosha Unified School District Board of Education adopted Policy 6300—Curriculum Development and Improvement—which provides a timetable for the adoption of new curricular resources for each content area. Per the expectations stated for Phases 2 and 3 in the policy, teacher teams, under the guidance of the coordinator of English/language arts, met from June 2019 through February 2020 to complete the curriculum cycle for middle school English/language arts and high school English courses.

Philosophical Statement for English/Language Arts

Kenosha Unified School District English teachers believe that all students must have high quality opportunities to sustain deep levels of critical and creative thinking about literature and the world. Literacy instruction must integrate reading, writing, grammar, speaking, and listening skills and be rooted in complex texts that are relevant and engaging.

Effective instruction includes:

- Lessons anchored in a wide variety of texts that reflect the culture, age, and special interests of students.

- Units, lessons, and routines that provide students with frequent opportunities to select the texts they read.

- Instructional materials that support the learning needs of all students.

- Interactive learning activities that foster creativity and enhance reading, writing, grammar, speaking, and listening skills.

Rationale for Curriculum Update

This request to adopt and purchase secondary English/language arts instructional materials aligns with Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300—Curriculum Development and Improvement (Appendix A).

<u>Instructional Materials Review Process</u>

The instructional materials review process began in June 2019. The English/language arts curriculum review teams for middle school and high school (Appendix B) met eight times from June 2019 through August 2019. They accomplished the following tasks:

- Reviewed and revised the Kenosha Unified School District Vision Statement for Secondary English Language Arts

- Examined the current state of middle school and high school English/language arts curriculums and developed a list of priorities to consider when selecting middle school English/language arts instructional resources

  o Priorities included:

    ▪ Complex texts with central figures relevant to students

    ▪ A balance of fiction and nonfiction

    ▪ A variety of reading levels within each unit

    ▪ Opportunities for intentional collaborative work

    ▪ A scope and sequence of systematically developed skills aligned to the standards

- Used the list of priorities to review an extensive and comprehensive list of middle school and high school English/language arts instructional materials.

- Gathered information and submitted comments using a feedback form developed from the list of priorities (Appendix C). As a result of this process, the middle school English/language arts curriculum review team selected three instructional programs to review in depth, and the high school English curriculum review team selected two programs.

Representatives from the instructional programs chosen for in-depth review were invited to present their programs to all English teachers. These presentations occurred at the Middle School Content Meeting and High School Content Meeting held in August 2019. After presentations were complete, an English/language arts curriculum field test team was formed to study the selected programs and use specific parts of the programs with students. These teams met between August 2019 and February 2020 for professional learning on each program and to provide feedback on the programs. As a result of these meetings, the teams chose the program finalists.

Instructional materials and resources from both finalists were on display at the Educational Support Center from February 10 through 17, 2020. Instructional staff and

community members were invited, via the Kenosha Unified School District media outlets, to peruse the materials and provide feedback (Appendix D). The finalists presented their programs to all middle school English/language arts teachers on February 10, 2020, and to high school English teachers on February 12, 2020.

Instructional Materials Selected

As a result of the in-depth review process described in this report, the following teacher resources were selected (Appendix E):

COURSE NAME	MATERIALS SELECTED	VENDOR	COST
• Sixth to Eighth Grade English/Language Arts	*Into Literature*	Houghton Mifflin	$815,418.45
• Survey of Literature and Composition (grade 9) • World Literature and Composition (grade 10) • American Literature and Composition (grade 11)	*myPerspectives*	Pearson	$600,066.96
• Diverse Perspectives in Literature and Composition (grade 12)	*Springboard*	College Board	$249,185.75
TOTAL			$1,664,671.16

Instructional Materials Selected

The Houghton Mifflin and Pearson materials provide an ideal combination of print materials and dynamic digital resources. There are a variety of learning activities available that teachers can use to design engaging lessons. The materials empower student learning by providing:

- **Relevant, culturally responsive texts** to ensure students are reading both modern and classic texts that are socially and personally relevant to students.

- **Video libraries** that provide introductory visuals for each major piece of text. The videos build students' background knowledge and create a captivating connection to texts.

- **Text libraries** to allow teachers to select from a variety of texts of varying levels to supplement the major works in each unit.

- **Differentiation resources** that provide a variety of resources to support the varying needs of students. These resources include audio versions of texts in different languages, texts in varying levels, and reteaching lessons.

- **Collaboration strategies** to increase in-class participation, energy, and attentiveness while helping students develop critical thinking and speaking and listening skills.

- **Digital platform** that allows students to read online texts on any device and annotate as they read.

Implementation

Purchase of the Houghton Mifflin and Pearson curriculum resources will allow teachers to access the materials and begin training before leaving for the summer. The curriculum teams will complete the curriculum document updates to ensure seamless implementation in the 2020-21 school year. Houghton Mifflin and Pearson will work with the coordinator of English/language arts to develop specific trainings to support teachers throughout the school year. Planning is in progress for the following professional learning sessions:

DATE	TOPIC	AUDIENCE	PROVIDER
May 2020	Introduction to the program including the digital platform	Middle school and high school English teachers	Houghton Mifflin staff, Pearson staff, and coordinator of English/language arts
June-August 2020	Additional, specialized trainings	Middle school and high school English teachers	Coordinator of English/languag arts and curriculum team members
August 2020	Mandatory professional learning using the program	Middle school and high school English teachers	Houghton Mifflin staff, Pearson staff, coordinator of English/language arts, and curriculum team members
September-October 2020	Implementation check in	Middle school and high school English teachers	Coordinator of English/language arts
October 2020	Introduction to small group coaching	Middle school and high school English teachers	Houghton Mifflin staff, Pearson staff, and coordinator of English/language arts

DATE	TOPIC	AUDIENCE	PROVIDER
October 2020- May 2021	Small group coaching	Houghton Mifflin staff, Pearson staff, and coordinator of English/language arts	Houghton Mifflin staff, Pearson staff, and coordinator of English/language arts

Secondary English teachers will begin Phase 4 of the curriculum development process in September 2020. Throughout the school year, the coordinator of English/language arts will work with lead teachers, instructional coaches, and principals to monitor the impact of the new instructional resources. The Phase 4 work will include:

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

Phase 5 of the curriculum review cycle will be conducted from September 2021 through June 2024. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on the end-of-unit assessments

- Analyzing state assessment results

- Reviewing data to determine the extent to which curriculum alignment is present

- Reviewing and updating curriculum guides and assessments as necessary

- Continuing professional learning and monitoring impact

- Evaluating the improvements made

Recommendation

Administration recommends that the Board of Education grant approval to purchase secondary English curriculum materials as outlined in this report, including Appendix F, showing an estimated purchase cost of $1,664,671.10.

