



Kenosha Unified
School District

ACADEMICS. OPPORTUNITY. SUCCESS.

REGULAR BOARD MEETING

Tuesday, February 23, 2021

7:00 PM

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

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Regular Board Meeting
 Tuesday, February 23, 2021
 Educational Support Center
 3600 52nd St.
 Kenosha, WI 53144
 7:00 PM

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District Mission

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

District Vision

To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

District Strategic Goals

At its September 22, 2020 regular meeting, the Board voted to suspend the current 5 Strategic Goals while seeking feedback and input for the proposed refreshed draft goals. It is anticipated that the Board will consider refreshed draft goals at its February 23, 2023, regular meeting.

Board of Education Goals

SMART Goal #1 – Alignment of Mission, Vision and Strategic Goals

October 2020 Board meeting, the Board will intentionally align their work with the mission, vision, and strategic goals of the district.

- a. At the beginning of each board meeting, the board will review the mission, vision, and goals.
- b. At the end of each board meeting, the Board will respond to the question: "Have we, by our actions tonight, advanced the mission, vision, and goals of the district"?
- c. Additionally, each standing committee will align their agendas and decisions to the appropriate board goals.

Accountability

Two areas were discussed: disaggregating data about student achievement and ensuring learning standards are consistent with parent and community expectations. It was discussed that there is a fair amount of turnover on the board, so data review may not have been consistent from board to board. Finding the sweet spot with data sharing in the right amount to be beneficial and processed is the key.

SMART Goal #2 - Data

Starting November 2020, data that is necessary for making decisions related to student success will be presented in concise and relevant ways so that recommendations and decisions can be made to improve learning results.

- a. The Board will continue to receive the board agenda and related materials the week prior to the monthly Regular Board meeting.
- b. The Board will make it clear to administration when they need additional data or data delivered in a different fashion that is more helpful for decision making.

SMART GOAL #3 - Advocacy

In the past board members have spoken directly to state legislators to communicate issues that impact KUSD. Mary Modder, Board Vice President, is the legislative liaison to the board and receives a great deal of information from WASDA and WASB. Information is passed on to the board as needed. Annually, in February, AAUW hosts a public brunch where Board members may meet with community members and local selected officials.

The Board will proactively engage with state legislators to make them aware of the District's needs and interests.

- a. We will create a consistent approach twice a year to inform them of the District's needs and interests.
- b. We will continue to have regular discussions at Board meetings about relevant information that is passed along from WASDA and WASB.
- c. We will regularly invite state legislators to visit District schools as we advocate for support.

SMART Goal #4 - Board Relationships

The standing committee structure will be intentionally used:

- a. To re-engage with the community for the development of shared expectations and decisions.
- b. For initial review, discussion, and refinement of policies when timelines permit, before being brought to the board.

The 8000 series is the policy section that pertains to the KUSD school board. Policies are reviewed by Administration and brought forward for a first or second read on an as-needed basis by the Administration. Administration brings an extensive number of policies for review and has done a good job of bringing these to the Board's attention.

New Board members will undergo an orientation to ensure that agreed-upon processes and procedures are well communicated. The orientation will also include parameters of their role as a Board member and their interface with administration.

Board of Education Operating Principles

Straight Talk

We believe that we will not get as much out of our joint experience if we don't use straight talk. We also believe that trust is a key element in straight talk.

Therefore, we will be open and honest with each other and use straight talk to increase clarity and focus.

Use of Our Time

The time of each member is a valued resource. We are committed to being efficient and productive in our use of time.

We believe that time is a critical component of our success, good use of time keeps us focused with no needless digression and that time is a non-renewable resource so we must use it wisely.

Therefore, we commit to:

1. **Start on time and end on time.**
2. **Assure that purposes for our meetings and interactions are clear with a timeframe in mind**
3. **Structure our meetings effectively to ensure that we stay on track**

Listening

Each participant brings a unique background, set of experiences, expertise and perspective. Our effectiveness as team members depends on our ability to access and leverage our diversity.

Therefore, we will actively solicit others' ideas/perspectives and listen to each other with the intent of understanding and learning.

Accomplishment and Optimism

It is easy to get caught in the trap of problems, breakdowns and what is not working. This trap has the power to make us feel overburdened and discouraged.

Therefore, agree to interrupt the negativity by periodically:

- **Acknowledging and identifying barriers without fixating on them.**
- **Noting what is working**
- **Speaking what we have accomplished**
- **Acknowledging the contributions and accomplishments of others.**

Responsibility for Self

It is easy to allow past stories, interpretations and relationships to interfere with our present effectiveness.

Therefore, we agree to:

- **Check our alliances, disagreements, unhelpful stories at the door**
- **Assume a positive predisposition towards one another**
- **Be open to discussing how things are going with each other within the meeting**
- **Commit to our own participation**

Kenosha Unified School District

Kenosha, WI

February 23, 2021

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Allen	Keanna	Southport Elementary School	Intervention Specialist	Instructional	02/02/2021	1
Appointment	Aluctika Neil	Woelfgang	Bradford High School	Math	Instructional	01/22/2021	1
Appointment	Bowen	Jacob	Harborside Academy	Library Media Specialist	Instructional	01/25/2021	1
Appointment	Carvis	Kate	Indian Trail HS & Academy	Special Education	ESP	01/25/2021	1
Appointment	Davis	Trevor	Lance Middle School	Special Education	ESP	01/25/2021	1
Appointment	Dobrinska	Aaron	Brass Community School	Night Custodian - Second Shift	Facilities	02/08/2021	1
Appointment	Fox	Hannah	Jefferson Elementary School	Classroom	ESP	02/02/2021	0.75
Appointment	Hale	Kora	Bullen Middle School	Cross Categorical	Instructional	01/25/2021	1
Appointment	Helminger	Sara	Office of Student Support	Social Worker	Instructional	02/08/2021	1
Appointment	Jones	Christina	Reuther Central High School	Clerical	ESP	03/01/2021	1
Appointment	Kuzelka	Karen	Bradford High School	Cross Categorical	Instructional	01/22/2021	1
Appointment	Marks	Joanie	Grant Elementary School	Classroom	ESP	02/08/2021	0.49
Appointment	Martinez	Ivette	Whittier Elementary School	Grade 1	Instructional	01/26/2021	1
Appointment	McGonegle	Julie	Forest Park Elementary School	Grade 2	Instructional	01/11/2021	1
Appointment	Medrano	Luis	Facilities	Maintenance, Environmental and Safety Manager	AST	02/08/2021	1
Appointment	Pabst	John	Information Services	Technology Support Technician	AST	02/22/2021	1
Appointment	Rittmiller	Stephanie	Brass Community School	Classroom	ESP	02/09/2021	0.49
Appointment	Schmitt	Eric	Harborside Academy	Intervention Specialist	Instructional	01/22/2021	1
Appointment	Sparesus	Jennifer	Bose Elementary School	Classroom	ESP	01/25/2021	1
Appointment	Stollenwerk	Megan	Somers Elementary School	Cross Categorical	Instructional	01/25/2021	1
Appointment	Stratman	Tonimarie	Roosevelt Elementary School	Classroom	ESP	01/25/2021	1
Appointment	Walberg	Caitlin	Office of Student Support	Guidance	Instructional	02/01/2021	1
Appointment	Weaver	Shania	Roosevelt Elementary School	Classroom	ESP	02/01/2021	1
Appointment	Wilson	Toni	Brass Community School	Classroom	ESP	02/08/2021	1
Resignation	Erdman	Alexander	KTEC West	Math	Instructional	06/09/2021	1
Resignation	Lisowski	Mary Ellen	Office of Student Support	Psychologist	Instructional	06/09/2021	0.6
Resignation	Romero	Heidi	Indian Trail HS & Academy	Biology/Life Science	Instructional	02/15/2021	1
Retirement	Christensen	Elizabeth	Lakeview Technology Academy	Administrative Specialist (12 MO)	ASP	04/15/2021	1
Retirement	DeLong	Nancy	Indian Trail High School & Academy	Special Education	ESP	06/08/2021	1
Retirement	Demos	Patricia	Community & Parent Relations	Community School Relations Coordinator	AST	06/30/2021	1
Retirement	Loewen	Suzanne	The Brompton School	Elementary Principal	AST	06/30/2021	1
Retirement	Stenholt	Wendy	Bradford High School	Administrative Support (12 MO)	ASP	04/16/2021	1
Retirement	Torres-Medina	Delia M.	Roosevelt Elementary School	ESL Other Language	Instructional	06/09/2021	1

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 25, 2021

A special meeting of the Kenosha Unified School Board was held on Monday, January 25, 2021, in Room 153 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 5:30 P.M. with the following members present: Mr. Battle, Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Attorney Joseph Russell from von Briesen & Roper was also present.

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

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

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

1. Personnel: Problems

Attorney Russell updated board members on a personnel issue and discussion followed.

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

Meeting adjourned at 7:05 P.M.

These minutes were composed by notes taken by Mr. Wade.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 26, 2021

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 26, 2021, in Room 153 at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:19 P.M. with the following members present: Mr. Battle, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis and Mr. Kevin Neir, Interim Chief of Human Resources, were also present. Ms. Stevens arrived later.

Mr. Duncan, 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. Duncan announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems and Personnel: Evaluation Consideration.

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

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

1. Personnel: Problems

Dr. Savaglio-Jarvis and Mr. Neir updated board members on several employee relation cases.

Ms. Stevens arrived at 6:21 P.M.

Dr. Savaglio-Jarvis and Mr. Neir were excused from the meeting at 6:23 P.M.

2. Personnel: Evaluation Consideration

Board members discussed the Superintendent's evaluation.

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

Meeting adjourned at 6:47 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 26, 2021

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 26, 2021, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Duncan, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Battle, Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis was also present.

Mr. Duncan, 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, Summer Zilisch (virtual) from Tremper High School, and she made her comments.

Mrs. Tanya Ruder, Chief Communications Officer, presented the United Soccer Coaches of America Academic All American Team Award to the Tremper Girls Soccer Team.

There were no Administrative and/or Supervisory Appointments.

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

Mrs. Modder gave the legislative report.

Views and comments were made by the public.

Remarks by the President were made by Mr. Duncan.

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 12/8/20 and 1/6/21 Special Meetings and Executive Sessions, 12/8/20 Regular Meeting and 1/6/21 Special 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. Sue Savaglio-Jarvis, excerpts follow:

"It is recommended that the December 2020 cash receipt deposits totaling \$131,858.67, and cash receipt wire transfers-in totaling \$40,431,409.41, be approved.

Check numbers 598063 through 598736 (net of voided batches) totaling \$3,281,396.87, and general operating wire transfers-out totaling \$3,786,249.93, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2020 net payroll and benefit EFT batches totaling \$20,458,946.93, and net payroll check batches totaling \$10,222.87, be approved."

Mr. Wade moved to approve the consent agenda as presented. Ms. Adams seconded the motion. Unanimously approved.

Board members provided their views and comments on the Return 2020 Plan. No action was taken on this agenda item.

Mrs. Julie Housaman, Chief Academic Officer, presented the Adult Spectators at WIAA Indoor Events submitted by Mr. Bryan Mogensen, Coordinator of Athletics, Health, Physical Education, Recreation and Senior Center; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts followed:

"On October 27, 2020, administration brought forward for Board approval a plan to implement winter and spring seasonal sports without adult spectators for indoor events. The Board approved administration's recommendations at this meeting.

On November 17, 2020, the Board voted to transition to all virtual instruction beginning November 3, 2020 through January 8, 2021. In addition, winter sports were delayed until January 4, 2021. Following WIAA guidelines that require athletes to practice for 5 days prior to participation in competition, the Southeastern Conference (SEC) commissioner scheduled KUSD high school teams for conference competitions as of January 11, 2021. In accordance with the winter and spring seasonal sport plan, adult spectators have not been permitted to attend events.

Coordinator of Athletics, Bryan Mogensen, gathered information from multiple surrounding school districts regarding their spectator policy for winter sports.

On January 22, 2021 Dr. Jen Freiheit responded to an administrative inquiry about the safety of having adult spectators at indoor athletic events with this guidance:

"Obviously no spectators is the safest option. Given our lower case numbers as of late, if an extremely limited number of spectators (1-2 max) could be TIGHTLY controlled and enforced (meaning no gathering before during and after games, mandatory masks over noses, wide spacing between parties, etc.). Of course if our numbers go back up, the school community needs to realize and be amendable to going back to no spectators."

Based on the updated guidance from the health department, the ability for adult spectators to attend indoor athletic events in surrounding districts and the established adult

Indoor Spectator Protocols administration recommends that the Board of Education approve the following:

- Allow two adult spectators (18 years of age or older) per athlete for KUSD teams only during regular season events.
- Allow two adult spectators (18 years of age or older) per athlete per home and away teams, regardless of where the competing team is located for the WIAA tournament series.”

Mr. Battle moved to allow two adult spectators (18 years of age or older) per athlete for KUSD teams only during regular season events and to allow two adult spectators (18 years of age or older) per athlete per home and away teams, regardless of where the competing team is located for the WIAA tournament series. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the District Services Survey and Employment Engagement Survey. Dr. Melissa Matarazzo, Senior Director at Studer Group, and Mr. Kristopher Keckler, Chief Information Officer, gave a PowerPoint presentation entitled *Rolling Out Results for Improvement* which covered the following topics: district services survey results, departments above 4.0, district services survey results rollout, employee engagement survey, employee engagement results, what can we celebrate, what can we focus on for improvement, and employee engagement results rollout.

Dr. Matarazzo and Dr. Savaglio-Jarvis answered questions from board members.

Mrs. Ruder presented the Revision of Policy 1510 – Advertising/Promotions submitted by Dr. Savaglio-Jarvis, excerpts follow:

“In late October 2020, board members were contacted by a citizen who questioned the removal of a political sign from school property and requested a copy of the school board policy associated with the removal of the sign. Upon investigation, it was discovered that the sign was not removed by staff, but rather by a citizen.

As a follow up to the inquiry, Policy 1510 – Advertising/Promotions was reviewed. In an effort to prevent further issues from arising surrounding this topic, additional language was added to prohibit any advertising that is political in nature on school buildings and/or on district property.

It is recommended that the Board approve revised Policy 1510 – Advertising/Promotions as a first reading at the January 26, 2021, regular school board meeting and as a second reading at the February 23, 2021, regular school board meeting.”

Mr. Battle moved to approve revised Policy 1510 – Advertising/Promotions as a first reading. Ms. Adams seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the New Course Proposal: Indian Trail High School and Academy – Business Academy submitted by Mrs. Housaman and Dr. Savaglio-Jarvis excerpts follow:

“Indian Trail High School and Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the addition of three courses as detailed below. The attached appendices include the Course/Program Change Proposal forms.

Innovation Lab will be the capstone course for the Business Academy and allow students to experience a real-world experience in preparation for graduation. Students will create and manage a virtual company during this year-long course.

Law and Order in Business will provide students with a comprehensive understanding of the legal elements involved in business. Key course components include: tort law, contract law, agency and employment law, cyber law and e-commerce.

Business Management will provide students with the core components of every business and an understanding of how these components determiner the success or failure of a business.

Administration recommends that the School Board approve the proposal for the aforementioned Business Academy courses.”

Mr. Wade moved to approve the proposal for the Business Academy courses noted in the report. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the New Course Proposal: Indian Trail High School and Academy – Communications Academy submitted by Mrs. Housaman and Dr. Savaglio-Jarvis, excerpts follow:

“Indian Trail High School and Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the addition of three courses as detailed below. The attached appendices include the Course/Program Change Proposal forms.

Introduction to Broadcasting will give students an understanding of basic journalism skills including, but not limited to reporting, interviewing, editing, and writing. It will provide students with an understanding of how to produce news and feature segments and podcasts.

Podcasting will give students an understanding of multiple facets in the journalism field. Students will conduct research, plan, script, and produce a podcast segment.

Photojournalism will give students an understanding of how to tell the story of a news event through images and words. Students will use photographs to document the history of an event, interview subjects, and write captions to give further information surrounding the story contained in the photo.

Administration recommends that the School Board approve the following three new course proposals: Introduction to Broadcasting, Photojournalism and Podcasting at Indian Trail High School and Academy – Communications Academy.”