COURSE NAME	MATERIALS SELECTED	VENDOR	COST
• Sixth to Eighth Grade English/Language Arts	*Into Literature*	Houghton Mifflin	$815,418.45
• Survey of Literature and Composition (grade 9)	*myPerspectives*	Pearson	$600,066.96

COURSE NAME	MATERIALS SELECTED	VENDOR	COST
• World Literature and Composition (grade 10)			
• American Literature and Composition (grade 11)			
• Diverse Perspectives in Literature and Composition (grade 12)	*Springboard*	College Board	$249,185.75
TOTAL			$1,664,671.16

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Susan Mirsky
Coordinator of Literacy

POLICY 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

LEGAL REF: Wisconsin Statutes
                        Sections 118.01 (Educational goals and expectations)
                              118.30 (Pupil assessment)
                              120.13 (School board powers)
                              121.02(1)(k) &(L) (Sequential curriculum plan and instruction)
                     Wisconsin Administrative Code
                        PI 8.01(2)(k) & (l) Rules implementing school district standards

CROSS REF: 6100, Mission, Vision, Core Values and Strategic Goals
                        6310, Elementary School Curriculum
                        6610, Selection of Instructional Materials
                        6620, Library Resources
                        Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
                        October 13, 1998
                        January 29, 2002
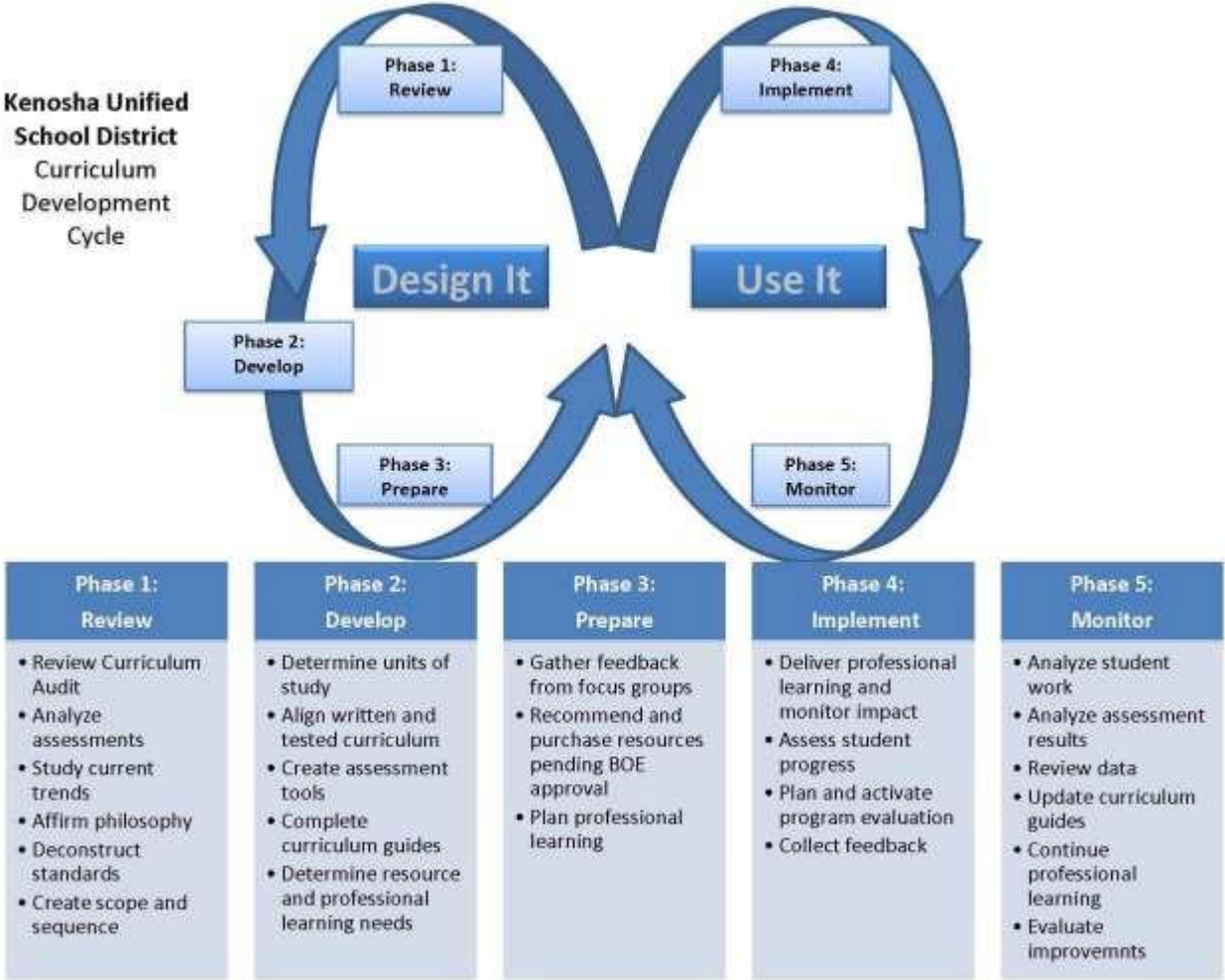   December 20, 2011
                        June 25, 2013
                        December 15, 2015
                        August 27, 2019

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

Kenosha Unified School District
Curriculum Development Cycle

Phase 1: Review

Phase 4: Implement

Design It

Use It

Phase 2: Develop

Phase 3: Prepare

Phase 5: Monitor

Phase 1: Review	Phase 2: Develop	Phase 3: Prepare	Phase 4: Implement	Phase 5: Monitor
• Review Curriculum Audit • Analyze assessments • Study current trends • Affirm philosophy • Deconstruct standards • Create scope and sequence	• Determine units of study • Align written and tested curriculum • Create assessment tools • Complete curriculum guides • Determine resource and professional learning needs	• Gather feedback from focus groups • Recommend and purchase resources pending BOE approval • Plan professional learning	• Deliver professional learning and monitor impact • Assess student progress • Plan and activate program evaluation • Collect feedback	• Analyze student work • Analyze assessment results • Review data • Update curriculum guides • Continue professional learning • Evaluate improvemnts

ENGLISH/LANGUAGE ARTS CURRICULUM AND FIELD TEST TEAMS

Middle School

TEACHER	SCHOOL	TEAM PARTICIPATION
Jennifer Jankiewicz	Bullen	Curriculum Team
Reiko Arimura	Bullen	Curriculum Team
Katarina Jovanovic	Bullen	Curriculum Team and Field Test Team
Kerrie Gardina	Bullen	Curriculum Team
Amy Barrata	Bullen	Curriculum Team
Abigail Stanislawski	Bullen	Curriculum Team and Field Test Advisor
Kris Brown	Lance	Curriculum Team and Field Test Team
Cynthia Cetera	Lance	Field Test Team
Rebecca Schrandt	Lance	Field Test Team
Dawn Biernat	Lance	Curriculum Team and Field Test Team
Sydney Ustich	Lance	Field Test Team
Andrea Valeri	Lance	Curriculum Team
Suzanne Klopstein	Lincoln	Curriculum Team
Lorena Rasmussen	Lincoln	Curriculum Team and Field Test Team
Riley Brown	Lincoln	Curriculum Team and Field Test Team
Andrew Papadopolis	Lincoln	Curriculum Team and Field Test Team
Michelle Zazula	Lincoln	Curriculum Team
Jamie Hartnell	Mahone	Curriculum Team and Field Test Advisor
Pamela Dombkowski	Mahone	Curriculum Team and Field Test Advisor
Danielle Seitz	Mahone	Curriculum Team
Johanna McGrath	Mahone	Curriculum Team

TEACHER	SCHOOL	TEAM PARTICIPATION
Jennifer Seivert	Mahone	Curriculum Team and Field Test Advisor
Andrea Shike	Washington	Curriculum Team and Field Test Team
Kristen White	Washington	Curriculum Team
Kristine Coshun	Washington	Curriculum Team and Field Test Team
Kristin Canfield	Washington	Curriculum Team
Shauna Sorensen	Washington	Curriculum Team
Karl Mueller	Washington	Curriculum Team
Brian Herbrechtsmeier	Washington	Curriculum Team
Rachel Rosales	Washington	Curriculum Team and Field Test Advisor

High School

TEACHER	SCHOOL	TEAM PARTICIPATION
Danielle Defazio	Bradford	Curriculum Team and Field Test Team
Allison Walton	Indian Trail	Curriculum Team and Field Test Team
Kate Martin	Indian Trail	Curriculum Team
Daryl Strait	Indian Trail	Curriculum Team and Field Test Team
Elias Santiago	Indian Trail	Curriculum Team and Field Test Team
Danielle Ratkowski	Indian Trail	Curriculum Team
Janele Overocker	LakeView	Field Test Team
Erikka Olson	Tremper	Curriculum Team and Field Test Team
Daniel Shimon	Tremper	Curriculum Team
Mel White	Tremper	Curriculum Team and Field Test Team
Maggy Leden	Tremper	Curriculum Team

TEACHER	SCHOOL	TEAM PARTICIPATION
Jammie Orth	Tremper	Curriculum Team and Field Test Team
Paul Mommaerts	Tremper	Field Test Team
Tricia Steinbrink	Tremper	Field Test Team
Amelia Seitz	Tremper	Curriculum Team and Field Test Team
Kendra Richter	Tremper	Curriculum Team and Field Test Team

INSTRUCTIONAL MATERIALS EVALUATION TOOL
DEVELOPED BY THE CURRICULUM ADOPTION TEAM

JUNE 2019

Purposes of the Instructional Materials Evaluation Tool

1. Determine whether or not the instructional materials are aligned to non-negotiables.
2. Determine whether or not the instructional materials are aligned to the work of grade.

Rating the Criterion

Non-negotiable alignment criteria are defined as the set of criteria that must be met in full for materials to be considered **aligned**.

1. Rate how completely the submission meets each of the criteria.

2. Specific examples of evidence will be provided by each partner team. Teams will point out specific gaps in the materials too.

3. When a section is finished, if any one of the metrics for a non-negotiable is rated "Does Not Meet," then material is eliminated.

Non-Negotiables

(The criterion for each non-negotiable are located on the pages that follow.)

The curriculum must include:

1. Texts that are relevant, relatable, and culturally responsive.

2. Units, lessons, and/or routines that give students opportunities to choose the texts they read.

3. Differentiated instructional materials designed to support the needs of students and teachers.

4. Hands-on learning activities that foster creativity and enhance reading, writing, speaking, listening, and language skills.

Instructional Materials Evaluation Tool

NON-NEGOTIABLE 1: TEXTS ARE RELEVANT, RELATABLE, AND CULTURALLY RESPONSIVE.			
Criterion	**Locate Evidence**	**Evidence**	**Rating**
Texts reflect the gender, culture, age and special interests of Kenosha Unified School District students.	**Where to Look** Look at a sample set of texts, such as the texts within a unit.		Meets Does Not Meet
Texts are socially and personally relevant to Kenosha Unified School District students.	Review the table of contents. **What to Look For**		Meets Does Not Meet
Texts include a combination of classic and modern literature.	Identify text characteristics: • What is the average length of texts?		Meets Does Not Meet
Texts include a diverse range of topics.	• Are texts worth of multiple reads?		Meets Does Not Meet
Texts include a variety of genres. (nonfiction options, graphic novels, sports-based fiction, realistic fiction, and fantasy).	• Are pieces well crafted? Do they contain rich vocabulary?		Meets Does Not Meet
Texts include a variety of story lines.	• Is there a mixture of literary and informational texts? (What's the ratio of each?)		Meets Does Not Meet
Texts are written by authors that are culturally diverse.			Meets Does Not Meet
The format for the texts is engaging. For example, the style of illustrations is interesting/engaging.			Meets Does Not Meet

Instructional Materials Evaluation Tool   2   Kenosha Unified School District•
Developed by the Curriculum Adoption Team   Office of English/Language Arts•June 2019

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NON-NEGOTIABLE 2: OPPORTUNITIES FOR STUDENTS TO SELF-SELECT SOME OF THE TEXTS THEY READ (IN LESSONS, A UNIT, OR IN THE DESCRIPTION OF ROUTINES)

Criterion	Locate Evidence	Evidence	Rating
The materials provide scheduling suggestions. For example, there is a suggested time for independent/self-selected reading.	**Where to Look** Look at a sample set of texts, such as the texts within a unit. Review the table of contents. List of supplemental resources related to the core text Explore the teacher manual. **What to Look For** Do the materials have suggestions for how the volume of reading could be organized around key topics? Is additional reading connected in meaningful ways to the knowledge and understanding of anchor texts? Are there suggested ways teachers could track student reading in low prep ways to ensure students are actually engaging in reading independently?		Meets Does Not Meet
There is a bank of questions applicable to a variety of texts that the teacher can use for independent reading.			Meets Does Not Meet
The material provides a list of thematically connected texts.			Meets Does Not Meet
The materials provide suggestions for routines that support independent reading; e.g., tips on how to motivate reluctant readers or how to help students build stamina for independent reading.			Meets Does Not Meet
The materials include teacher support/ suggestions for book clubs or literature circles.			Meets Does Not Meet
There are resources directly related to independent reading. For example, there may be a physical collection of texts for a classroom library or an online library.			Meets Does Not Meet
Teachers are provided with teaching ideas for collaborative discussions; e.g., how to structure small group work.			Meets Does Not Meet

Instructional Materials Evaluation Tool   3   Kenosha Unified School District•
Developed by the Curriculum Adoption Team   Office of English/Language Arts•June 2019