Ms. Stevens moved to approve the three new course proposals for Introduction to Broadcasting, Photojournalism and Podcasting at Indian Trail High School and Academy – Communications Academy. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Open Enrollment Allocations – 2021-2022 School Year submitted by Ms. Luanne Rohde, Director of Early Education Programs; Mrs. Jenny Schmidt, Director of Special Education and Student Support; Ms. Susan Valeri, Chief of School Leadership; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“The Wisconsin Department of Public Instruction (DPI) stipulates that each resident school district allocate open enrollment spaces during their January board meetings. The 2021-22 Open Enrollment period is from February 1 to April 30, 2021. Along with the posted 3-month open enrollment window, applicants may also apply to a non-resident district using the designated Alternative Open Enrollment Application during the current school year if the applicant can demonstrate that he/she meets certain criteria. Appendix A contains a listing by grade of available open enrollment regular education spaces for School Year 2021-22. DPI has communicated that the District’s affirmation must specifically delineate both regular education seats by specific grade level and special education seats by program and/or service type.

KUSD Policy 5260 requires that a current open enrolled student re-apply just once, which is during the transition from elementary to middle school, or if they first enrolled during middle school, then they must reapply during the transition from middle school to high school. Also, tuition waiver students (those who start the year in KUSD but move out of district) have a right to complete the current year and apply for open enrollment the following year. This agenda item, once approved by the board, serves to confirm the Kenosha Unified School Board will guarantee approval of all valid open enrollment applicants of currently attending students and siblings, unless said applicants are found in violation of valid denial reasons. Even though these are current KUSD students, they are counted as new applications for our state reporting.

The Offices of Educational Accountability, School Leadership, Teaching and Learning, Special Education/Student Support and Early Education met on multiple occasions to determine available spaces for School Year 2021-22. After a review of the historical data and enrollment projections, this team, with the endorsement of the Superintendent of Schools, makes the recommendation contained in Appendix A (regular education) and Appendix B (special education) to the School Board. Administrative Recommendation:

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students for school year 2021-22. Recommendation is for a total of 195 spaces, 40 of which are designated for selected special education programs service/types as noted in Appendix A and Appendix B.”

Mr. Wade moved to approve the space availability for open enrollment students for school year 2021-22. Recommendation is for a total of 195 spaces, 40 of which are designated for selected special education programs service/types as noted in Appendix A and Appendix B. Mr. Garcia seconded the motion. Unanimously approved.

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

“The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive examination of the graduation rates of the Kenosha Unified School District (KUSD) for the Graduation Class of 2020. This is the annual graduation report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”. All KUSD students who enter grade nine are tracked until the end of their class’s designated graduation cycle (four years later). No allowance is made for any students who enter that class as it progresses from the ninth grade until the twelfth grade and its eventual graduation. For example, first-time ninth graders who are in attendance on the Official Third Friday Count Day during School Year 2016-17 are tracked with respect to their educational progress until the end of summer school in August 2020. Therefore, the ninth graders of School Year 2016-17 become the Graduation Class of 2020 (School Year 2019-20). Additionally, this report also examines the graduation rates in terms of progress made during the two years beyond a designated graduation year, that is, the five-year rate of the Graduation Class of 2019 and six-year rate of the Graduation Class of 2018. This process aligns to both the Wisconsin state statute for allowing for a free education until a student reaches age 20 as well as the current state developed school report cards which incorporate both four-year and six-year graduation data.

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a Wisconsin public school cohort and were last enrolled in KUSD during the four-year period whether or not the student began in KUSD in their ninth grade year. In addition, DPI does not count the completion credentials such as a HSED or a certificate of completion unless their Board of Education deems it as a regular high school diploma. DPI’s graduation rate has been a reported factor in two priority areas of the annual Accountability School and District Report Card: the four-year and six-year cohort graduation rate is used in the Closing Graduation Gaps calculation as well as in the graduation score of the On-Track and Postsecondary Readiness calculation. However, DPI’s WISEdash (online data reporting) portal reports four-year, five-year, six-year and seven-year graduation rates. This KUSD cohort report will continue to present data respective to the four-year, five-year and six-year graduation rates.

Over the past ten years, the number of students in each graduating class has ranged from approximately 1,600 to 1,800. However, the Class of 2020, based on 9th grade enrollment of 1,567 students represented a noticeable decrease in the cohort year. This was mainly due to an expected declining cohort class.

The number of students who began the cohort group in SY 2016-17 was 1,567, including 154 students who transferred out during the four-year period. When including “IOWA” graduates, 1,317 students graduated, resulting in a graduation rate of 93.5% for the Class of 2020. When excluding “IOWA” graduates 1,168 students graduated (82.9%), a slight increase from that reported in the past four graduating classes. The Class of 2020 reported the greatest percentage of graduates using the High School Competency Diploma Option (11.8%), which is a slight increase from last year’s figures.

The global COVID-19 pandemic impacted all educational settings in March 2020, including the graduating cohort group. Like most Wisconsin school districts, Kenosha Unified approved and applied a local waiver, which was also endorsed at the state level for allowance of students and their ability to meet their respective graduation requirements. Based on recent data, 279 KUSD students utilized this option for coursework, which totaled 813 half-credit courses being waived. The approved waiver option terminated at the end of the 2020 calendar year, and any students who have yet to graduate do not have the waiver option moving forward as they work to earn their diploma.

This report is an informational item.”

Mr. Keckler answered questions from Board members.

Dr. Savaglio-Jarvis presented Policy and Rule 8712 – School Board Meeting Agenda Preparation and Dissemination, excerpts follow:

“At its November 17, 2020, School Board meeting, the Board approved a motion “to accept and implement the board goals contained in the summary report” (attachment A).

In order to implement Smart Goal #1 – Alignment of Mission, Vision and Strategic Goals, it is necessary to revise School Board Rule 8712 (Attachment B) by adding two items to the monthly regular school board meeting agenda. The added agenda items are:

- Review of District Mission, Vision, Strategic Goals and Board of Education Goals; and
- Evaluation of Board of Education’s Adherence to its Operating Principles.

An additional revision is offered to paragraph 3 of the policy to update where the board agenda is available for public viewing which is on the District’s website. The new wording states, “Complete agendas for regular Board meetings shall be distributed to each Board member, local news medium, and will be available on the District’s website.”

Administration recommends that the board approve revised Policy and Rule 8712 – School Board Meeting Agenda Preparation and Dissemination as a simultaneous first and second reading on January 26, 2021.”

Ms. Adams moved to approve revised Policy and Rule 8712 – School Board Meeting Agenda Preparation and Dissemination as a simultaneous first and second reading. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Modder presented Resolution 373 – Public Schools Week 2021 which read as follows:

“WHEREAS, public education is at the foundation of our nation with 90% of America’s children attending public schools; and

WHEREAS, public schools are where students become educated citizens who are prepared to contribute to society, the economy, and citizenry of our country; and

WHEREAS, local, state and federal lawmakers should prioritize support for strengthening public schools and empower local education leaders to implement, manage, and lead school districts in partnership with educators, parents and other local education stakeholders; and

WHEREAS, local, state and federal lawmakers should support counseling, extracurricular activities, and mental health supports that are critical for student engagement and learning; and

WHEREAS, high-quality public schools that are inclusive and safe are where children learn to think critically, problem solve, build relationships, and succeed; and

WHEREAS, stable, predictable, and adequate funding for public schools is necessary to ensure students have the resources needed to succeed and high-quality educators before them.

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified School District's Board of Education does hereby adopt this resolution to proclaim February 22-26, 2021, as Public Schools Week.

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

Mrs. Modder moved to approve Resolution 373 – Public Schools Week 2021. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Adams presented Resolution 374 – Black History Month 2021 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 2021 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."

Mr. Adams moved to approve Resolution 374 – Black History Month 2021. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Worker's Compensation Reauthorization of Self-Insurance submitted by Mr. Neir, Mr. Hamdan, and Dr. Savaglio-Jarvis, excerpts follow:

"On July 1, 2003, the District approved using Community Insurance Company for its Worker's Compensation program. In order to establish the self-insured program a resolution was approved at the May 27, 2003, School Board Meeting, the May 23, 2006, School Board Meeting, the March 24, 2009, School Board Meeting, the March 27, 2012, the March 24, 2015, and again at the February 27, 2018 School Board Meeting.

The Wisconsin Administrative Code requires each political subdivision to re-authorize their self-insurer status once every three years.

Administration recommends that the School Board approve Resolution No. 375 (attached) to continue the Worker's Compensation Self-Insured Program."

Mr. Wade presented Resolution 375 – Reauthorization of Self-Insurance, which read as follows:

"WHEREAS, the Kenosha Unified School District is a qualified political subdivision of the State of Wisconsin; and

WHEREAS, the Wisconsin Worker's Compensation Act (Act) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or to be exempted (self-insured) from insuring liabilities with a carrier and thereby assuming the responsibility for its own worker's compensation risk and payment; and

WHEREAS, the State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they agree to report faithfully all compensable injuries and agree to comply with the Act and rules of the Department; and

WHEREAS, the School Board at its January 26, 2021, meeting may approve the continuation of a self-insured worker's compensation program; and

NOW, THEREFORE, BE IT RESOLVED that the School Board of Kenosha Unified School District does ordain as follows:

(1) Provide for the continuation of a self-insured worker's compensation program that is currently in effect.

(2) Authorize Jennifer Miller to forward certified copies of this resolution to the Worker's Compensation Division, Wisconsin Department of Workforce Development."

Mr. Wade moved to approve Resolution 375 – Reauthorization of Self-Insurance. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Adams presented the Donations to the District.

Ms. Adams moved to approve acceptance of the gifts(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). Mr. Wade seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:41 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 23, 2021

CASH RECEIPTS	reference	total
January 2021 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 3,125,487.27
District Municipalities	<i>tax settlement - January payment</i>	31,497,420.65
Johnson Bank	<i>account interest</i>	284.26
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	854.90
Bankcard Services (ShowTix4U)	<i>fine arts ticket sales receipts (net of fees)</i>	27.15
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	8,675.25
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	27,317.79
HHS	<i>head start grant</i>	283,317.31
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	3,592.58
Total Incoming Wire Transfers		34,946,977.16
January 2021 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	228,586.69
TOTAL JANUARY CASH RECEIPTS		\$ 35,175,563.85

CASH DISBURSEMENTS	reference	total
January 2021 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,560,651.23
WI Department of Revenue	<i>state payroll taxes</i>	1,079,847.53
WI Department of Revenue	<i>state wage attachments</i>	3,427.13
IRS	<i>federal payroll taxes</i>	2,639,862.08
Delta Dental	<i>dental insurance premiums</i>	239,014.41
Diversified Benefits Services	<i>flexible spending account claims</i>	3,112.96
NVA	<i>vision insurance premiums</i>	21,010.73
Aflac	<i>insurance premiums</i>	46,559.50
Optum	<i>HSA</i>	1,631,368.29
Various	<i>TSA payments</i>	343,905.82
<i>Subtotal</i>		13,568,759.68
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	125,075.62 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	949.25
United Healthcare	<i>health insurance premiums</i>	3,402,278.85
Various	<i>returned checks</i>	190.00
<i>Subtotal</i>		3,545,160.39
Total Outgoing Wire Transfers		\$ 17,113,920.07

January 2021 Check Registers - All Funds:		
Net payrolls by paper check	<i>Register# 01001DP, 01002DP 01902DP</i>	\$ 11,214.39
General operating and food services	<i>Check# 598737 thru Check# 599423 (net of void batches)</i>	3,632,435.81
Total Check Registers		\$ 3,643,650.20
TOTAL JANUARY CASH DISBURSEMENTS		\$ 20,757,570.27

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending January 15, 2021

Merchant Name	Total
3654 INTERSTATE	\$ 10,782.35
TUNSTALL CORPORATION	\$ 7,971.33
FILTRATION CONCEPTS INC	\$ 7,162.51
MARK'S PLUMBING PARTS	\$ 5,487.66
BUILDERS HARDWARE AND HOL	\$ 4,650.00
IN *ECONO SEWER AND DRAIN	\$ 4,449.60
HIGHWAY C SERVICE INC	\$ 4,190.04
HALLMAN LINDSAY PAINTS -	\$ 2,614.54
FIRST SUPPLY LLC #2033	\$ 2,606.91
HYDRO-FLO PRODUCTS INC	\$ 2,555.65
DASH MEDICAL GLOVES	\$ 2,398.50
GRANITE VALLEY FOREST PRO	\$ 2,365.90
SAN-A-CARE	\$ 2,284.00
HEAT & POWER PRODUCTS INC	\$ 2,021.09
PBBS EQUIPMENT CORP	\$ 1,832.50
IN *GROHS ELECTRIC LLC	\$ 1,763.81
IN *AMERICAN LASER MARK I	\$ 1,701.60
MAXON EQUIPMENT INC.	\$ 1,688.04
VYRON CORPORATION	\$ 1,620.00
BUREAU OF EDUCATION AND R	\$ 1,554.00
IN *TRIED & TRUE TREE CAR	\$ 1,500.00
MASTERMIND.COM	\$ 1,497.00
MENARDS KENOSHA WI	\$ 1,477.19
RESTAURANTS & CATERING	\$ 1,437.12
INDUSTRIAL CONTROLS	\$ 1,404.22
MCMASTER-CARR	\$ 1,395.68
ULINE *SHIP SUPPLIES	\$ 1,291.00
JMB & ASSOCIATES	\$ 1,245.42
BANKS VACUUM CORP	\$ 1,204.00
USPS.COM POSTAL STORE	\$ 1,178.80
IN *RLB HYDRAULIC SERVICE	\$ 1,067.56
BATTERIES PLUS #0561	\$ 1,027.80
NSPRA	\$ 1,005.00
TRANE SUPPLY-116407	\$ 970.06
SP * ATS MACHINE SAFET	\$ 904.24
FIRST BOOK	\$ 828.23
PROVANTAGE	\$ 810.18
NATIONAL EMPLOYMENT LAW	\$ 795.00
GRAINGER	\$ 793.44
CHESTER ELECTRONIC SUPPLY	\$ 793.19
SWEETWATER SOUND	\$ 760.00
HOMEDEPOT.COM	\$ 748.96
AMAZON.COM*GS0Y69CD3 AMZN	\$ 743.80
PAYPAL *SECUREDACNT	\$ 737.98
CESA 6	\$ 715.00
PAYPAL *AXISCOMMUNI	\$ 679.00
SHIFFLER EQUIPMENT	\$ 655.99

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending January 15, 2021

Merchant Name	Total
TEACHERS COLLEGE WEB COL	\$ 650.00
PRAIRIE SIDE ACE HDWR	\$ 617.85
L AND S ELECTRIC INC	\$ 614.75
WASBO FOUNDATION	\$ 600.00
IN *CHARACTERSTRONG, LLC	\$ 599.00
HAJOCA KENOSHA PC354	\$ 591.95
JOANN STORES*JOANN.COM	\$ 587.96
AMZN MKTP US*K47RT67G3	\$ 581.50
ANTHEM SPRT	\$ 576.85
AIA PRODUCTS/DUES	\$ 553.00
BEST BUY 00011916	\$ 547.89
BADGER THERMAL UNLIMITED	\$ 534.99
VEHICLE MAINT. & FUEL	\$ 525.84
AMERICAN ASSOC OF SCHOOL	\$ 499.00
WISCONSIN ASSOCIATION OF	\$ 480.00
WISCONSIN EDUCATIONAL MED	\$ 480.00
NATL CCL TEACHERS OF MATH	\$ 470.99
HUDL	\$ 450.00
FARM & FLEET STURTEVANT	\$ 434.80
TOOLS 4 FLOORING	\$ 424.70
AMZN MKTP US*784DZ94X3	\$ 421.75
GRIZZLY INDUSTRIAL PHONE	\$ 406.10
FASTENAL COMPANY 01WIKEN	\$ 402.05
DICKOW CYZAK TILE CARP	\$ 376.50
TEACHERSPAYTEACHERS.COM	\$ 369.00
PARTSWAREHOUSE.COM	\$ 352.06
PARTY CITY BOPIS	\$ 345.64
SAMS CLUB #6331	\$ 339.92
CHRISTOPHER R GREEN SR	\$ 336.74
HUMAN RELATIONS MEDIA	\$ 329.89
AWSA	\$ 328.00
PAT S SERVICES INC	\$ 325.00
AED SUPERSTORE	\$ 301.50
IN *J. EWENS DESIGN, INC.	\$ 274.00
HOLLAND SUPPLY INC	\$ 270.08
ZORO TOOLS INC	\$ 262.79
REPL.IT	\$ 262.50
PAYPAL *WASSERMAN STRENGT	\$ 254.25
ZOOM.US 888-799-9666	\$ 250.38
AUTISM GREATER WI	\$ 250.00
BRAINSTORM	\$ 245.00
WELDINGSUPPLIESIOC	\$ 244.99
ROCKLER	\$ 241.34
IN *DOVER FLAG LLC	\$ 238.00
AMERICAN EDUCATIONAL RESE	\$ 227.00
BEST BUY 00000299	\$ 225.72
AT&T*BILL PAYMENT	\$ 215.09