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NON-NEGOTIABLE 3: DIFFERENTIATED INSTRUCTIONAL MATERIALS DESIGNED TO SUPPORT THE NEEDS OF STUDENTS AND TEACHERS

Criterion	Locate Evidence	Evidence	Rating
Students have access to texts at varying levels of difficulty.	**Where to Look** Conduct a full reading of several lessons and the associated questions and tasks. Analyze one in every four sets of questions and tasks to get a valid sample size.		Meets Does Not Meet
Texts are available in different languages.			Meets Does Not Meet
Enhancements are made to texts so that the texts are accessible to students with special needs and students learning a new language.	**What to Look For** Are there coherent question sequences that direct students to draw evidence from the text?		Meets Does Not Meet
Texts are provided in print.	Are there relatively simple questions requiring attention to specific words, details, events, ideas, and arguments and then move on to explore these concepts at a deeper level?		Meets Does Not Meet
Some texts are provided in an online format.			Meets Does Not Meet
Teacher access to a library of resources (including online resources)	Are there questions that require students to make nontrivial inferences based on text evidence? Are there culminating tasks and/or extended responses that take a higher proportion of instructional time? Are there speaking and listening prompts and questions that offer opportunities for students to share with others?		Meets Does Not Meet

Instructional Materials Evaluation Tool   4   Kenosha Unified School District•
Developed by the Curriculum Adoption Team   Office of English/Language Arts•June 2019

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NON-NEGOTIABLE 4: HANDS-ON LEARNING ACTIVITIES THAT FOSTER CREATIVITY AND ENHANCE READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE SKILLS

Criterion	Locate Evidence	Evidence	Rating
Support/suggestions to facilitate intentional, collaborative discussions in both small and whole group.	**Where to Look** Look at a sample set of texts, such as the texts within a unit.		Meets Does Not Meet
Learning activities at varying depth of knowledge levels	Examine tasks and instructional lessons in a selection of chapters/units.		Meets Does Not Meet
Learning activities to support a range of multiple intelligences (intrapersonal, interpersonal, kinesthetic, etc.	Check out the table of contents and index. Sample the assessments.		Meets Does Not Meet
A menu of options for demonstrating learning The menu would allow students to have choices that focus on a variety of ways for them to "show what they know"; e.g., acting, writing, art, tech, hands-on construction, etc.	**What to Look For** Are speaking and listening skills routinely emphasized, supported, and integrated into the lessons? Do the materials center on real, substantive, discussions that require students to respond directly to the ideas of their peers?		Meets Does Not Meet
Cross-curricular connections between content areas, including character building and social-emotional supports	Do the materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others? Are there lessons that demonstrate explicit instruction of the full range of grammar and convention skills? Are there routines and guidance that will remind teachers to monitor student progress? Are there recommended pacing charts or weeks at a glance?		Meets Does Not Meet

Instructional Materials Evaluation Tool   5   Kenosha Unified School District•
Developed by the Curriculum Adoption Team   Office of English/Language Arts•June 2019

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ENGLISH MATERIAL REVIEW

FEB. 10-14

Community members and parents/guardians of KUSD students are invited to review the finalists for the proposed middle and high school English curriculum adoption. A publisher presentation for middle school finalists will be held on Monday, Feb. 10, from 4:30-6:30 p.m. in the Bullen Middle School library, 2804 29th Ave. A publisher presentation for high school finalists will be held on Wednesday, Feb. 12, from 3:30-5:30 p.m. at the Educational Support Center, 3600 52nd St. Materials also will be available for review from Monday, Feb. 10, through Friday, Feb. 14, at the Educational Support Center, 3600 52nd St., from 8 a.m. until 4:30 p.m. Staff will be available to walk visitors through the materials as needed.

MIDDLE SCHOOL ENGLISH CURRICULUM RESOURCE REVIEW

Name _____ **Date** _____

Please use one sheet per resource reviewed.

Resource Reviewed

Circle one.

Houghton Mifflin: *Into Literature*   McGraw-Hill: *Study Synch*

1. What are the STRENGTHS of the curriculum resources?

2. What are the WEAKNESSES of the curriculum resources?

3. If adopted what OPPORTUNITIES for increasing student achievement will these resources provide?

4. If adopted what CHALLENGES will these resources cause?

Kenosha Unified
School District

PURCHASE/CONTRACT RATIONALE

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

Vendor: Houghton Mifflin

Purchased Good/Program: Into Literature (6th-8th grade English Language Arts)

Start Date/Date Needed: August 1, 2020

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

   The purchase of these materials will provide English instructional materials aligned to the scope and sequence for the 6th, 7th and 8th grade courses.

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

   The quote for the materials and services is $815,418.45 and the funding source is the Teaching and Learning budget. The purchase includes teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

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

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

   August 26, 2020

Your response does not establish approval of either a contract or a purchase order.
Appropriate Leadership Signature _Juli Hansamer_ Date _3-3-2020_

KENOSHA UNIFIED SCHOOL DISTRICT
3600 52nd St., Kenosha, WI 53144   (A) KUSD.EDU (B) CHANNEL 20 (f) KENOSHASCHOOLS (y) KUSD (O) KENOSHASCHOOLS (▶) KENOSHASCHOOLS

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PURCHASE/CONTRACT RATIONALE

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

Vendor: Pearson

Purchased Good/Program: myPerspectives (9th -11th grade)

Start Date/Date Needed: August 1, 2020

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

> The purchase of these materials will provide English instructional materials aligned to the scope and sequence for Survey of Literature and Composition (Gr. 9), World Literature and Composition (Gr. 10), and American Literature and Composition (Gr. 11).

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

> The quote for the materials and services is $600,066.96 and the funding source is the Teaching and Learning budget. The purchase includes teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

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

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

> August 26, 2020

Your response does not establish approval of either a contract or a purchase order.
Appropriate Leadership Signature _Julie Housiama_ Date _3-3-2020_

PURCHASE/CONTRACT RATIONALE

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

Vendor: College Board

Purchased Good/Program: Springboard (12th grade)

Start Date/Date Needed: August 1, 2020

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

   > The purchase of these materials will provide English instructional materials aligned to the scope and sequence for Diverse Perspectives in Literature and Composition (Gr. 12).

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

   > The quote for the materials and services is $249,185.75 and the funding source is the Teaching and Learning budget. The purchase includes teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

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

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

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

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

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

   > August 26, 2020

Your response does not establish approval of either a contract or a purchase order.
Appropriate Leadership Signature _____ Date 3-3-2020

KENOSHA UNIFIED SCHOOL DISTRICT
3600 52nd St., Kenosha, WI 53144   KUSD.EDU   CHANNEL 20   KENOSHASCHOOLS   KUSD   KENOSHASCHOOLS   KENOSHASCHOOLS

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 24, 2020

ADOPTION OF ELEMENTARY MUSIC MATERIALS

Background and Rationale

Kenosha Unified School District School Board Policy 6300, Curriculum Development and Improvement, outlines the five phases of the curriculum development cycle (Appendix A). The policy states, "In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4." The teacher team, under the leadership of the coordinator of fine arts from the Office of Teaching and Learning, recently completed Phase 3 of the curriculum development cycle for elementary music materials.