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

Billing Cycle Ending January 15, 2021

Merchant Name	Total
THE HOME DEPOT #4926	\$ 207.99
FIRST SUPPLY KENOSHA	\$ 205.61
KELVIN ELECTRONICS	\$ 191.75
AUER STEEL	\$ 189.20
ASCD	\$ 178.00
ENTRANCE TECHNOLOGI	\$ 177.16
AD AGE SUBSCRIP	\$ 169.00
SAMSClub #6331	\$ 159.76
RESTROOM STRATEGIC	\$ 153.00
AMZN MKTP US*2U53J5VG3	\$ 149.97
BUREAUEDUCA	\$ 149.00
WAL-MART #2668	\$ 143.72
FRESH THYME #704	\$ 142.21
SPECTRUM	\$ 138.91
AMZN MKTP US*3732F0RJ3	\$ 137.47
KAPCO	\$ 134.58
SPL*CESA #1	\$ 134.00
ON DECK SPORTS	\$ 126.00
AMZN MKTP US*SD68I2VK3	\$ 125.34
PHI DELTA KAPPA INTERNATI	\$ 124.95
BARNES & NOBLE #2213	\$ 120.67
AMZN MKTP US*8N5MV2TS3	\$ 117.35
TARGET 00022517	\$ 114.22
CRICUT	\$ 113.07
JOHNSTONE SUPPLY	\$ 108.09
BREAKOUT	\$ 105.00
AIRGAS USA, LLC	\$ 103.70
SHERWIN WILLIAMS 703180	\$ 101.73
V BELT GLOBAL SUPPLY	\$ 101.03
EDUCATION ADMIN WEB ADVI	\$ 99.00
MEIJER # 284	\$ 99.00
WAL-MART #1167	\$ 96.85
WWW.REDBUBBLE.COM	\$ 93.33
WI DSPS LICENSURE	\$ 93.00
PIONEER VALLEY BOOKS	\$ 90.00
WM SUPERCENTER #1167	\$ 85.55
AMZN MKTP US*QE8CJ2J73	\$ 78.47
HARBOR FREIGHT TOOLS 358	\$ 74.98
AMZN MKTP US*K739N8M83	\$ 74.56
AMAZON.COM*5W9LD3BX3	\$ 68.75
AAUP	\$ 67.00
MAILCHIMP	\$ 62.99
PARKSIDE TRUE VALUE	\$ 62.19
HALOGEN SUPPLY COMPANY IN	\$ 61.69
GFS STORE #1923	\$ 60.94
PAYPAL *VACSHOPINC	\$ 60.05
INDEED	\$ 60.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending January 15, 2021

Merchant Name	Total
GIMKIT PRO - 1 YEAR	\$ 59.88
AMZN MKTP US*YF8AD0V03 AM	\$ 52.95
REVERE ELECTRIC SUPPLY CO	\$ 52.25
VIKING ELECTRIC-MILWAUKEE	\$ 51.46
MOBILE ONE	\$ 50.00
UNIVERSAL PUBLISHING	\$ 46.50
LEARNING FORWARD (LF)	\$ 44.00
LOWES #02560*	\$ 43.96
AMAZON.COM*3J3OK70O3	\$ 43.89
BBC LIGHTING AND SUPPLY	\$ 43.34
AMZN MKTP US*NA7CL3BB3	\$ 42.89
CABLE TIES PLUS	\$ 42.76
AMZN MKTP US*1947S3DW3	\$ 40.97
HEGGERTY LITERACY RES	\$ 39.99
SMK*WUFOO.COM CHARGE	\$ 39.00
AMZN MKTP US*EH2XB02G3	\$ 36.82
AMZN MKTP US*2I8TT1SX1	\$ 36.25
SOLUTION TREE INC	\$ 33.71
GFS STORE #1919	\$ 33.05
USPS PO 5642800260	\$ 33.00
ADOBE STOCK	\$ 31.64
AMZN MKTP US*UB8F04W03 AM	\$ 29.44
STATSMEDIC.COM	\$ 29.00
COSTCO WHSE #1198	\$ 28.98
CESA 6 GMS SERV FEE	\$ 28.31
AMZN MKTP US*K13GG2SY3	\$ 27.98
REV.COM	\$ 26.50
CAREERSAFE ONLINE	\$ 25.00
THE TABLE GROUP	\$ 25.00
HOBBY LOBBY #350	\$ 23.31
MENARDS 3327	\$ 22.74
FC* UNITED WAY KENOSHA	\$ 16.04
CHWI GIFT SHOP	\$ 15.96
DOLLAR TREE	\$ 15.83
PARTY CITY 5174	\$ 15.81
APPLE.COM/BILL	\$ 15.59
TOWN OF SOMERS	\$ 15.00
ULTIMATE SLP	\$ 12.95
STORYBOARD THAT	\$ 10.99
FEDEX 782532960097	\$ 10.86
FS *ADOBE	\$ 10.55
CALENDLY	\$ 10.00
AMZN MKTP US*GK35B0BV3 AM	\$ 9.98
DSPS E SERVICE FEE REN	\$ 1.86
TARGET.COM *	\$ (43.45)
US Bank Purchasing Card Payment - Individuals	\$ 125,075.62

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2021

Administrative Recommendation

It is recommended that the January 2021 cash receipt deposits totaling \$228,586.69, and cash receipt wire transfers-in totaling \$34,946,977.16, be approved.

Check numbers 598737 through 599423 (net of voided batches) totaling \$3,632,435.81, and general operating wire transfers-out totaling \$3,545,160.39, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2021 net payroll and benefit EFT batches totaling \$13,568,759.68, and net payroll check batches totaling \$11,214.39, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

February 23, 2021

Revision of Policy 1510 – Advertising/Promotions

Background

In late October 2020, board members were contacted by a citizen who questioned the removal of a political sign from school property and requested a copy of the school board policy associated with the removal of the sign. Upon investigation, it was discovered that the sign was not removed by staff, but rather by a citizen.

As a follow up to the inquiry, Policy 1510 – Advertising/Promotions was reviewed. In an effort to prevent further issues from arising surrounding this topic, additional language was added to prohibit any advertising that is political in nature on school buildings and/or on district property.

At the January 26, 2021, regular school board meeting, the board approved revised Policy 1510 – Advertising/Promotions as a first reading.

Recommendation

It is recommended that the Board approve revised Policy 1510 – Advertising/Promotions as a second reading at the February 23, 2021, regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

POLICY 1510
ADVERTISING/PROMOTIONS

The District, its schools and school-sponsored events and activities shall not be used for advertising of commercial products, services or activities, except as approved by the Superintendent and/or ~~his/her~~ **their** designee.

Equipment or materials containing advertising of a service, product or activity may be approved for school use by the Superintendent and/or ~~his/her~~ **their** designee, if the educational value or savings to District taxpayers warrant such approval. In such cases, the Superintendent and/or ~~his/her~~ **their** designee shall consider proposals from enterprises interested in submitting a proposal that involves the display of or ongoing visual promotion of a particular enterprise. This must be limited in duration and subject to removal if the District's association with the enterprise is determined to be inconsistent with the District's mission or the educational environment.

No advertising will be permitted **on school buildings or any District owned property** if it advertises or promotes products or services or uses imagery, verbiage or other methods of communication (a) that pertains to products or services that are unlawful or prohibited in school, such as alcoholic beverages, tobacco or other harmful substances; (b) that are inappropriate for the intended age group, such as those related to the promotion of sexual activity; (c) **that is political in nature;** (d) or that is inconsistent with the District mission or educational objectives. No advertisement shall be construed as or constitute an endorsement by the Board, the District or the school of any product, services or activity or program. All advertisements must be approved by the Superintendent and/or ~~his/her~~ **their** designee.

Announcements of activities that are cultural or recreational and sponsored by school-related organizations may be made on the school public address system. Building principals will regulate such announcements.

LEGAL REF.: Wisconsin Statutes

Section 118.12(1) [Promotions on school premises]

CROSS REF.: Policy 1220, Cable Television

Policy 1330, Facilities Use

Policy 1400, Gifts, Grants and Bequests

Policy 1410, Free Materials

Policy 1500, Solicitations/Fundraising

Policy 1520, Distribution of Marketing Materials

Policy 3422, Exclusivity Agreements with Vendors

Policy 6750, Student Contests

ADMINISTRATIVE REGULATIONS: None

POLICY 1510
ADVERTISING/PROMOTIONS
Page 2

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
December 19, 2006
February 27, 2018
February 23, 2021

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Kenosha Unified School District
Kenosha, Wisconsin

February 23, 2021

RETURN 2020 Plan

As the nation is responding to the unprecedented challenges brought upon us by the COVID-19 pandemic, thousands of schools have been forced to create virtual learning experiences throughout our communities. Schools and systems across the nation found themselves having to reinvent learning in many new ways. The staff and students of KUSD have been doing just that in these most unprecedented times.

However, understanding the learning and social emotional challenges posed on students requires leadership from all entities including educators, medical professionals, parents, community members, boards of education and other vital stakeholders to come together for the betterment of student learning-academically socially, emotionally and physically. Communities across the country are living through very challenging times, with new information, changing information, at times conflicting information forthcoming almost on a daily basis and are being asked to do so much. It is noted that the amount of dedication and commitment from all staff that had to maneuver and adjust to these unique times is commendable. Staff have continually embraced the constant changes to focus on the needs of every learner.

Data

- Quarter 3 Parent Learning Preference Survey Results (by district and school)
- COVID Related KUSD Data
- COVID Trending report with 7-day average

Timeline

July 28, 2020/Regular Board Meeting

- The Board moved to return to school in an all-virtual learning environment for students with a return date for in-person to be determined. Motion carried.

August 18, 2020/Special Board Meeting

- The Board moved to approve the original Return 2020 plan presented at the July 28, 2020, meeting which offers an in person or virtual learning option with a school start date of September 14, 2020, and also approve the WIAA's recommendation of a seasonal start date of August 24, 2020, for girls swimming and diving, boys and girls cross country, girls golf and girls tennis and a September 7, 2020, start date for football, boys and girls volleyball and boys soccer. If a COVID surge outbreak shall occur, this issue should be revisited. Motion carried.

November 9, 2020 KCHD Recommendation

- On November 9, 2020, a media release from Kenosha County Health Officer, Dr. Jen Freiheit, strongly recommended that all schools within the county — K-12, colleges and universities — switch to virtual instruction only between November 23 and January 4 due to the continuing upward trend of COVID-19 cases in Kenosha County, with no slowdown projected in the next 12 weeks. It goes on to share, "It is not a binding order, but Freiheit urges schools, colleges and

universities to give it serious consideration. This recommendation also includes sports and other extracurricular activities.” Since the start of school, we have addressed areas of high need while having little to no impact on other schools that have not been greatly impacted by COVID-positive cases. Even the few switches to all virtual learning we have implemented have greatly affected our families as they search for alternate care during these brief closures. Please know that the Return 2020 plan and current COVID impact within KUSD will now be a regular board meeting agenda item starting this month, and will remain throughout the duration of the pandemic so Board members may discuss the topic as needed. This item is being presented for board discussion and possible action.”

November 17, 2020/Regular Board Meeting

- The Board moved to transition to 100% virtual instruction for all students except those whose IEPs require in person instruction from Monday, November 30 through Friday, January 8, with instructional staff only permitted but not required to work from home as long as such staff have reliable internet to serve students virtually, with all such staff designating their intention to their building principal prior to November 30, 2020. Motion carried.

KUSD Threshold

On October 16, 2020, the district implemented the KCDH thresholds for determining when to move a school or the entire district to virtual learning. The following indicators were established to trigger a transition to all virtual learning (please note: all metrics are subject to change based on new guidance from public health officials):

- >3% positive cases in a school within the last 14 days (based on the cumulative total of in-person staff and student COVID-positive cases divided by the total in-person staff and student population);
- A significant community outbreak is occurring or has recently occurred (large community event or local employer) and is impacting multiple staff, students, and families served by the community such that the KCDH directs KUSD to close buildings.
- Staff absences, due to individuals personally testing positive or being required to self-quarantine as a close contact, reach a level that has the potential to compromise the safety or fidelity of the learning environment. These three thresholds remain.

January 6, 2021/Special Board Meeting

- All teachers return to their buildings to work on January 11, 2021
 - Administration recommends no changes to the current approved motion.
- All PreK-5 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30, 2020; virtual learning continues for those who elected virtual.
 - Administration recommends no changes to the current approved motion.
- All 6-8 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30, 2020; virtual learning continues for those who elected virtual.
 - Administration recommends no changes to the current approved motion.
 - Parents opting from in person to virtual for Quarter 3 would send their students to school for the remaining 8 days while school administration works through new schedules.
- All 9-12 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30 or recently elected a different mode for Q3.
 - Rational for a recommended delayed return date of January 25 vs. January 11:

- Impact on finals
 - Majority of the high schools run finals the week of January 19-21
 - This extension allows for the least amount of classroom/course work disruption during finals week.
 - District is closed (no students/staff) on Monday, January 18 for Dr. Martin Luther King Jr. recognition.
 - No students report on Friday, January 22 for teacher work day.
 - The proposed extension is for 8 days from January 11-15 (5 days) and January 19-21 (3 days) for a total of 8 days of continued virtual learning.
 - All 9-12 students return to in person learning, if elected as their learning mode on January 25 which is the start of the 3Q; virtual learning continues for those who elected virtual.

The District understands the 2020-21 school year comes with many varying opinions for many solid reasons. Administration recommends that the Board of Education spend time considering the recommendation below for the remainder of the 2020-2021 school year. And, while doing so keeping in mind the components outlined in the Return 2020 plan in order to make the best decision for all students, staff and families:

- [Return 2020 plan - English](#)
- [Return 2020 plan - Spanish](#)

The Board approved administration's recommendation to extend the virtual learning environment for all 9-12 students (with the exception for students on alternative learning plans) through January 22 with a return to in person learning for those who elected in person learning at the start of Quarter 3, on January 25, 2021, due to impact on finals.

January 26, 2021/Regular Board Meeting

- No board action taken

Administrative Recommendation

There is no new recommendation at this time.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

Kristopher Keckler
Chief Information Officer

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2021

POLICY 6100 – MISSION, VISION, CORE VALUES AND STRATEGIC GOALS

Background

Policy 6100 was developed to outline the focus of the district. Throughout the years this policy has been adjusted to align with the district's current goals and initiatives. The current strategic planning process began in February 2015. The district's Pathway to Success is a plan where work continues around the Mission, Vision, Core Values and Strategic Goals set forth by the board of education. KUSD's Pathway to Success continued throughout the next several years. The initial work focused on developing the mission, vision, core values and strategic goals. The five goals were created to drive the work of the district. The board of education approved revised Policy 6100 on Sept. 22, 2015.

In July 2017, the Board updated Policy 6100 to include the addition of the district's core values. Subsequently it was noted that Policy 6120 already existed and outlined the core goals. To align all policies and reduce replication, in July 2018 the board approved elimination of Policy 6120 so the district's mission, vision, core values and strategic goals are now outlined together in Policy 6100 as one Policy.

In July 2019, Policy 6100 was presented for affirmation by the board of education. There were no recommended updates at that time due to the fact that the District was developing a partnership with StuderEducation. The district's partnership with StuderEducation outlined the implementation of a system-wide continuous improvement model. The kick off for this model started late fall 2019. This work resulted in redesigning the current strategic goals contained in Policy 6100.

During this past year, 2019-2020, strategic goal teams and reactor groups have been working on developing scorecards that contain objectives, initiatives, measures and an implementation plan. Once the scorecards are finalized, the District will seek Board approval; these new goals will guide the work of the district for the next five years.

Refreshing KUSD Goals Timeline

When	Who	What
January - March 2020	Leadership Council	Gathered a set of key data points to represent a high level look at organizational health and needs assessment
February - June 2020	District Data Team	Considered the right district-wide goals for student academic achievement

When	Who	What
May 2020	Workforce workgroup: 15 teachers, district staff and principals	Considered which measures represent areas that, if improved, will bring KUSD closer to achieving District's Mission, Vision and which strategies that are working to achieve success
June 2020	Fiscal responsibility and efficiency workgroup: 15 teachers, district staff and principals Family and community engagement workgroup: 15 teachers, district staff and principals	Same as above Same as above
September 2020	Leadership Council	Review and discuss draft goals and strategies for refinement
October – November 2020	Reactor Groups <ul style="list-style-type: none"> • Standing Committee • Staff • Parents 	Engage with small groups of staff to gather feedback on draft goals and revise for improvement
December 2020 - January 2021	Leadership Council	Finalized refreshed goals, measures and strategies
February - March 2021	School Board	Review refreshed goals for approval

The following are the current Board approved District goals and draft goals created for feedback during the 2020 school year.