Philosophical Statement

Kenosha Unified School District's Office of Fine Arts encompasses the disciplines of art, music, theatre, and dance as part of a comprehensive and well-rounded academic program. The fine arts function is an integral part of the culture and community and provide authentic aesthetic experiences that connect to daily life and cross over into all academic areas of study. The National Core Arts Standards serve as the basis for our curriculum and also outline the further philosophic foundations and life goals of participation in the arts (Appendix B).

Instructional Materials Review Process

In fall of the 2017-18 school year, the elementary general music team began the curriculum writing process (Appendix C). The National Coalition for Core Arts Standards (NCCAS), adopted by the Board in June 2017 were used as the foundation for the curriculum writing process.

A Request for Proposal for elementary general music materials was created on January 7, 2020, with the Kenosha Unified School District Office of Finance (Appendix D).
Three companies offered materials for consideration that were reviewed by the coordinator of fine arts and shared with the elementary general music curriculum team.

Following careful analysis of each program's components, the elementary general music team determined that a continuation of the contract with Quaver music curriculum resources best meets the needs of the district's students. Training investment, familiarity with the system, and high levels of student engagement were critical factors in making this decision.

Instructional Materials

The Purchase/Contract Rationale forms (found in Appendix C) provide cost information for the elementary general music materials.

CONTENT	GRADE LEVEL/COURSE	VENDOR	COST
Elementary general music	K-5	Quaver	$267,540

Proposed Professional Learning

Since Quaver was first purchased in July 2015, there have been yearly training sessions and webinars for all general music staff. Professional learning will continue as Quaver is developing and releasing new material on a regular basis. The district now has staff with enough training that they can help support their peers and new teachers with continuing collaboration. Quaver offers extensive archived web resources for new teachers to learn how to use the platform.

Phases 4 and 5

PHASE 4

Elementary music teachers will begin Phase 4 of the curriculum development process in September 2020. Throughout the school year, the coordinator of language acquisition will work with teachers, instructional coaches, and principals to monitor the impact of the new instructional resources. The Phase 4 work will include:

- Continued development of assessment tools and resources.
- Planning and activating the ongoing program evaluation design.
- Collecting teacher feedback.

PHASE 5

Phase 5 of the curriculum review cycle will be conducted from September 2021 through June 2024. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing success criteria and connecting to assessment strategies.
- Reviewing data demonstrating student learning objective success.
- Reviewing and updating curriculum guides and resources as necessary.
- Continuing professional learning and monitoring impact.
- Evaluating the improvements made.

<u>Recommendation</u>

Administration recommends that the Board of Education grant approval to purchase kindergarten through grade 5 Quaver curriculum materials as outlined in this report including Appendix C, showing an estimated purchased cost of $267,540 for a seven-year contract for online resources.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. Scott Plank
Coordinator of Fine Arts

Kenosha Unified School District No. 1   *School Board Policies*
Kenosha, Wisconsin   *Rules and Regulations*

POLICY 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

LEGAL REF: Wisconsin Statutes
                     Sections 118.01 (Educational goals and expectations)
                             118.30 (Pupil assessment)
                             120.13 (School board powers)
                             121.02(1)(k) &(L) (Sequential curriculum plan and instruction)
                  Wisconsin Administrative Code
                     PI 8.01(2)(k) & (l) Rules implementing school district standards

CROSS REF: 6100, Mission, Vision, Core Values and Strategic Goals
                     6310, Elementary School Curriculum
                     6610, Selection of Instructional Materials
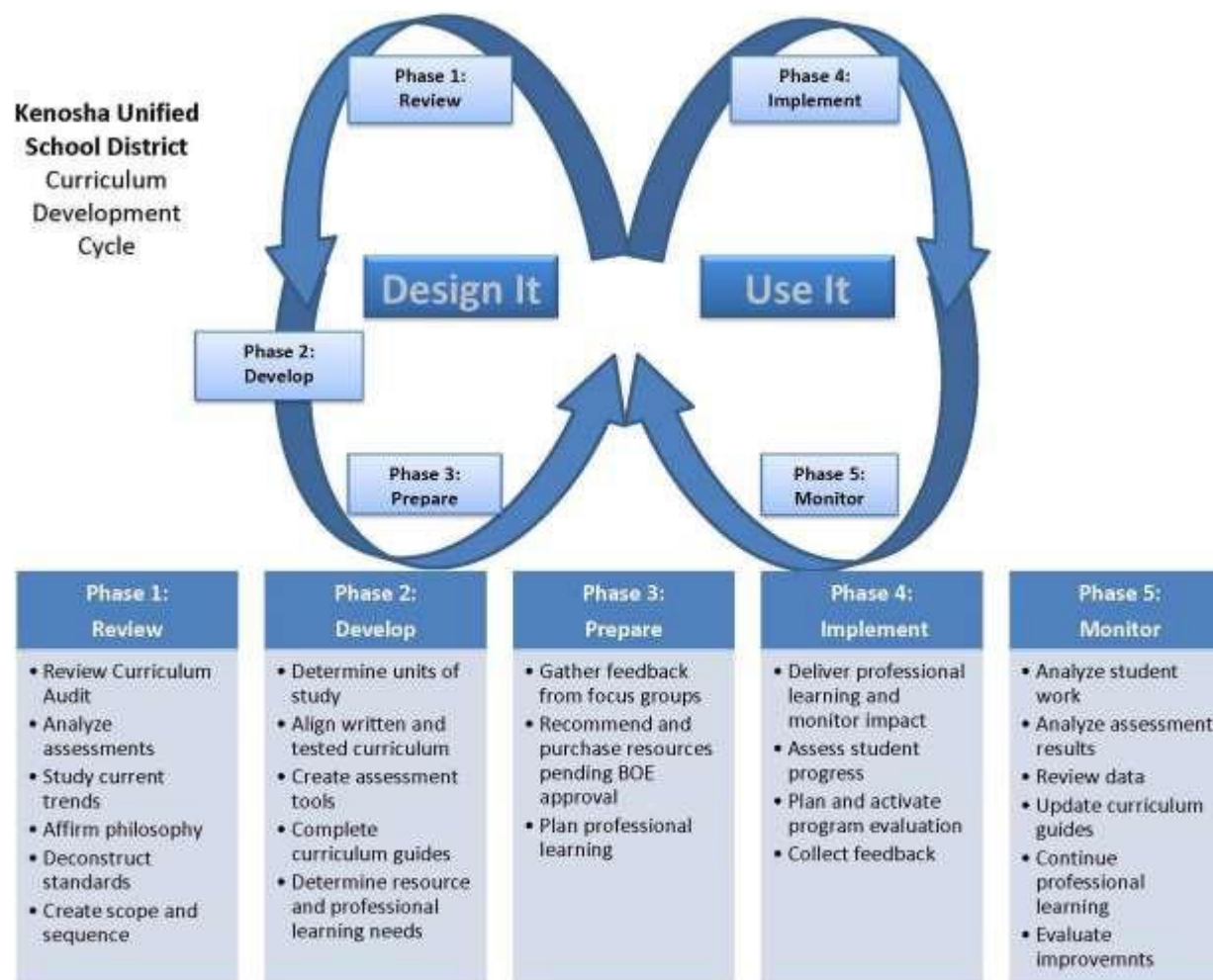   6620, Library Resources
                     Board-Adopted Academic Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
                     October 13, 1998
                     January 29, 2002
                     December 20, 2011
                     June 25, 2013
                     December 15, 2015
                     August 27, 2019