Current Board approved strategic goals	Refreshed draft goals for feedback
Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.	Provide excellent, challenging, learning opportunities and experiences that prepare each student.
Implement transparent fiscal management practices that prioritize and align resources.	Recruit, retain, and develop a highly effective and diverse staff that ensures the success of every student.
Retain and recruit highly qualified staff who work to ensure the success of every student.	Foster and strengthen community partnerships and family engagement to positively impact student engagement and learning.

Enhance the leadership and expertise of all staff through professional learning and collaboration.	Align resources to achieve efficiency and positive impact on student achievement, while communicating transparency to all stakeholders.
Foster and strengthen community partnerships to increase student learning and family engagement.	

During the month of November and December 2020, the District hosted staff and community feedback sessions (in English and Spanish) seeking input, feedback and/or ideas for each goal area. Dr. Melissa Matarazzo, StuderEducation coach, led the feedback sessions. As a result, the goals and corresponding goal statements were slightly adjusted. These are being presented to the Board for review and possible approval.

Proposed Strategic Goals	Proposed Goal Statements
Student Achievement	Provide excellent, challenging learning opportunities and experiences that prepare each student for success and make KUSD Wisconsin's top performing urban school district.
Effective and Engaged Workforce	Recruit, retain and develop a highly effective and diverse staff that ensures the success of every student.
Family and Community Engagement	Foster and strengthen family engagement and community partnerships to positively impact student engagement and learning.
Fiscal Responsibility	Align resources to achieve efficiency and positive impact on student achievement and organizational sustainability, while communicating transparently to all stakeholders.

Administration Recommendation:

Administration recommends that the Board of Education approve the District's newly proposed four strategic goals and their corresponding goal statements as noted in the chart above as a simultaneous first and second reading at the February 23, 2021 regular board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

MISSION, VISION, CORE VALUES AND STRATEGIC GOALS

MISSION:

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

VISION:

To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

CORE VALUES:

- **Safety** – providing a safe learning and working environment
- **Teamwork** – collaborating respectfully to meet goals
- **Unity** – being united among staff, students, families and all other stakeholders
- **Diversity** – being inclusive of all individuals
- **Equity** – treating all in a fair and just manner
- **Nurturing** – providing a caring and encouraging environment
- **Trust** – building confidence through transparency
- **Stability** – building organizational capacity to adapt to change successfully

STRATEGIC GOALS AND GOAL STATEMENTS:

~~Suspended on 9/22/20, see link below:~~

~~<https://www.kusd.edu/sites/default/files/document-library/english/092220rbmagenda.pdf>~~

Strategic Goal	Goal Statement
Student Achievement	Provide excellent, challenging learning opportunities and experiences that prepare each student for success and make KUSD Wisconsin's top performing urban school district.
Effective and Engaged Workforce	Recruit, retain and develop a highly effective and diverse staff that ensures the success of every student.
Family and Community Engagement	Foster and strengthen family engagement and community partnerships to positively impact student engagement and learning.
Fiscal Responsibility	Align resources to achieve efficiency and positive impact on student achievement and organizational sustainability, while communicating transparently to all

stakeholders.

POLICY 6100
MISSION, VISION, CORE VALUES AND STRATEGIC GOALS
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LEGAL REF.: Wisconsin Statutes

Sections 118.01 [Educational Goals and Expectations]
118.13 [Pupil Discrimination Prohibited]
118.30 [Pupil Assessment]
120.13 [School Board Powers]
121.02(1) [School District Standards]

CROSS REF.: 1120, Parent/Guardian/Caregiver Involvement and Family Engagement

2110, Benchmarks
2720, Shared Decision Making
3600, School Safety
4370, Professional Learning
~~5110, Equal Educational Opportunity/Discrimination Complaint~~
5110.1, Student Equal Opportunity, Non Discrimination and Anti-Harassment
5110.2, Nondiscrimination Guidelines Related to Students who are Transgender and
Students Nonconforming to Gender Role Stereotypes
5430, Student Conduct and Discipline
6456, Graduation Requirements
8520, Board Goal Setting

POLICY 6100
MISSION, VISION, CORE VALUES AND STRATEGIC GOALS
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991
October 6, 2016
~~September 22, 2020~~
July 23, 2019

REVISED: October 10, 2000
January 29, 2002
December 13, 2005
June 28, 2011
September 22, 2015
July 25, 2017
August 28, 2018
September 22, 2020
February 23, 2021

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2021

School Year 2020-21 Fall MAP Growth Results

MAP Growth is an online assessment used to measure academic growth and achievement in math and reading. In SY 2020-21 KUSD administered MAP as a local assessment primarily to students in grades 2 through 8. Normally, it is administered annually in the Fall and Spring with an optional Winter iteration. This year with the challenges of the pandemic, the Winter option was eliminated to allow schools more time for instruction.

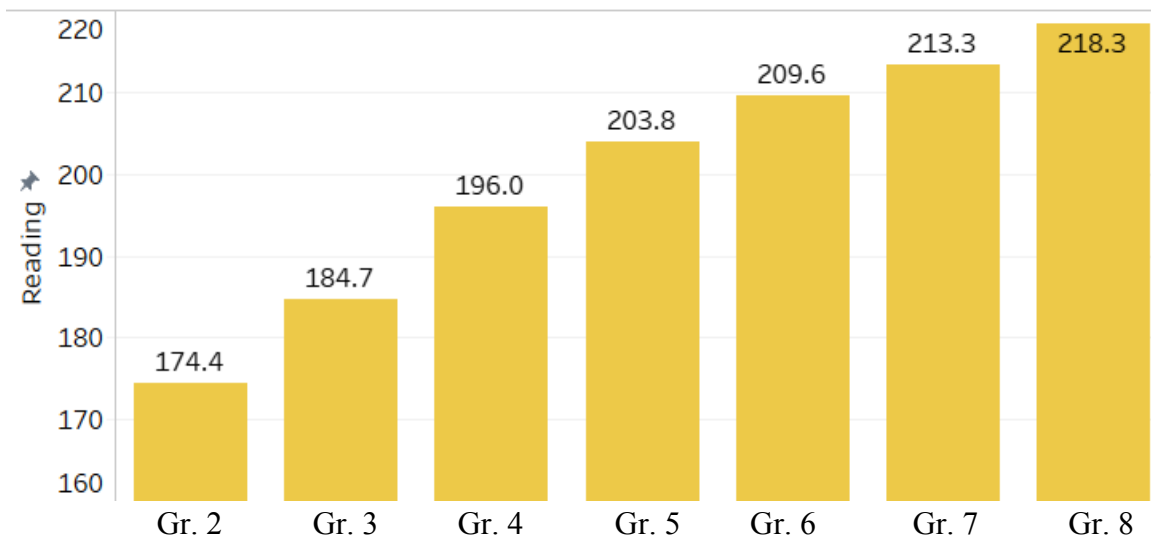
Upon completion of the assessment, each student is given an achievement outcome in the form of a Rasch Unit Scale (RIT) score and national percentile. Additionally, growth numbers are provided both quantitatively, change in the RIT from iteration to iteration, and qualitatively, how good was student's growth in relation to grade, instructional weeks at assessment, subject, and RIT. This second measure is labeled as Conditional Growth. The Conditional Growth Index (CGI) is a measure of growth represented as a Z-score or standard deviations around the mean of a normal distribution. Additionally, MAP projects students' performance on the Forward and ACT (grades 5 through 12) assessments.

The results presented in this report are from the Fall 2020 iteration, which began on October 12, 2020 and ran through November 30, 2020. Assessments were administered in-person and remotely to 9,303 grade 2 through 8 students. This represents approximately 94% of possible students. In fall 2019, KUSD assessed approximately 96% of grade 2- grade 8 students.

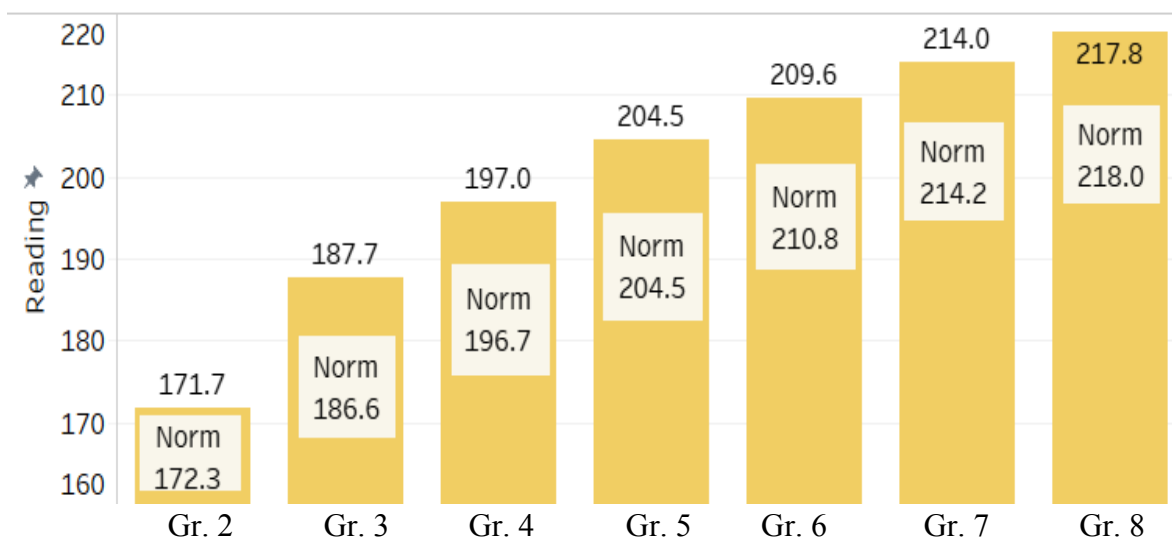
Results – Achievement

- Reading – Average district RIT scores for students in grades 3-5 met or exceeded the MAP norm (50th percentile) for their grade. Grades 2, 7, and 8 missed the norm by less than 1 point and grade 6 was off 1.2 points. When comparing each grade's 2020 average RIT score to 2019, KUSD fared well with only grades 2 and 8, not meeting or surpassing the 2019 average RIT for that grade.

Fall 2019 Average RIT by Grade

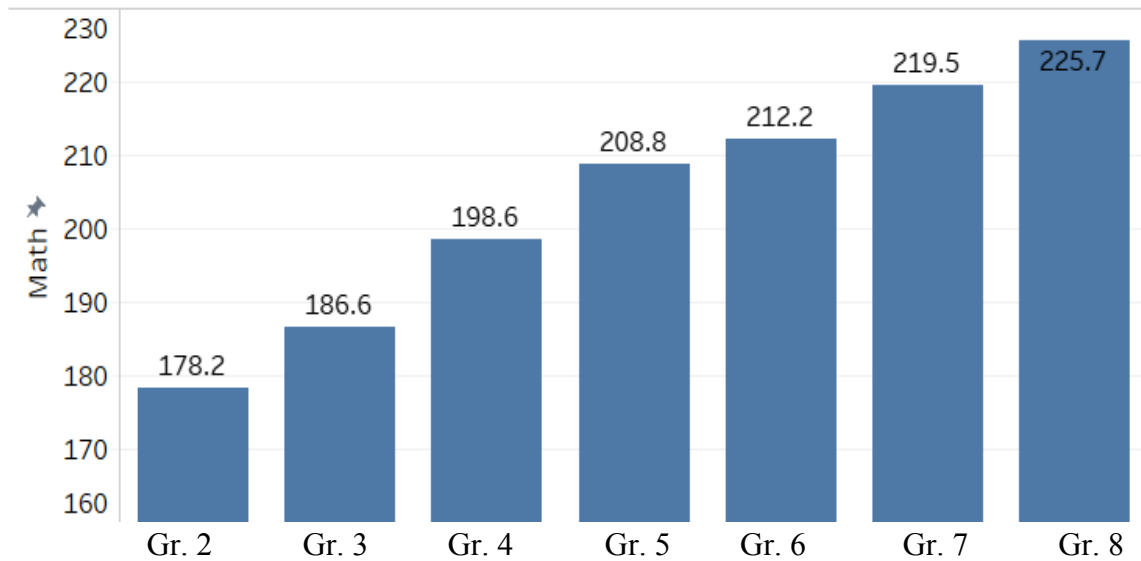


Fall 2020 Average RIT by Grade

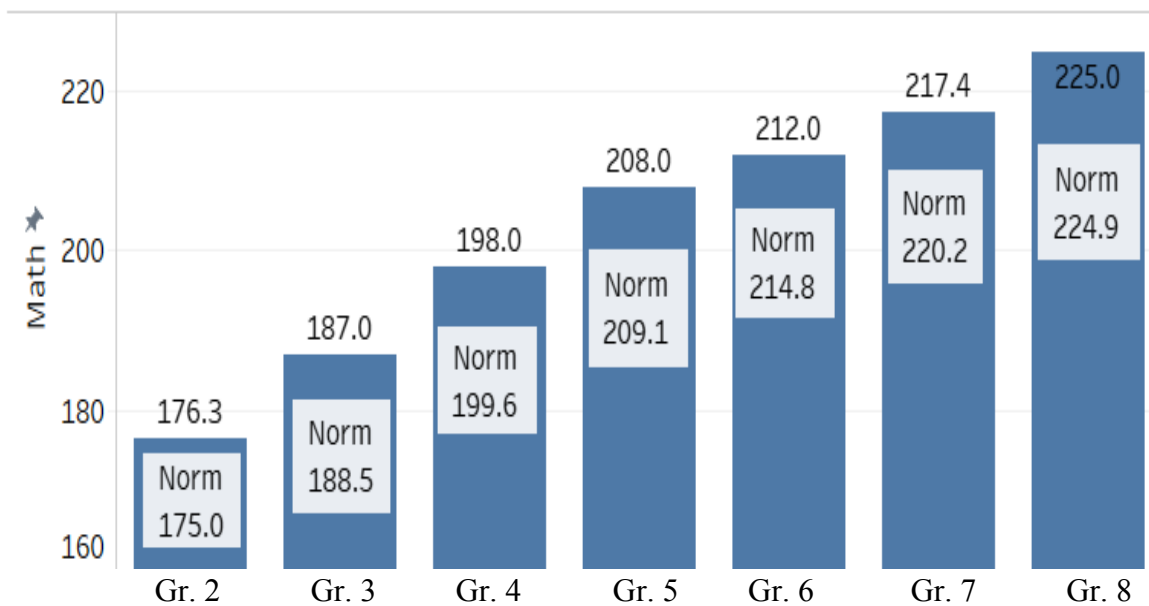


- Math – Average District RIT scores for students in grades 2 and 8 met or exceeded the MAP norm. All other grades fell below that 50 percentile mark. Likewise, in the comparison to 2019 average RIT scores, only grade 3 exceeded prior year’s score.

Fall 2019 Average RIT by Grade

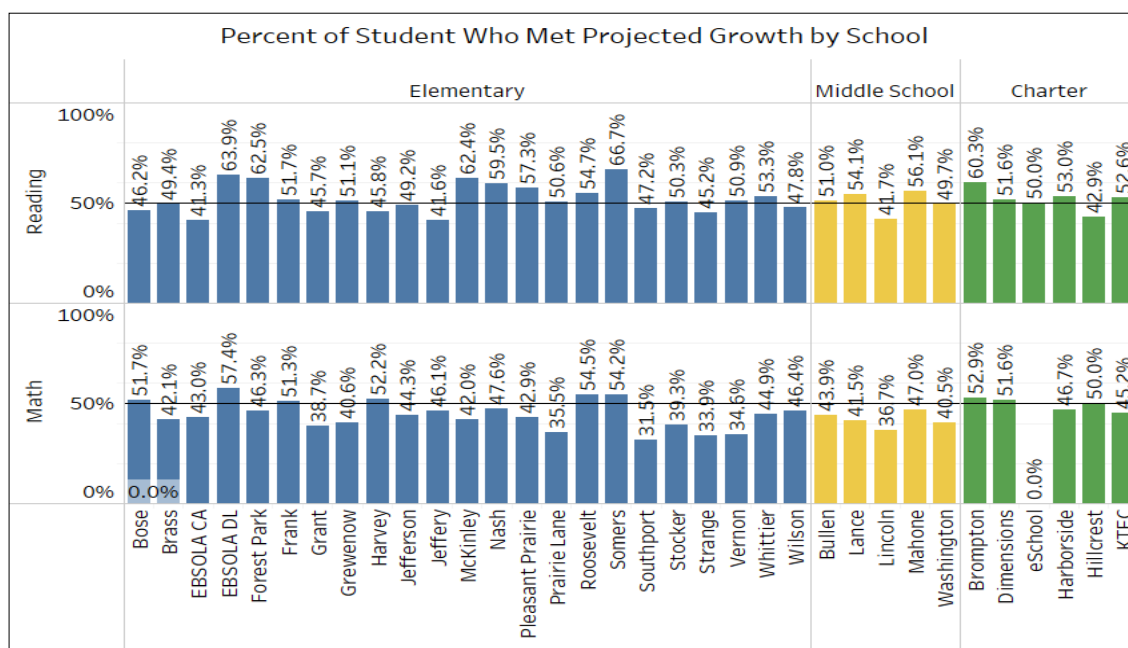


Fall 2020 Average RIT by Grade

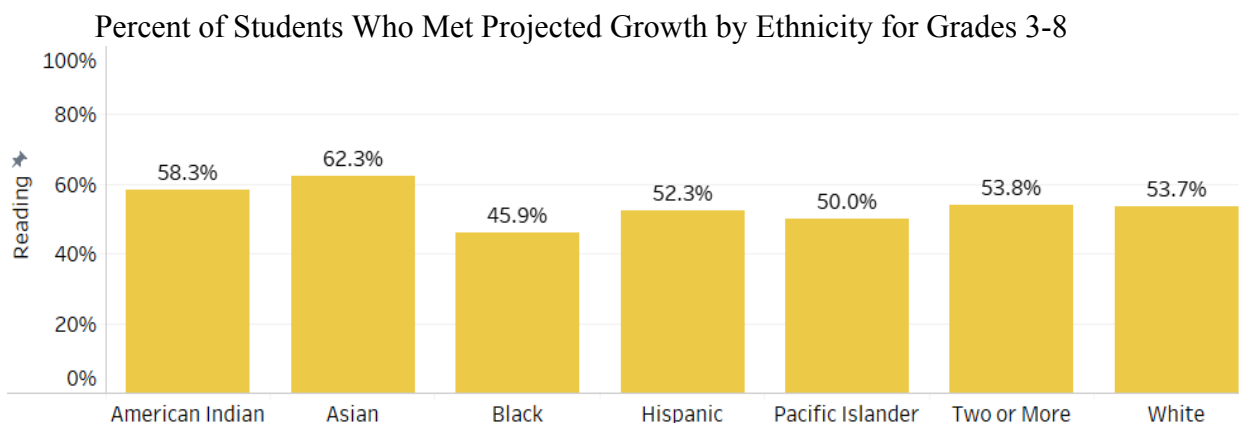


Results - Growth

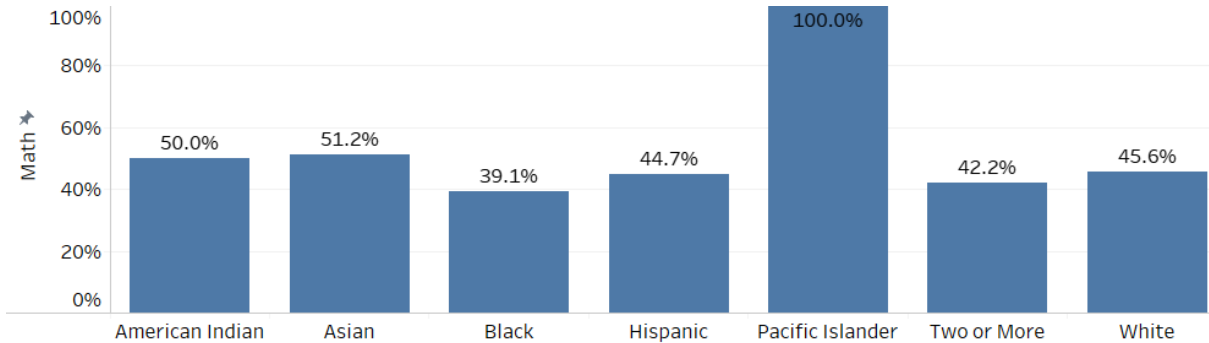
- Reading – Another way to look at growth is to determine the number of students who met their projected growth. For the 2020 fall iteration, growth is measured from fall 2019 to fall 2020. Overall, 52% of KUSD students reached or exceeded their projected growth number with the highest school at 66.7% (Somers) and the lowest at 41.3% (EBSOLA-CA).
- Math – Overall, 43% of KUSD students reached or exceeded their projected growth number, with the highest school at 57.4% (EBSOLA –DL) and the lowest at 31.5% (Southport).
- MAP has an expectation that 50% of the students meet their projected growth. A black line represents the 50% goal in both charts below.



The next two charts represent the percentage by ethnicity breakdown for Reading and Math who met their projected growth for all students assessed in grades 3-8.

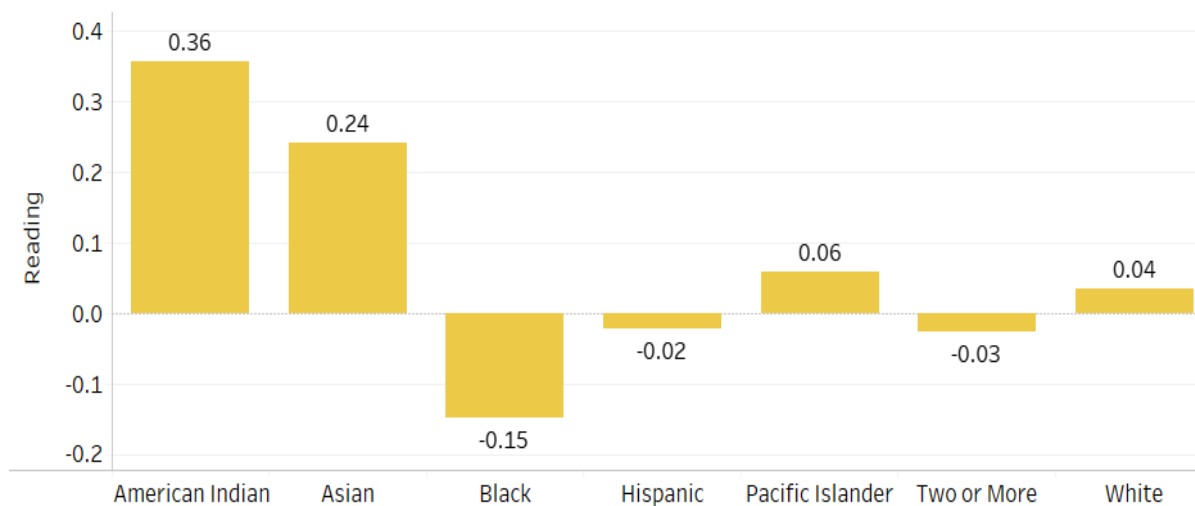


Percent of Students Who Met Projected Growth by Ethnicity for Grades 3-8

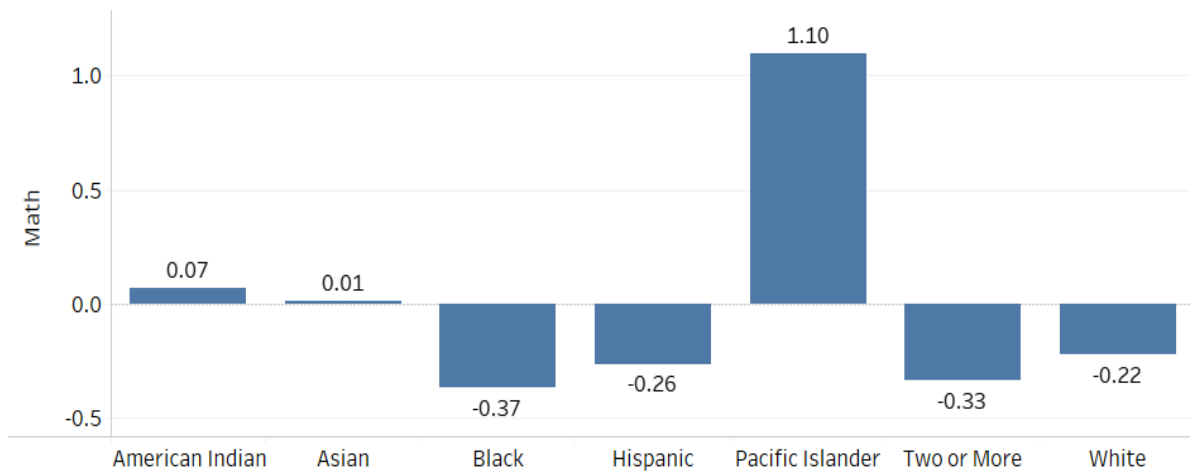


While the figures presented above provide insight on MAP score growth, it limits providing deeper insight into growth. Conditional growth is a more robust measure as it allows for the understanding of how good student growth was. The District's average CGI is 0.02 which is at the 50.8 percentile. So a more accurate measure related to the realized level of growth for each individual student would be distributed along the horizontal "0" line. Positive values in this area represent the conditional growth of students who scored better than the 50th percentile, while negative scores represent the conditional growth of performing less than the 50 percentile as evaluated from the NWEA comparisons.

Fall 2019 to Fall 2020 Average Conditional Growth Index by Ethnicity for Grades 3-8



Fall 2019 to Fall 2020 Average Conditional Growth Index by Ethnicity for Grades 3-8



Summary

Despite the challenges of remotely administering the MAP assessment, the number of completed assessments was not significantly impacted. This result can be credited to the hard work and collaborative efforts of all staff. Their efforts should be applauded.

One would have reasonably expected achievement and growth scores to tumble this year due to Covid-19 related instructional changes, however, that was not the case for reading scores. Surprisingly, gains were made for most grades over last year. Contrastingly, math results were lower and more in line with expectations. MAP results are used at the student level to identify performance on content standards, and for those areas that need additional support and intervention will be addressed with current and future instructional opportunities, either during the school year or even summer school.

The Spring MAP assessment is scheduled to commence on April, 12, 2021.

Information Only

This report is an informational item.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Jon M. Young
Data Analyst

**Kenosha Unified School District
Kenosha, Wisconsin**

February 23, 2021

SUMMER SCHOOL 2021 PROGRAM PROPOSALS

Background

Kenosha Unified School District Summer School and recreation programs provide summer intervention and enrichment opportunities for the Kenosha community. For summer 2020, in response to the COVID-19 pandemic, kindergarten through twelfth grade academic programs were offered virtually. In addition, the traditional recreation programs, such as marching band, orchestra, Kenosha Youth Performing Arts Company (KYPAC), middle school camps, tennis, basketball, swimming, etc. were not offered.

The COVID-19 pandemic prompted a historic closure of schools across the country in March 2019; and, as surges in infections fluctuated, students have alternated between in-person and virtual instruction. The district has responded and provided devices for all students, implemented extensive training on effective virtual instruction and learning platforms, and developed training modules on supporting social and emotional learning needs. Undoubtedly, this has been a challenging year for many students; and the proposed plans for Summer School 2021 will provide an opportunity for identified kindergarten through eighth grade students to work in small reading and/or math intervention groups.

Traditionally, elementary and middle summer schools offer enrichment programs for all students to maintain engagement in learning. As a result of the inconsistencies in learning environments, beginning in March 2020, the Office of Teaching and Learning worked collaboratively with the Office of School Leadership and principals to design a summer program that will focus on students who have learning gaps in reading and/or math. Similar collaborations occurred with high school administration, and all are in agreement that the current credit recovery and physical education courses continue to meet the needs of high school students.

Proposed Summer Program 2021

CALENDAR

- Elementary and middle school
 - Monday, June 21, 2021, through Thursday, July 29, 2021 (23 days)

- No school—Monday, July 5, 2021 (Independence Day holiday)
- This is a change from previous years in which K-8 summer school was Monday through Friday (24 days)
- High school
 - Summer School teacher workday—Friday, June 11, 2021
 - Session 1—Monday, June 14, 2021, through Friday, July 2, 2021
 - Session 2—Tuesday, July 6, 2021, through Monday, July 26, 2021
 - No school—Monday, July 5, 2021 (Independence Day holiday)
 - No change from previous year

ELEMENTARY AND MIDDLE SCHOOL

The elementary and middle School Summer program focus is to address skill gaps for targeted students in reading and math. The student-to-teacher ratio will be 15 to 1 with a ratio ranging from 5 to 1 to 8 to 1 for elementary intervention blocks. Previously, the teacher-to-student ratio was a maximum of 22 to 1 for elementary and 25 to 1 for middle school.

Summer Reading Curriculum

- Elementary school
 - Reading Instruction for Students to Excel
 - Summer Lit Camp
- Middle school
 - Strategic Adolescent Reading Intervention

Summer Math Curriculum

- Elementary school
 - Bridges Intervention and Workplaces
 - Grade level problem-solving components
- Middle school
 - Middle School Mindset Math Camp

Transportation will be provided for Summer School following the same guidelines used during the school year (Appendices A and B). District-wide Summer School transportation has not been provided in previous years.

HIGH SCHOOL

High school students will have the opportunity to recover credits by attending in-person credit attainment courses. Advanced physical education credit will be offered in person at Bradford High School, Harborside Academy, Indian Trail High School and Academy, and Tremper High School. To meet the needs of students who wish to take virtual physical education courses, an additional section has been added to Kenosha eSchool. New for summer 2021, credit recovery courses will be scheduled into two periods per day. Students will have the option to attend either period 1, period 2, or both. A two-period schedule will allow for more students to participate in credit recovery courses as well as maintain student engagement. Incoming ninth grade students may earn advanced credit through the Jump Start to High School course. English language learners who qualify may earn elective credit through participation in the Newcomer English Language Development Summer School Course I and Course II. These courses will be offered in person at Bradford High School (Appendix C, Attachment C).

FINE ARTS

New for summer 2021, current fifth grade students with no prior band experience will be able to enroll in a beginning band program with the focus on jumpstarting their musical skills for middle school. The beginner band, along with the beginner orchestra programs, will be in person with group participation of 12 to 15 students per section. Band and orchestra ensembles, available for middle and high school students, will provide a collaborative group experience for students while still focusing on individualized instruction. Traditionally, Rambler and Band of the Black Watch summer programs have included marching in the Kenosha, Somers, Lake Bluff, Vernon Hills, Lake Geneva, and Bristol parades. The question of whether parades will take place this summer and the safety of rehearsing and performing with large ensembles remains a concern; and, as such, the marching programs will not run in summer 2021. Due to physical distancing requirements and the traditional large student participation in Kenosha Youth Performing Arts Company (KYPAC), this program will not run in summer 2021. As a temporary replacement for KYPAC, a summer choir program for incoming fifth grade through ninth grade is proposed to allow students to focus on refining skills for the return to live musical performances (Appendix D).

SUMMER RECREATION PROGRAM

The Office of Recreation Summer Activities for children will have an in-person program for summer 2021. Students will sign up for a scheduled time to participate in the offered activities, moving away from the previous drop-in model. All traditional summer recreation programs will be offered (Appendix E).

LIFE, LEARNING, AND LEISURE

Life, Learning, and Leisure provides summer programming opportunities for students with significant disabilities in first through twelfth grade. This program incorporates activities that provide learning and recreation experiences. The elementary program is traditionally held at Stocker Elementary School and the middle and high School programs held at Mahone Middle School. For summer 2021 the elementary and middle school programs will remain at Stocker and Mahone, and the high school program will be held at Tremper High School to assist with meeting the necessary physical distancing requirements.

Additional Funding Request

Additional funding is necessary to implement the 2021 summer program plan. Extended learning opportunities are a qualified expenditure in the Elementary and Secondary School Emergency Relief Funds (ESSER) budget.