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

Kenosha Unified School District Curriculum Development Cycle

Phase 1: Review

Phase 4: Implement

Design It

Use It

Phase 2: Develop

Phase 3: Prepare

Phase 5: Monitor

Phase 1: Review	Phase 2: Develop	Phase 3: Prepare	Phase 4: Implement	Phase 5: Monitor
• Review Curriculum Audit • Analyze assessments • Study current trends • Affirm philosophy • Deconstruct standards • Create scope and sequence	• Determine units of study • Align written and tested curriculum • Create assessment tools • Complete curriculum guides • Determine resource and professional learning needs	• Gather feedback from focus groups • Recommend and purchase resources pending BOE approval • Plan professional learning	• Deliver professional learning and monitor impact • Assess student progress • Plan and activate program evaluation • Collect feedback	• Analyze student work • Analyze assessment results • Review data • Update curriculum guides • Continue professional learning • Evaluate improvemnts

10
Philosophical foundations and lifelong goals
The philosophical foundations and lifelong goals establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines (see page 17for an in-depth explanation of artistic literacy).

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

ELEMENTARY MUSIC CURRICULUM RESOURCE REVIEW TEAM

TEAM MEMBER	POSITION	SCHOOL
Tracey Ramotar	Elementary Music Specialist	Bose Elementary School Harvey Elementary School
Kari Gordon	Elementary Music Specialist	Brass Community School
Maura Murphy	Elementary Music Specialist	Edward Bain School of Language Arts—Creative Arts
Kristin Brandt	Elementary Music Specialist	Edward Bain School of Language Arts—Dual Language Prairie Lane Elementary School
Kim Myrum	Elementary Music Specialist	Forest Park Elementary School Grant Elementary School
Roxanne Trump-Miles	Elementary Music Specialist	Forest Park Elementary School Southport Elementary School
Catherine Toler	Elementary Music Specialist	Frank Elementary School Wilson Elementary School
Elisa Jeffson	Elementary Music Specialist	Grewenow Elementary School Whittier Elementary School
Samantha Gibson	Elementary Music Specialist	Jefferson Elementary School Vernon Elementary School
Alexis Schaeffer	Elementary Music Specialist	Jeffery Elementary School Whittier Elementary School
Stephanie Baldwin (Substitute)	Elementary Music Specialist	McKinley Elementary School Prairie Lane Elementary School
Stanley Bochat	Elementary Music Specialist	Nash Elementary School
Cynthia Covelli	Elementary Music Specialist	Pleasant Prairie Elementary School
Kristin Feick	Elementary Music Specialist	Roosevelt Elementary School
Amanda Rieck	Elementary Music Specialist	Somers Elementary School
Joseph Tackett	Elementary Music Specialist	Stocker Elementary School
Monica Miller	Elementary Music Specialist	Strange Elementary School
Angela Barone	Elementary Music Specialist	The Brompton School
Haven Wells	Elementary Music Specialist	Dimensions of Learning Academy

February 2020

TEAM MEMBER	POSITION	SCHOOL
Lisa Dittlof	Elementary Music Specialist	Kenosha School of Technology Enhanced Curriculum—East
Erin Middleton	Elementary Music Specialist	Kenosha School of Technology Enhanced Curriculum—West

![Kenosha Unified School District logo]

Kenosha Unified School District

PURCHASE/CONTRACT RATIONALE

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

Vendor: Quaver Music

Purchased Good/Program: Quaver Music K-5 Curriculum Resource

Start Date/Date Needed: July 1, 2020

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

    The Quaver platform five-year subscription was originally purchased July 1, 2015. The platform features a wide range of interactive learning activities in music that have greatly enhanced student engagement.

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

    The total cost for the recommended seven-year subscription is $267,540. The funding source is the Teaching and Learning budget.

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

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

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

    The educational outcome is to increase student learning in music through multimedia and interactive resources.

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

    The district music teachers have been using Quaver since the 2015-16 school year. They have also received yearly training and professional development for the platform. This will be a continuation of the district's contract through the next curriculum review cycle.

Your response does not establish approval of either a contract or a purchase order.
Appropriate Leadership Signature _Julie Housamu_ Date _2-27-2020_

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Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2020

YOUTH APPRENTICESHIP REQUEST TO INCREASE CREDIT EARNED

Background

Youth Apprenticeship (YA) courses provide students an opportunity for employment that is aligned to high school coursework and a career pathway. Students must complete two pathway courses prior to beginning the application process for a YA course. The application process involves completing an application and interviewing with perspective employers. Students who are successful in obtaining employment are enrolled in the appropriate YA course. Currently students earn .5 credit for participation in YA courses.

Increase Credit Earned

Due to the rapidly increasing business partnerships and the rigorous workforce demand, students are on job sites for a minimum of 225 hours each semester as compared to 67 to 70 hours in class for one semester. As a result, the time invested in learning exceeds the current .5 credit allocated for a YA course. For this reason, administration recommends that we increase the credit earned for each YA course from .5 to 1.0.