ADDITIONAL FUNDING REQUEST FOR 2021 SUMMER SCHOOL PROGRAMS		
AREA	AMOUNT REQUESTED	RATIONALE
Elementary school	\$336,063.00	<ul style="list-style-type: none">Classroom teacher ratio move from 22:1 to 15:1Reading intervention teacher ratio of 5:1Math intervention teacher ratio of 8:1Five additional hours per teacher for weekly professional learning (\$125 per teacher)
Middle school	\$5,121.90	<ul style="list-style-type: none">Classroom teacher ratio move from 25:1 to 15:1Five additional hours per teacher for weekly professional learning (\$125 per teacher)

ADDITIONAL FUNDING REQUEST FOR 2021 SUMMER SCHOOL PROGRAMS

AREA	AMOUNT REQUESTED	RATIONALE
High school	\$16,082.00	<ul style="list-style-type: none"> • Additional .5 Kenosha eSchool physical education position • Additional .5 Iowa testing position at Bradford, Hillcrest, Indian Trail, Tremper, and Reuther
Special education	\$56,919.12	<ul style="list-style-type: none"> • Increase number of teachers, speech therapists, occupational therapists, physical therapists, assistive technology and social workers • Educational support professional positions • Transportation for additional program site
Transportation	\$385,813.98	<ul style="list-style-type: none"> • Transportation for elementary and middle school • Combined sites will have transportation from boundary school to Summer School site. • For all other sites, school year transportation criteria will be followed for Summer School.
TOTAL SUMMER SCHOOL BUDGET	\$800,000.00	

Recommendation

Administration recommends that the Board of Education grant approval to allocate \$800,000 of ESSER funds to increase the number of Summer School teachers, provide weekly professional learning for teachers, and provide transportation for the 2021 Summer School program.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

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



PROPOSED 2021 ELEMENTARY SUMMER SCHOOL

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Focus	<ul style="list-style-type: none"> To close the skills gap for students in reading and math 	<ul style="list-style-type: none"> Engagement and enrichment for students in reading, math, and an inquiry project Getting ready for kindergarten
Target audience	<ul style="list-style-type: none"> Students currently in kindergarten through fourth grade who need additional support in meeting grade level standards 	<ul style="list-style-type: none"> All current year students in kindergarten through fourth grade Students entering kindergarten for the upcoming school year
Dates	<ul style="list-style-type: none"> Start date: Monday, June 21, 2021 End date: Thursday, July 29, 2021 23 days In person 4 days per week (23 days) Calendar (Attachment A) 	<ul style="list-style-type: none"> 24 days
Days of the week	<ul style="list-style-type: none"> Monday-Thursday 	<ul style="list-style-type: none"> Monday-Friday

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Times	<ul style="list-style-type: none"> ● Period 1: 8 a.m. to 10 a.m. ● Period 2: 10:10 a.m. to 12:10 p.m. ● 2021 Example of Elementary Schedule (Attachment B) 	<ul style="list-style-type: none"> ● 8 a.m. to 12 p.m. ● One attendance period
Locations	<ul style="list-style-type: none"> ● Bose, Harvey, and Somers ● Brass ● Edward Bain School of Language Arts—Creative Arts and Grant ● Edward Bain School of Language Arts—Dual Language ● Jefferson ● McKinley ● Nash ● Pleasant Prairie ● Prairie Lane, Jeffery, and Whittier ● Roosevelt ● Southport, Grewenow, and Vernon ● Stocker and Forest Part ● Strange 	<ul style="list-style-type: none"> ● Bose, Harvey, and Somers ● Brass and Roosevelt ● Edward Bain School of Language Arts—Creative Arts and Grant ● Edward Bain School of Language Arts—Dual Language ● Jefferson ● McKinley ● Nash ● Pleasant Prairie ● Prairie Lane, Jeffery, and Whittier ● Southport, Grewenow, and Vernon ● Stocker and Forest Part ● Strange
Summer reading camp	<ul style="list-style-type: none"> ● Reading enrichment: Summer Lit Camp 	<ul style="list-style-type: none"> ● Online modified version of the Summer Lit Camp program

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
	<ul style="list-style-type: none"> ● Reading intervention: Reading Instruction for Students to Excel (RISE) ● Summer Reading Camp Program Description (Attachment C) 	
Summer math camp	<ul style="list-style-type: none"> ● Math enrichment: Problem Solving Components ● Math intervention: Bridges Intervention and Workplaces ● Summer Math Camp Program Description (Attachment D) 	<ul style="list-style-type: none"> ● Table Talk Math
Initial staffing per school	<ul style="list-style-type: none"> ● 15-to-1 student-to-teacher ratio ● 2 reading intervention teachers <ul style="list-style-type: none"> ○ 5-to-1 student-to-teacher ratio ● 1 math intervention teacher <ul style="list-style-type: none"> ○ 7- or 8-to-1 student-to-teacher ratio 	<ul style="list-style-type: none"> ● 22-to-1 student-to-teacher ratio ● 2 to 4 resource teachers per site based on enrollment numbers
Identified students	<ul style="list-style-type: none"> ● Students identified as having significant skills gaps in math and/or reading ● Parents notified at March Parent Conference of what skills their students need work on and what is being done to help them, which includes attending Summer School 	<ul style="list-style-type: none"> ● All students welcome to attend Summer School at their boundary school ● If space permitted, students were able to attend Summer School at nonboundary school.

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Professional learning	<ul style="list-style-type: none"> • Week before Summer School • 1 time a week for ongoing learning and support 	<ul style="list-style-type: none"> • Prior to the start of Summer School
Registration	<ul style="list-style-type: none"> • Google Form • Only invited students will receive the link to register for Summer School. 	<ul style="list-style-type: none"> • Google Form • Open to all boundary school students
Transportation	<ul style="list-style-type: none"> • Transportation costs are being priced out to see if this is a possibility. • Regular school year transportation criteria will be used for Summer School 	<ul style="list-style-type: none"> • Not provided



2021 SUMMER SCHOOL DATES

Elementary and Middle Schools

4 days per week 23-day calendar
--

REGISTRATION

- Opens Monday, March 3, 2021 (Elementary Parent Conferences)

STUDENT SCHEDULE

- In person Monday through Thursday
- Period 1: 8 a.m. to 10 a.m.
- Period 2: 10:10 a.m. to 12:10 a.m.
- No school Monday, July 5, 2021 (Independence Day holiday)
- 23 days

2021 Summer School (23 days)	Start	Monday, June 21, 2021 No school Monday, July 5, 2021
	End	Thursday, July 29, 2021

TEACHER SCHEDULE

- In person Monday through Friday
- Teacher workday: Thursday, June 17, 2021
- No school Monday, July 5, 2021 (Independence Day holiday)

- 24 workdays
- Teacher day: 7:30 a.m. to 12:30 p.m.
 - Student contact: 4 hours and 10 minutes
 - Teacher preparation: 50 minutes

2021 Summer School (24 days)	Teacher Workday	Thursday, June 17, 2021
	Start	Monday, June 21, 2021 No school Monday, July 5, 2021
	End	Thursday, July 29, 2021



SUMMER SCHOOL 2021

DAILY SCHEDULE		
GRADE	PERIOD 1 (8 A.M.-10 A.M.)	PERIOD 2 (10:10 A.M.-12:10 P.M.)
Kindergarten	Reading	Math
1	Reading	Math
2	Math	Reading
3	Math	Reading
4	Math	Reading

INTERVENTION TIMES				
GRADE	8:05 A.M.- 8:55 A.M. (50 Minutes)	9:05 A.M.- 9:55 A.M. (50 Minutes)	10:15 A.M.- 11:05 A.M. (50 Minutes)	11:15 A.M.- 12:05 A.M. (50 Minutes)
Kindergarten	Reading intervention—2	Reading	Math	Math intervention—1
1	Reading	Reading intervention—2	Math intervention—1	Math
2	Math	Math intervention—1	Reading intervention—2	Reading
3	Math intervention—1	Math	Reading	Reading intervention—1
4	Math	Math intervention—1	Reading	Reading intervention--1



ELEMENTARY ENGLISH/LANGUAGE ARTS SUMMER SCHOOL

Time

Proposed time frame: 2 hours

Hour 1: Reading Instruction using LitCamp materials

Hour 2: Reading Intervention using the Reading Intervention for Students to Excel (RISE) Framework

LitCamp Components

WHOLE GROUP	FOCUS	IS ADDITIONAL TEACHER SUPPORT NEEDED?	CAN IT BE ADAPTED FOR VIRTUAL?	DO MATERIALS NEED TO BE DISTRIBUTED?
Yes	Comprehension and writing in response to reading	No	Yes	No, the books can be scanned and assigned to students. Students read the texts online. Additionally, Raz Kids texts can be read online for independent reading.

Reading Intervention for Students to Excel Components

WHOLE GROUP	FOCUS	IS ADDITIONAL TEACHER SUPPORT NEEDED?	CAN IT BE ADAPTED FOR VIRTUAL?	DO MATERIALS NEED TO BE DISTRIBUTED?
No, students are in small groups (ideally, not more than five students per group).	Phonics skills and comprehension	Yes, ideally one other teacher to instruct at a station	Yes	Yes, copies would be made of the materials needed for each student.

RISE: Reading Intervention for Students to Excel For children in grades 1 to 5 who read at text levels C–N



Station Work

For Summer School the station work would be adapted as follows:

STATION	ACTIVITY	INSTRUCTOR	GROUP	TIME FRAME
1	Read a new book.	Classroom teacher	A	10 minutes
2	Phonics and word study	Classroom teacher	A	10 minutes
3	Reread yesterday's book and other familiar books.	No teacher	B	20 minutes
4	Guided writing	Classroom teacher	C	20 minutes

All students rotate through all stations each day.



ELEMENTARY MATHEMATICS SUMMER SCHOOL

Time

Proposed time frame: 2 hours

Hour 1: Mathematics problem solving

Hour 2: Mathematics intervention using Bridges intervention

Problem-Solving Components

ACTIVITY	WHOLE GROUP	FOCUS	IS ADDITIONAL TEACHER SUPPORT NEEDED?	CAN IT BE ADAPTED FOR VIRTUAL?	DO MATERIALS NEED TO BE DISTRIBUTED?
Number sense routines	Yes	Building number sense and computational fluency	No	Yes	No
Problem-solving tasks (e.g., 3-Act Tasks, Math Forum)	Partial	Students work individually and then in small groups on engaging math tasks and debrief as a whole group.	No	Yes	Younger students may especially benefit from availability of physical manipulatives and paper-pencil copies of tasks, but electronic options exist.

Mathematics Intervention Components: Bridges Intervention and Workplaces

INTERVENTION	WHOLE GROUP	FOCUS	IS ADDITIONAL TEACHER SUPPORT NEEDED?	CAN IT BE ADAPTED FOR VIRTUAL?	DO MATERIALS NEED TO BE DISTRIBUTED?
Bridges Intervention	No, students are in small groups (ideally, not more than five students per group).	Building computational fluency from conceptual understanding	Yes, ideally one other teacher to instruct at a station	Yes	Younger students may especially benefit from availability of physical manipulatives and paper-pencil copies of tasks, but electronic options exist.
Work Places	Students not engaged in a Bridges Intervention Lesson play a Work Place's game with a partner.	Building computational fluency from conceptual understanding	No	Yes	No, Work Places are now available digitally.



PROPOSED 2021 MIDDLE SCHOOL SUMMER SCHOOL

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Focus	<ul style="list-style-type: none"> To close the skills gap for students in reading and math 	<ul style="list-style-type: none"> Engagement and enrichment for students in reading, math, and a problem-based learning project
Target audience	<ul style="list-style-type: none"> Students currently in fifth through eighth grade who need additional support in meeting grade level standards 	<ul style="list-style-type: none"> All current year students in fifth through eighth grade
Dates	<ul style="list-style-type: none"> Start date: Monday, June 21, 2021 End date: Thursday, July 29, 2021 23 days In person 4 days per week (23 days) Calendar (Attachment A) 	<ul style="list-style-type: none"> 24 days
Days of the week	<ul style="list-style-type: none"> Monday-Thursday 	<ul style="list-style-type: none"> Monday-Friday
Times	<ul style="list-style-type: none"> Period 1: 8 a.m. to 10 a.m. Period 2: 10:10 a.m. to 12:10 p.m. 	<ul style="list-style-type: none"> 8:00 am to 12:00 pm One attendance period

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
	<ul style="list-style-type: none"> 2021 Example Middle School Schedule (Attachment B) 	
Locations	<ul style="list-style-type: none"> Summer School will be offered at each middle school site. 	<ul style="list-style-type: none"> Summer School was offered at each middle school site.
Middle School Summer Reading Camp	<ul style="list-style-type: none"> Strategic Adolescent Reading Intervention (STARI) (Attachment C) 	<ul style="list-style-type: none"> Reading lessons designed around project-based learning
Middle School Summer Math Camp	<ul style="list-style-type: none"> Middle School Mindset Math Camp (Attachment D) 	<ul style="list-style-type: none"> Math lessons designed around project-based learning
Initial staffing per school	<ul style="list-style-type: none"> 6 teachers <ul style="list-style-type: none"> 15-to-1 student-to-teacher ratio 1 special education teacher 	<ul style="list-style-type: none"> 22-to-1 student-to-teacher ratio Staffing allocated based on previous three years' enrollment
Identified students	<ul style="list-style-type: none"> Students identified as having significant skills gaps in math and/or reading 	<ul style="list-style-type: none"> All students welcome to attend Summer School at their boundary school If space permitted, students were able to attend Summer School at non boundary school.
Professional learning	<ul style="list-style-type: none"> Week before Summer School 1 time a week for ongoing learning and support 	<ul style="list-style-type: none"> Prior to the start of Summer School
Registration	<ul style="list-style-type: none"> Online using Google Form Only invited students will receive the link to register for Summer School. 	<ul style="list-style-type: none"> Online using Google Form Any boundary area student could register for Summer School.

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Transportation	<ul style="list-style-type: none"> • Transportation costs are being priced out to see if this is a possibility. • Regular school year transportation criteria will be used for Summer School. 	<ul style="list-style-type: none"> • Not provided



2021 SUMMER SCHOOL DATES

Elementary and Middle Schools

4 days per week 23-day calendar
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REGISTRATION

- Opens Monday, March 3, 2021 (Elementary Parent Conferences)

STUDENT SCHEDULE

- In person Monday through Thursday
- Period 1: 8 a.m. to 10 a.m.
- Period 2: 10:10 a.m. to 12:10 a.m.
- No school Monday, July 5, 2021 (Independence Day holiday)
- 23 days

2021 Summer School (23 days)	Start	Monday, June 21, 2021 No school Monday, July 5, 2021
	End	Thursday, July 29, 2021

TEACHER SCHEDULE

- In person Monday through Friday
- Teacher workday: Thursday, June 17, 2021
- No school Monday, July 5, 2021 (Independence Day holiday)

- 24 workdays
- Teacher day: 7:30 a.m. to 12:30 p.m.
 - Student contact: 4 hours and 10 minutes
 - Teacher preparation: 50 minutes

2021 Summer School (24 days)	Teacher Workday	Thursday, June 17, 2021
	Start	Monday, June 21, 2021 No school Monday, July 5, 2021
	End	Thursday, July 29, 2021



**SUMMER SCHOOL 2021
EXAMPLE MIDDLE SCHOOL SCHEDULE**

GRADE	8 A.M.-10 A.M.	10 A.M.-12 P.M.
Incoming Sixth Grade A	Math	Reading
Incoming Sixth Grade B	Reading	Math
Sixth Grade A	Math	Reading
Sixth Grade B	Reading	Math
Seventh Grade A	Math	Reading
Seventh Grade B	Reading	Math



MIDDLE SCHOOL ENGLISH/LANGUAGE ARTS INTERVENTION

Strategic Adolescent Reading Intervention

THE STRATEGY

- Adolescent struggling readers need to work on both basic reading skills and the skills that underlie deep comprehension: academic language, perspective taking, and critical reading.
- Texts need to engage students with issues in their lives and in the world.
- Peer talk about text can develop reading engagement, perspective taking, and critical reading.

INCLUDED IN THE PROGRAM

- Nine units that connect to a full-length novel and a selection of poetry, short stories, and/or nonfiction
- Texts that vary in genre and complexity and expose students to realistic reading demands for secondary school
- Debate(s) related to the unit's guiding question
- Comprehension and decoding workbooks that guide partner work
- Daily lesson plans that help teachers deliver effective minilessons and lead guided reading discussion

HOW THE PROGRAM WORKS

Strategic Adolescent Reading Intervention (STARI) aims to accelerate the progress of struggling readers by addressing both basic reading skills, such as fluency and decoding, and deep comprehension skills simultaneously. A guiding theory of the STARI intervention is that talking to peers about what is read gives students access to multiple perspectives on a text and

can promote more complex reasoning. Peer-to-peer talk is also helpful in supporting student motivation and engagement with text. Opportunities for talk are embedded in every component of the curriculum: fluency, decoding, partner work, guided reading, and debates that are linked to unit themes. Each unit has a different overall theme or topic that is meaningful and engaging for students.



Throughout each STARI unit, students are exposed to both nonfiction and fiction texts through partner reading and guided reading. This combination of guided and more independent work allows students to gain greater skill and confidence with reading strategies and workbook assignments. Units generally conclude with structured classroom discussions and debates where students compile evidence and build perspective-taking skills. Building a positive classroom culture is critical to developing productive daily discussions as well as unit debates.

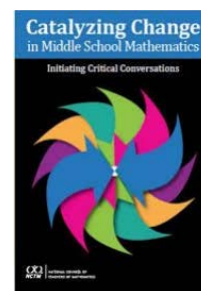
To deepen comprehension the STARI program uses learning strategies for deriving meaning, such as Reciprocal Teaching (RT) and the Question-Answer Relationship (QAR). Decoding minilessons on basic reading topics such as syllable-chunking connect the theme and readings of the unit to the practical skills that struggling readers need. In addition, STARI fluency materials build decoding study skills for the decoding strategies taught throughout the unit while also fostering oral reading accuracy and stamina.



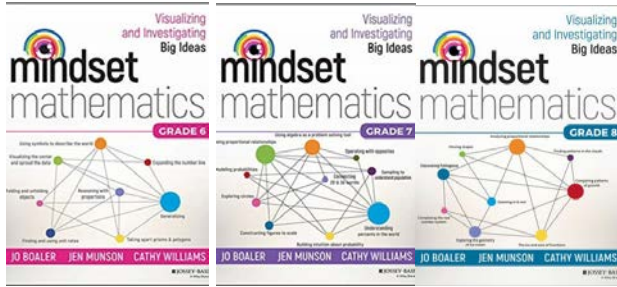
MINDSET MATH CAMP

Research

- Catalyzing Change in Middle School Mathematics
 - Broaden the purposes of learning mathematics.
 - Create equitable structures in mathematics.
 - Implement equitable mathematics instruction.
 - Develop deep mathematical understanding.
- Institute of Education Sciences Practice Guide Recommendations Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
 - Interventions should include instruction on solving word problems that are based on common underlying structures.
 - Intervention materials should include opportunities for students to work with visual representations of mathematical ideas.
 - Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
 - Include motivational strategies.
- Youcubed Camp—Unlocking Students through Creative Mathematics + Mindset Messages
 - Results
 - At the end of the 18 lessons, the improvement of the students on standardized test scores was equivalent to 2.8 years of school.
 - Despite the diversity of the pool of students who participated in the camp, a regression analysis shows that the improvement in performance did not differentiate by gender or by ethnic group.



Core Resources

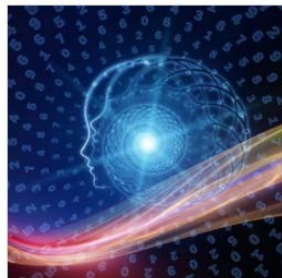


Professional Learning for Teachers



How to Learn Math for Teachers

Our first online course, covering essential research and teaching techniques



Mathematical Mindsets

Shares the approach of our youcubed summer camps, with over 30 classroom videos



PROPOSED 2021 HIGH SCHOOL SUMMER SCHOOL

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Dates	<ul style="list-style-type: none"> ● Session 1 <ul style="list-style-type: none"> ○ Start date: Monday, June 14, 2021 ○ End date: Friday, June 2, 2021 ● Session 2 <ul style="list-style-type: none"> ○ Start date: Tuesday, July 6, 2021 ○ End date: Monday, July 26, 2021 ● 5 days per week (30 days) ● Calendar (Attachment A) 	<ul style="list-style-type: none"> ● Same
Physical education recommendations	<ul style="list-style-type: none"> ● In-person physical education will be held at Bradford, Harborside, Indian Trail, and Tremper. <ul style="list-style-type: none"> ○ If needed a virtual curriculum is available. ● Virtual option would be Kenosha eSchool 	<ul style="list-style-type: none"> ● Same

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
	<ul style="list-style-type: none"> ○ The summer physical education program at Kenosha eSchool will add additional licenses to accommodate students who wish to take the course virtually. ● Feel it will be safe to maintain the same numbers for enrollment because it is an outdoor activity ● 7:30 a.m.-12 p.m. 	
Physical education registration recommendations	<ul style="list-style-type: none"> ● Lottery system will be used to select students for courses. ● Lottery registration open for 1 week <ul style="list-style-type: none"> ○ March 8-15, 2021 ○ Only 1 student registration will be entered into the lottery. ● Lottery <ul style="list-style-type: none"> ○ Week of March 29, 2021 ○ Families notified by April 1, 2021 	<ul style="list-style-type: none"> ● Physical education registration was on a first-come first-served basis.
Credit recovery recommendations	<ul style="list-style-type: none"> ● In person ● Period 1: 7:30 a.m. to 9:40 a.m. (2 hours and 10 minutes) ● Period 2: 9:50 a.m. to 12 p.m. (2 hours and 10 minutes) ● Possibility of higher than average numbers, which would require more staffing 	<ul style="list-style-type: none"> ● Students were required to attend for 4.5 hours per day.

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER SCHOOL PROGRAM
Credit recovery registration	<ul style="list-style-type: none"> • Opens March 8, 2021, and will stay open until the start of Summer School 	<ul style="list-style-type: none"> • Same
Jump Start to High School	<ul style="list-style-type: none"> • In person • Session 1 only • 7:30 a.m.-12 p.m. 	<ul style="list-style-type: none"> • Same • Not offered in 2020
Jump Start to High School Registration	<ul style="list-style-type: none"> • Opens March 8, 2021 • Open to all students • Eighth grade counselors help notify students regarding program. 	<ul style="list-style-type: none"> • Same
IOWA/WorkKeys Testing	<ul style="list-style-type: none"> • IOWA: June 21, 2021-July 2, 2021 • WorkKeys: July 7, 8, 9, 12, and 13, 2021 • IOWA/WorkKeys testing position to coordinate testing times • Special education teacher to administer test to students with an Individualized Education Plan • Training available if needed for testing administrator position 	<ul style="list-style-type: none"> • IOWA/WorkKeys summer testing was added in summer 2020.



2021 SUMMER SCHOOL DATES

Physical Education Courses

- Physical education lottery registration
 - Monday, March 8, 2021 (8 a.m.) to Monday, March 15, 2021 (8 a.m.)
 - Physical education course lottery: Monday, March 29, 2021
 - Families notified of lottery selection by Thursday, April 1, 2021
- Schedule
 - In person Monday through Friday
 - 7:30 a.m. to 12 p.m.
 - No school Monday, July 5, 2021 (Independence Day holiday)
- Teacher daily schedule
 - 7 a.m.-12 p.m.
 - Student contact: 4.5 hours
 - Preparation: .5 hours
- Calendar

2021 Summer School Physical Education	Session 1 (15 days)	Teacher Workday	Thursday, June 10, 2021
		Start	Monday, June 14, 2021
		End	Friday, July 2, 2021
	Session 2 (15 days)	Start	Tuesday, July 6, 2021
		End	Monday, July 26, 2021

Credit Recovery/Jump Start Courses

- Registration
 - Monday, March 8, 2021 (8 a.m.) to Monday, June 14, 2021 (8 a.m.)
- Schedule
 - In person Monday through Friday
 - 7:30 a.m. to 9:45 a.m.
 - 9:45 am to 12 p.m.
 - No school Monday, July 5, 2021 (Independence Day holiday)
- Teacher daily schedule
 - 7 a.m. to 12 p.m.
 - Student contact: 4.5 hours
 - Preparation: .5 hours
- Calendar

2021 Summer School	Session 1 (15 days)	Teacher Workday	Thursday, June 10, 2021
		Start	Monday, June 14, 2021
		End	Friday, July 2, 2021
	Session 2 (15 days)	Start	Tuesday, July 6, 2021
		End	Monday, July 26, 2021



PROPOSED 2021 FINE ARTS SUMMER PROGRAM

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER PROGRAM
Beginning Band	<ul style="list-style-type: none"> • Tentative: small group, in person • Offered to current fifth grade students with no previous band experience 	<ul style="list-style-type: none"> • No beginner program previously • Focus for 2021 will be on ways to help prepare students for middle school band and to give additional entry points to the program.
Beginning Orchestra	<ul style="list-style-type: none"> • Tentative: small group, in person 	<ul style="list-style-type: none"> • In person • No program in 2020 • Focus for 2021 will be on small groups, rather than large ensembles.
Band/orchestra ensembles	<ul style="list-style-type: none"> • Small groups only • Limited number of participants to meet social distancing guidelines 	<ul style="list-style-type: none"> • In-person ensembles for all levels • No program in 2020 • Focus for 2021 will be small ensemble skills and fundamentals reinforcement.
Marching bands	<ul style="list-style-type: none"> • If parades are available, continue with program. • If there are no parades, then focus on summer concert performances with small groups. • Limit number of participants to meet social distancing guidelines. 	<ul style="list-style-type: none"> • Middle school and high school did both marching and concert. • No program in 2020 • Focus for 2021 will be contingent on how much the world opens up and what timeframe is available to make adjustments.

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER PROGRAM
Kenosha Youth Performing Arts Company	<ul style="list-style-type: none"> • No summer program due to not being able to meet social distancing guidelines 	<ul style="list-style-type: none"> • No program in 2020 • Previous program: 160 students maximum • Barriers for 2021 <ul style="list-style-type: none"> ○ Indoor activity—no ability to social distance with large groups ○ Most likely not be able to have in-person performances—this is a challenge with limited shows available with streaming licenses as well as additional cost/complexity to the district ○ Theatre is a “contact sport.” Attempting to eliminate those elements from a kindergarten through eighth grade program would be nearly impossible. ○ Smaller cast would create equity challenges: Who does not get included if only 15 to 20 students participate safely? ○ Staffing will be a potential issue. Due to the nature of this activity there are very specialized staffing needs. Directors have already signaled their concerns and have encouraged the district to wait to reinstate this program until it is truly possible to do it safely and with the program’s original intent.
Summer Choir	<ul style="list-style-type: none"> • Incoming fifth grade and middle school students • Focus on skills for live musical performances 	<ul style="list-style-type: none"> • No choir program in previous years



PROPOSED 2021 SUMMER RECREATION PROGRAM

TOPIC	PROPOSED 2021 SUMMER SCHOOL PROGRAM	TRADITIONAL SUMMER PROGRAM
Recreation programming	<ul style="list-style-type: none"> ● All youth recreation summer programming will be session based registration for summer 2021. ● Sessions for basketball, soccer, and baseball/softball will be 1 hour in length. ● Students will sign up for a session that will take place once a week at each particular site and will be grouped according to age. ● Sessions will have a capacity of 25 students. ● Tennis and swim programming will remain the same as they have in previous years. <ul style="list-style-type: none"> ○ Session-based registration that is broken down by skill level and age ○ The swim program will be back at Bradford. ○ The tennis program will take place at Bradford's tennis courts (located behind Bullen). 	<ul style="list-style-type: none"> ● Sports-based programming (basketball, soccer, and baseball/softball) has traditionally utilized a punch card system for attending sessions. ● This creates potential issues with session numbers becoming too large.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2021

School Year 2021-22 Preliminary Enrollment Projections

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

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

Preliminary enrollment projections for School Years 2021-22, 2022-23, and 2023-24 are being submitted to the School Board utilizing enrollment trends, birth rates, and cohort survival rates as well as taking into consideration the recent COVID Pandemic related effects.

COVID Related Impact:

This past year, KUSD experienced a significant drop in expected enrollment, mainly at grade PK and grade K (where projections are mainly based on community birth rates). Both of these grade levels are optional for parents to enroll their children in an educational institution. Though no exact figures of enrollment drops are available (since many parents never registered prior) we can review the historical variance from the following chart.

Grade	Historical Enrollment (%)	Original Projection	Realized Enrollment	Realized Enrollment (%)	Variance
PK	76.1%	1,279	887	52.8%	-392
K	85.7%	1,356	1,190	75.2%	-166

Using the average from the previous ten years of enrollments compared to the community birth rates, the combined loss of over 550 students at just these two grade levels had a significant and unexpected reduction across all KUSD elementary schools. No staffing changes were made last fall due to this unexpected and late change. The difficulty at this current phase of projecting into the 2021-22 school year consists of trying to answer/project the following:

- What percentage of those prior grade PK and grade K students will now enroll? And at what grade level?
- What percentage of the new grade PK and grade K students will enroll?
- What percentage of these parent concerns might be addressed with a vaccination program and/or vaccination rate during the upcoming summer?
- What staffing scenarios will the elementary schools have to plan for?

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

Summary

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4-Year-Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2020-21 from the Official Third Friday count and the projected SY 2021-22 enrollments for each building. Both individual grade levels and each school list variances as compared.
- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2021-22 is 19,407 students, a decrease of -176 from the SY 2020-21 Official Third Friday Pupil Count (19,583).
- The projections indicate that student enrollment at the elementary level will be 7,573, a slight decrease of -5 students when compared to this school year.
- The projected middle school enrollment is 3,534 students, a decrease of -196 students when compared to this school year. The declining birth rate is affecting the middle school cluster this year, specifically at grade 6.
- At the high school level, the projected enrollment is 5,769 students for this school year. There is only a -21 student decrease projected for the KUSD high schools compared to last year.
- The total enrollment counts for Special Schools are expected to increase by +46 students in SY 2021-22 with a total of 2,531 students. The outlook for these schools should remain stable for the next few years, aside from continued COVID impacts.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4-year-old kindergarten program in SY 2013-14, participation, based on birth rates, increased from 50% in 2012-13 to an average of 64% in the past five years. This year, with the pandemic decline, 53.6% participation rate was used for the 2021-22 projections.

- Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios from the past three years. An 81.3% participation rate was used for the 2021-22 projections.
- Projections for grades 1 through 5, and 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next.
- Projections for grades 6 and 9 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6 in the traditional middle schools and grade 9 at the comprehensive high schools, enrollment is distributed based on the ratios from the past three school years.
- Projections for grades 10 through 12 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.

Information Only

This report is an informational item, presented annually as noted by KUSD Policy 7210 Forecasting Enrollments. District administration will use these enrollment projections for the preliminary staff allocations coordinated by Human Resources, and the enrollment projections will be periodically reviewed and possibly updated as the school year progresses.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Lorien Thomas
Research Coordinator

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT
Actual Building Enrollment and Projected Enrollment

	Actual Enrollment						Projected Enrollment								
	2019-20			2020-21			2021-22			2022-23			2023-24		
School	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total	PK	K-12	Total
Bose	46	234	280	32	203	235	35	220	255	32	221	253	33	219	252
Brass	59	397	456	50	341	391	51	352	403	49	343	392	50	339	389
Ed Bain - Creative Arts	77	352	429	51	321	372	50	332	382	49	333	382	50	329	379
Ed Bain - Dual Language		338	338		299	299	25	261	286	25	259	284	25	247	272
Forest Park	28	348	376	27	274	301	27	273	300	25	264	289	26	252	278
Frank	55	275	330	29	285	314	30	286	316	28	288	316	29	284	313
Grant	19	231	250	10	201	211	12	200	212	11	196	207	10	188	198
Grewenow	39	330	369	20	319	339	22	309	331	20	300	320	19	301	320
Harvey	36	240	276	29	226	255	27	220	247	25	222	247	26	211	237
Jefferson	32	213	245	14	217	231	16	217	233	14	219	233	14	217	231
Jeffery	21	268	289	14	248	262	16	238	254	14	217	231	14	210	224
McKinley	40	248	288	31	238	269	34	235	269	32	234	266	33	216	249
Nash	63	550	613	43	493	536	38	487	525	35	479	514	36	468	504
Pleasant Prairie	49	559	608	36	481	517	35	464	499	32	450	482	33	424	457
Prairie Lane	34	383	417	45	346	391	42	329	371	39	316	355	40	305	345
Roosevelt	41	414	455	31	408	439	27	409	436	24	408	432	25	397	422
Somers	52	388	440	41	357	398	41	356	397	39	358	397	40	357	397
Southport	41	321	362	27	285	312	29	280	309	26	263	289	27	262	289
Stocker	49	372	421	38	319	357	41	331	372	39	316	355	40	309	349
Strange	54	389	443	35	349	384	39	337	376	38	329	367	39	306	345
Vernon	43	251	294	28	242	270	30	248	278	28	249	277	29	243	272
Whittier	55	347	402	30	328	358	36	332	368	34	328	362	35	313	348
Wilson	29	130	159	14	123	137	16	138	154	15	138	153	15	138	153
TOTAL (Elementary)	962	7,578	8,540	675	6,903	7,578	719	6,854	7,573	673	6,730	7,403	688	6,535	7,223
Bullen		721	721		770	770		736	736		731	731		684	684
Lance		912	912		887	887		846	846		773	773		728	728
Lincoln		582	582		570	570		534	534		511	511		484	484
Mahone		1,033	1,033		1,012	1,012		967	967		921	921		865	865
Washington		548	548		491	491		451	451		423	423		398	398
TOTAL (Middle)		3,796	3,796		3,730	3,730		3,534	3,534		3,359	3,359		3,159	3,159
Bradford		1,421	1,421		1,359	1,359		1,346	1,346		1,313	1,313		1,295	1,295
Indian Trail		2,098	2,098		2,067	2,067		2,060	2,060		2,042	2,042		2,029	2,029
LakeView		369	369		376	376		363	363		363	363		363	363
Reuther		373	373		335	335		362	362		362	362		362	362
Tremper		1,702	1,702		1,653	1,653		1,638	1,638		1,605	1,605		1,567	1,567
TOTAL (High)		5,963	5,963		5,790	5,790		5,769	5,769		5,685	5,685		5,616	5,616
Kenosha 4 Yr Kind. *	118		118	77		77	87	0	87	87	0	87	86	0	86
Chavez Learning Station	139		139	71		71	105	0	105	104	0	104	103	0	103
Brompton		211	211		209	209		211	211		209	209		209	209
Dimensions of Learning		221	221		215	215		218	218		218	218		218	218
KTEC	65	1,159	1,224	64	1,142	1,206	65	1,141	1,206	64	1,141	1,205	64	1,141	1,205
Harborside		587	587		594	594		590	590		590	590		590	590
Hillcrest		69	69		69	69		67	67		67	67		67	67
Kenosha eSchool		30	30		35	35		31	31		29	29		29	29
Phoenix Project		21	21		9	9		16	16		16	16		16	16
TOTAL (Special)	322	2,298	2,620	212	2,273	2,485	257	2,274	2,531	255	2,270	2,525	253	2,270	2,523
TOTALS	1,284	19,635	20,919	887	18,696	19,583	976	18,431	19,407	928	18,044	18,972	941	17,580	18,521
DISTRICT		20,919			19,583			19,407			18,972			18,521	
Change		-283			-1,336			-176			-435			-451	