REQUEST TO INCREASE THE FOLLOWING COURSES FROM .5 TO 1.0 CREDIT

818111	Finance YAP
818112	Finance YAP
818113	Finance YAP
818114	Finance YAP
828111	Information Technology - YAP
828112	Information Technology - YAP
828113	Information Technology - YAP
828114	Information Technology - YAP
848311	Hospitality, Lodging & Tourism - YAP
848312	Hospitality, Lodging & Tourism - YAP
848313	Hospitality, Lodging & Tourism - YAP
848314	Hospitality, Lodging & Tourism - YAP
858111	Heath Science - YAP
858112	Heath Science - YAP

858113	Heath Science - YAP
858114	Heath Science - YAP
868111	Architecture & Construction
868112	Architecture & Construction
868113	Architecture & Construction
868114	Architecture & Construction
878311	Transportation, Distribution & Logistics - YAP
878312	Transportation, Distribution & Logistics - YAP
878313	Transportation, Distribution & Logistics - YAP
878314	Transportation, Distribution & Logistics - YAP
888211	Manufacturing -YAP
888212	Manufacturing -YAP
888213	Manufacturing -YAP
888212	Manufacturing -YAP
888411	Science Technology, Engineering & Mathematics (STEM) - YAP
888412	Science Technology, Engineering & Mathematics (STEM) - YAP
888413	Science Technology, Engineering & Mathematics (STEM) - YAP
888414	Science Technology, Engineering & Mathematics (STEM) - YAP
890351	Art, A/V Technology & Communications - YAP
890352	Art, A/V Technology & Communications - YAP
890353	Art, A/V Technology & Communications - YAP
890354	Art, A/V Technology & Communications - YAP
830351	Marketing - YAP
830352	Marketing - YAP
830353	Marketing - YAP
830354	Marketing - YAP

Recommendation

Administration recommends that the Board of Education approve the increase of credit from .5 to 1.0 for all Youth Apprenticeship courses listed in the chart above.

Dr. Sue Savaglio-Jarvis   Ms. Julie Housaman
Superintendent of Schools   Chief Academic Officer

Ms. Cheryl Kothe
Coordinator of Career and Technical Education

Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2020

LAKEVIEW TECHNOLOGY ACADEMY COURSE CHANGE REQUESTS

Background

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing course updates to the information technology pathway to remain in alignment with course offerings at Gateway Technical College. Additionally, a feeder course for the computer numerical control (CNC) and programming tracks at Gateway, Introduction to Programming, Robotics and CNC, is proposed.

Course Change Proposal Requests

LakeView Technology Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the removal of two courses and the addition of three courses as detailed below. These new courses will support LakeView's informational technology programming focus. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions.

COURSES REMOVED IN THE 2020-21 SCHOOL YEAR

- Advanced Databases (Appendix A)
- IT Essentials (Appendix B)

COURSES ADDED IN THE 2020-21 SCHOOL YEAR

- Programming in Python (Appendix C)
- Databases (Appendix D)
- Introduction to Programming, Robotics and CNC (Appendix E)

Recommendation

Administration recommends that the Board of Education approve the eliminations and additions to the information technology courses for the 2020-21 school year as described in the tables that follow.

COURSES TO BE ELIMINATED	APPENDIX
Advanced Databases	A
IT Essentials	B

COURSES TO BE ADDED	APPENDIX
Programming in Python	C
Databases	D
Introduction to Programming, Robotics, and CNC	E

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Cheryl Kothe
Coordinator of Career and Technical Education

Dr. Bethany Ormseth
Principal, LakeView Technology Academy
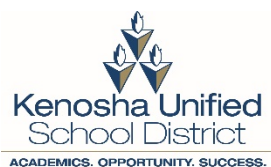
COURSE CHANGE PROPOSAL

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

Date Initiated: 1/15/20   Administrator's Name: Dr. Bethany Ormseth

Department and School: Technology and Engineering, LakeView

Course Name: Advanced Databases

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

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

Recommended Prerequisites (if any):

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

Gateway Technical College plans to eliminate this course for the 2020-21 school year.

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

NA

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

NA

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

NA

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

A. Teaching Staff: $NA   D. Facilities/Space: $NA

B. Textbooks/Kits: $NA   E. Professional Learning: $NA

C. Supplementary: $NA

COURSE CHANGE PROPOSAL

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

Date Initiated: 1/15/20   Administrator's Name: Dr. Bethany Ormseth

Department and School: Technology and Engineering, LakeView

Course Name: Information Technology Essentials

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

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

Recommended Prerequisites (if any):

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

Gateway Technical College plans to eliminate this course for the 2020-21 school year.

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

NA

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

NA

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

NA

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

A. Teaching Staff: $NA

D. Facilities/Space: $NA

B. Textbooks/Kits: $NA

E. Professional Learning: $NA

C. Supplementary: $NA

Teaching and Learning•Revised August 2017

COURSE CHANGE PROPOSAL

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

Date Initiated: 2/13/20   Administrator Name: Dr. Bethany Ormseth

Department and School: Information Technology, LakeView Technology Academy

Course Name: Programming in Python

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

Credits: .75   *Check if honors:* ☐

Recommended Prerequisites (if any):

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

This is one of two courses proposed for the 2020-21 school year. The removal of two courses, currently taught at LakeView grants the opportunity to expand the programming languages in the Information Technology pathway. LakeView seeks to add Python to those languages.

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

In this course students investigate the fundamentals of computer programming using the Python programming language. Students examine data types, variables, conditional statements, looping, array structures, and structured programming techniques. Upon completion of the course, students will be able to use Python to apply problem-solving skills to create applications for delivery to various platforms.

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

1. Designing algorithms to solve programming problems
2. Implementing data structures
3. Developing applications utilizing structured programming techniques
4. Handling errors
5. Modular program design
6. Creating object-oriented applications
7. Connecting an application to external data sources
8. Examining Python libraries
9. Creating documented applications

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

See Attachment 1.

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

Teaching and Learning•Revised August 2017

A. Teaching Staff: $572.28 (T&L Budget)   D. Facilities/Space: $

B. Textbooks/Kits: $93 per student (T&L Budget)   E. Professional Learning: $

C. Supplementary: $

SCOPE AND SEQUENCE

Programming in Python
Gateway Course No. 152-081

Course description: In this course students investigate the fundamentals of computer programming using the Python programming language. Students examine data types, variables, conditional statements, looping, array structures, and structured programming techniques. Upon completion of the course, students will be able to use Python to apply problem-solving skills to create applications for delivery to various platforms.

WEEK	TOPICS
1	**Designing algorithms to solve programming problems** • Identifying user requirements • Designing applications using pseudocode • Designing applications using flow charts • Exploring other application planning techniques
2	**Implementing data structures** • Coding applications with fundamental data types • Coding applications with multivalue data types • Determining variable scope • Python operators • Using built-in functions • Developing applications with comments • Developing applications with internal documentation
3	**Developing applications utilizing structured programming techniques** • Determining structures needed to solve a problem • Coding applications using sequential programming • Coding applications using decision structures • Coding applications using repetition structures • Coding applications using nesting structures
4	**Handling errors** • Utilizing debugging techniques • Creating applications with exception handling • Exploring software testing techniques

WEEK	TOPICS
5	**Modular program design** • Creating procedures • Creating functions • Utilizing access modifiers
6	**Creating object-oriented applications** • Identifying characteristics of classes • Coding applications using classes • Implementing constructors • Coding class properties and methods • Implementing class inheritance • Implementing polymorphism
7	**Connecting an application to external data sources** • Reading and writing to text files • Reading and writing to binary files • Connecting to a database • Handling exceptions when accessing external files
8	**Examining Python libraries** • Coding applications using the Python standard library • Coding applications for processing data • Exploring Python libraries for statistical analysis • Exploring Python libraries for data visualization
9	**Creating documented applications** • Developing applications with internal documentation • Exploring external documentation techniques

COURSE CHANGE PROPOSAL

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

Date Initiated: 2/13/20   Administrator Name: Dr. Bethany Ormseth

Department and School: Information Technology, Lakeview Technology Academy

Course Name: Databases

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

Credits: .75   *Check if honors:* ☐

Recommended Prerequisites (if any):

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

This is one of two courses being proposed for the 2020-21 school year. The Databases course will replace the Advanced Databases course currently taught at LakeView. This change is already reflected in the Gateway Technical College course offerings, and LakeView seeks to update its course offerings to align with Gateway Technical College offerings.

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

In this course students explore concepts, design, documentation, and implementation of various database systems, including proprietary and open source technologies. Students implement Structured Query Language (SQL) to store, retrieve, and manipulate data. Students create queries, normalize database structures, and create stored procedures. Upon completion of this course, students will be prepared to develop and maintain databases used in application development.

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

1.   Aspects of a database system
2.   Planning a relational database structure
3.   Managing database objects through SQL statements
4.   Developing normalized databases
5.   Advanced techniques to retrieve data
6.   Utilizing procedure language and transaction
7.   Assigning system and object privileges
8.   Database security
9.   Nonrelational databases

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

See Attachment 1.

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

A. Teaching Staff: $572.28 (Teaching and Learning budget)

B. Textbooks/Kits: $93 per student (Teaching and Learning budget)

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

SCOPE AND SEQUENCE

Databases
Gateway Course No. 152-080

Course description: In this course students explore concepts, design, documentation, and implementation of various database systems, including proprietary and open source technologies. Students implement Structured Query Language (SQL) to store, retrieve, and manipulate data. Students create queries, normalize database structures, and create stored procedures. Upon completion of this course, students will be prepared to develop and maintain databases used in application development.

WEEK	TOPICS
1	**Aspects of a database system** • Importance and usage of databases • Database terminology • The different types of modern database systems • The physical aspects of a database • Identifying the appropriate database type based upon a business need • Database structures
2	**Planning a relational database structure** • The usage of the different objects used in a relational database system • Determining database entities • Identifying database attributes and attribute types • Identifying entity relationships • Identifying data keys • Identifying constraints • Documenting database structure with entity relationship diagrams
3	**Managing database objects through SQL statements** • Syntax and purpose of the main SQL server statements • Writing SQL data manipulation language statements to change data in a database • Writing SQL data definition language statements to change the structure of a database • Writing SQL statements to add constraints to a database • Writing SQL statements to add referential integrity to a database

WEEK	TOPICS
4	**Developing normalized databases** • Database normalization rules • Proper use of candidate keys • Identifying candidate keys • Designing databases that meet third normal form (3NF) requirements • Creating working databases in 3NF
5	**Advanced techniques to retrieve data** • Witting statements which use table joins • Writing statements which use unions • Writing statements which use aggregate functions • Writing statements with the grouping clause • Writing statements with the having clause
6	**Utilizing procedure language and transaction processing** • Procedure languages used in database management system • Writing stored procedures • Writing database functions • Writing database triggers • The importance of data consistency • Identifying when transactions are necessary • Writing transactions in stored procedures
7	**Assigning system and object privileges** • The main data control language statements and their purpose • Managing users, roles, privileges, and resources • Developing GRANT statements • Developing CREATE statements • Developing REVOKE statements • Developing DENY statements • Developing DESTROY statements
8	**Database security** • Common database security threats • Data security best practices • Built-in server roles and their functionality • Basic object permissions • Implementing database monitoring • Database hardening
9	**Nonrelational databases** • Aspects of nonrelational databases • Advantages of not only SQL (NoSQL) databases • Different types of NoSQL databases

WEEK	TOPICS
	• Determining an appropriate NoSQL solution for a business need • Creating a NoSQL database

COURGE CHANGE PROPOSAL

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

Date Initiated: 1/15/20   Administrator Name: Cheryl Kothe

Department and School: Technology and Engineering, LakeView

Course Name: Introduction to Programming, Robotics, and CNC

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

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

Recommended Prerequisites (if any):

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

A course of this nature; Programming, Robotics, and CNC; continuously changes. Software updates frequently based on industry need. Aligning the curriculum with industry standards is vitally important for students. This is a feeder course for two tracks at Gateway—CNC and Programing. Constant collaboration between the instructor of this course and the Gateway courses occurs each semester to ensure that instruction aligns to future courses and workplace priorities.

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

This course is designed to expose students to the variety of different computer applications LakeView has to offer. In this course students will be introduced to the computer software that is used in Lakeview's Technology Lab, including Autodesk Inventor, Corel Draw, Aspire, Cut Studiom and DigiLab Slicing. Students will also be introduced to web design, the Google platform, digital image rendering, as well as many interactive program online applications. Lastly, students will be introduced to basic computer numerical control (CNC), laser cutting, 3D printing, and vinyl software. The goal of the course is to provide students with resources to refine their skills as classroom presenters, strengthen their use of technology in the classroom, and to positively impact student learning.

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

- BB1.b Analyze and use tools and materials.
- BB1.d Analyze and use electric in electronic systems.
- BB1.e Analyze and use control systems.
- EL1.a Apply electronic theory to practice.
- El2.a Measure a basic circuit using electronic components.

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

Teaching and Learning

Unit 1

- Introduction to Programming

    o Hour of Code Academy
    o Block Programming
    o Scratch Programing—Video Game/Console

Unit 2

- Introduction to CNC

    o Tormach CNC

        ▪ Conversational Language
        ▪ G-Code and M-Code
        ▪ Speeds and Feeds
        ▪ Tooling
        ▪ Work Holding
        ▪ Machining "CNC Ticket" Practice Part

Unit 3

- Introduction to Robotics

    o VEX Robotics

        ▪ Robot C—Programming Language

    o Arduino Microcontrollers

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.
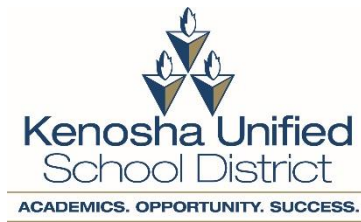
A. Teaching Staff: $0

B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

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March 24, 2020

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Thomas and Patricia Heller donated $275 to the Bradford High School Planetarium.

2. Terry Cowles donated $77.50 to the Meal Program Balance at Pleasant Prairie Elementary School.

<u>Administrative Recommendation</u>

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

March 24, 2020

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

March

- March 24, 2020 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom

April

- April 7, 2020 – Spring Election
- April 10-19, 2020 – Spring Recess – Schools Closed
- April 27, 2020 – Organizational Meeting & Regular School Board Meeting – 6:30 P.M. & 7:00 P.M. in ESC Boardroom

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