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

APPENDIX B

KENOSHA UNIFIED SCHOOL DISTRICT

2021-22 Enrollment Projections vs. 2020-21 Actual Third Friday Enrollment

School Name	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	21-22 Proj	20-21 3rd Fri	Diff
Bose Elementary School	35	38	36	34	38	38	35								254	235	19
Brass Community School	51	56	55	62	59	56	63								402	391	11
Brompton Elementary School		22	22	22	24	24	24	26	25	22					211	209	+2
Chavez Learning Station	105														105	71	+34
Dimensions of Learning Academy		22	22	25	25	25	25	25	25	24					218	215	3
Edward Bain Creative Arts	50	57	57	54	53	56	51								378	372	6
Edward Bain Dual Language	25	48	46	43	47	56	46								311	299	12
Forest Park Elementary School	27	42	39	46	45	52	48								299	301	-2
Frank Elementary School	30	48	46	57	45	47	42								315	314	+1
Grant Elementary School	12	34	32	27	32	38	36								211	211	0
Grewenow Elementary School	22	55	53	47	48	43	62								330	339	-9
Harvey Elementary School	27	42	37	33	28	48	31								246	255	-9
Jefferson Elementary School	16	42	39	37	26	41	31								232	231	+1
Jeffery Elementary School	16	34	30	44	40	36	53								253	262	-9
Kenosha 4-Yr Old Kindergarten	87														87	77	10
KTEC	65	100	110	110	120	125	125	152	155	144					1,206	1,206	0
McKinley Elementary School	34	37	35	42	35	49	36								268	269	-1
Nash Elementary School	38	80	77	77	82	85	85								524	536	-12
Pleasant Prairie Elementary School	35	65	62	84	87	87	78								498	517	-19
Prairie Lane Elementary School	42	51	47	59	52	58	61								370	391	-21
Roosevelt Elementary School	27	56	54	80	78	70	70								435	439	-4
Somers Elementary School	41	66	64	54	60	53	58								396	398	-2
Southport Elementary School	29	42	40	59	40	40	58								308	312	-4
Stocker Elementary School	41	50	48	64	51	53	64								371	357	14
Strange Elementary School	39	50	49	63	48	69	57								375	384	-9
Vernon Elementary School	30	40	40	39	48	43	37								277	270	7
Whittier Elementary School	36	52	49	59	56	60	55								367	358	9
Wilson Elementary School	16	26	26	22	22	20	21								153	137	16
Bullen Middle School								241	270	225					736	770	-34
Lance Middle School								258	282	306					846	887	-41
Lincoln Middle School								166	187	181					534	570	-36
Mahone Middle School								309	336	322					967	1,012	-45
Washington Middle School								134	158	159					451	491	-40
Bradford High School											328	325	317	376	1,346	1,359	-13
Harborside Academy								54	53	53	115	107	105	103	590	594	-4
Hillcrest School									3	10	5	11	13	25	67	69	-2
Indian Trail H.S. & Academy											543	509	503	505	2,060	2,067	-7
Kenosha eSchool										2	3	7	5	14	31	35	-4
Lakeview Technology Academy											100	98	85	80	363	376	-13
Phoenix Project													2	14	16	9	7
Reuther Central High School											48	66	98	150	362	335	27
Tremper High School											376	410	408	444	1,638	1,653	-15
2021-22 Enrollment Projections	976	1,255	1,215	1,343	1,289	1,372	1,352	1,365	1,494	1,448	1,518	1,533	1,536	1,711	19,407	19,583	-176
2020-21 3rd Friday Enrollment	887	1,190	1,346	1,286	1,366	1,347	1,342	1,476	1,506	1,517	1,518	1,534	1,528	1,740	19,583		
Difference	89	65	-131	57	-77	25	10	-111	-12	-69	0	-1	8	-29	-176		

APPENDIX C

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

	Year	Grade Levels					Grade Levels														Year to Year Difference	
		Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
Actual	2004-05	381	82	118	223	804	1,651	1,585	1,480	1,541	1,564	1,632	1,585	1,662	1,662	2,098	1,472	1,889	1,234	21,859	% Students	# Students
Actual	2005-06	381	93	141	230	845	1,654	1,693	1,583	1,488	1,578	1,585	1,641	1,583	1,681	2,096	1,751	1,734	1,304	22,216	1.63%	357
Actual	2006-07	376	84	128	216	804	1,706	1,683	1,715	1,630	1,527	1,596	1,592	1,670	1,627	2,123	1,694	1,882	1,336	22,585	1.66%	369
Actual	2007-08	396	105	128	209	838	1,600	1,719	1,704	1,717	1,641	1,556	1,616	1,618	1,699	2,043	1,745	1,864	1,409	22,769	0.81%	184
Actual	2008-09	398	326		228	952	1,676	1,594	1,693	1,682	1,734	1,646	1,537	1,645	1,623	2,028	1,722	1,899	1,407	22,838	0.30%	69
Actual	2009-10	390	753			1,143	1,580	1,689	1,571	1,703	1,675	1,726	1,647	1,528	1,634	1,919	1,764	1,882	1,558	23,019	0.79%	181
Actual	2010-11					1,238	1,603	1,592	1,667	1,615	1,723	1,691	1,693	1,661	1,538	1,904	1,722	2,059	1,416	23,122	0.45%	103
Actual	2011-12					1,151	1,612	1,619	1,606	1,690	1,608	1,691	1,688	1,711	1,645	1,785	1,735	1,918	1,519	22,978	-0.62%	-144
Actual	2012-13					1,172	1,600	1,567	1,584	1,567	1,685	1,566	1,630	1,687	1,694	1,868	1,571	1,937	1,511	22,639	-1.48%	-339
Actual	2013-14					1,502	1,586	1,587	1,535	1,546	1,530	1,645	1,517	1,640	1,686	1,982	1,576	1,855	1,489	22,676	0.16%	37
Actual	2014-15					1,407	1,581	1,595	1,567	1,554	1,535	1,531	1,601	1,484	1,638	1,731	1,739	1,710	1,801	22,474	-0.89%	-202
Actual	2015-16					1,338	1,417	1,586	1,583	1,551	1,541	1,517	1,527	1,573	1,503	1,746	1,730	1,753	1,896	22,261	-0.95%	-213
Actual	2016-17					1,299	1,443	1,416	1,583	1,562	1,541	1,529	1,458	1,540	1,538	1,567	1,745	1,720	1,988	21,929	-1.49%	-332
Actual	2017-18					1,333	1,411	1,413	1,416	1,571	1,569	1,568	1,505	1,483	1,526	1,639	1,563	1,720	1,938	21,655	-1.25%	-274
Actual	2018-19					1,356	1,403	1,432	1,418	1,422	1,583	1,576	1,540	1,498	1,465	1,613	1,627	1,538	1,901	21,372	-1.31%	-283
Actual	2019-20					1,284	1,400	1,370	1,411	1,399	1,417	1,563	1,540	1,544	1,499	1,551	1,575	1,615	1,751	20,919	-2.12%	-453
Actual	2020-21					887	1,190	1,346	1,286	1,366	1,347	1,342	1,476	1,506	1,517	1,518	1,534	1,528	1,740	19,583	-6.39%	-1336
Projected	2021-22					976	1,255	1,215	1,343	1,289	1,372	1,352	1,365	1,494	1,448	1,518	1,533	1,536	1,711	19,407	-0.90%	-176
Projected	2022-23					928	1,245	1,252	1,218	1,343	1,278	1,365	1,276	1,369	1,485	1,513	1,495	1,501	1,704	18,972	-2.24%	-435
Projected	2023-24					941	1,168	1,245	1,255	1,225	1,341	1,272	1,289	1,280	1,361	1,489	1,490	1,502	1,663	18,521	-2.38%	-451

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

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

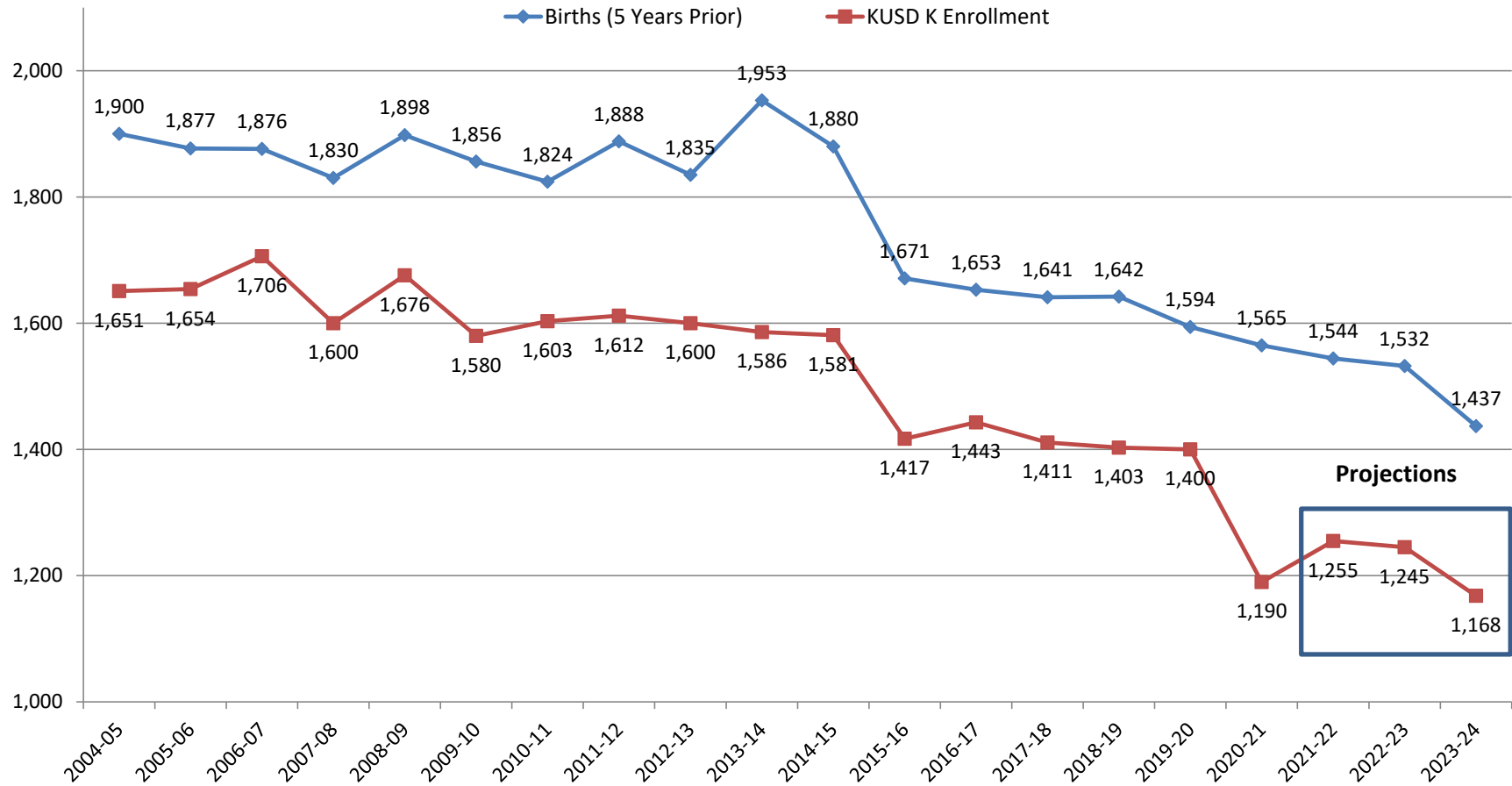
Beginning in 2010-11, all pre-kindergarten programs were combined into one (1) total because of blended classrooms.

Diagonal Increases (+) or Decreases (-)

	Year	Head Start	EC Peers	4 Yr Kinder	PK SpEd (EC/SP)	Total PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 2004-05 (1,651 students) and the grade 1 class of 2005-06 (1,693 students) is 2.54% located in the grade 1 cell for 2005-06.
Actual	2004-05																				
Actual	2005-06							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
Actual	2006-07							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.78%	26.29%	-19.18%	7.48%	-22.95%	1.66%	
Actual	2007-08							0.76%	1.25%	0.12%	0.67%	1.90%	1.25%	1.63%	1.74%	25.57%	-17.80%	10.04%	-25.13%	0.81%	
Actual	2008-09							-0.38%	-1.51%	-1.29%	0.99%	0.30%	-1.22%	1.79%	0.31%	19.36%	-15.71%	8.83%	-24.52%	0.30%	
Actual	2009-10							0.78%	-1.44%	0.59%	-0.42%	-0.46%	0.06%	-0.59%	-0.67%	18.24%	-13.02%	9.29%	-17.96%	0.79%	
Actual	2010-11							0.76%	-1.30%	2.80%	1.17%	0.96%	-1.91%	0.85%	0.65%	16.52%	-10.27%	16.72%	-24.76%	0.45%	
Actual	2011-12							1.00%	0.88%	1.38%	-0.43%	-1.86%	-0.18%	1.06%	-0.96%	16.06%	-8.88%	11.38%	-26.23%	-0.62%	
Actual	2012-13							-2.79%	-2.16%	-2.43%	-0.30%	-2.61%	-3.61%	-0.06%	-0.99%	13.56%	-11.99%	11.64%	-21.22%	-1.48%	
Actual	2013-14							-0.81%	-2.04%	-2.40%	-2.36%	-2.37%	-3.13%	0.61%	-0.06%	17.00%	-15.63%	18.08%	-23.13%	0.16%	
Actual	2014-15							0.57%	-1.26%	1.24%	-0.71%	0.07%	-2.67%	-2.18%	-0.12%	2.67%	-12.26%	8.50%	-2.91%	-0.89%	
Actual	2015-16							0.32%	-0.75%	-1.02%	-0.84%	-1.17%	-0.26%	-1.75%	1.28%	6.59%	-0.06%	0.81%	10.88%	-0.95%	
Actual	2016-17							-0.07%	-0.19%	-1.33%	-0.64%	-0.78%	-3.89%	0.85%	-2.23%	4.26%	-0.06%	-0.58%	13.41%	-1.49%	
Actual	2017-18							-2.08%	0.00%	-0.76%	0.45%	1.75%	-1.57%	1.71%	-0.91%	6.57%	-0.26%	-1.43%	12.67%	-1.25%	
Actual	2018-19							1.49%	0.35%	0.42%	0.76%	0.45%	-1.79%	-0.47%	-1.21%	5.70%	-0.73%	-1.60%	10.52%	-1.31%	
Actual	2019-20							-2.35%	-1.47%	-1.34%	-0.35%	-1.26%	-2.28%	0.26%	0.07%	5.87%	-2.36%	-0.74%	13.85%	-2.12%	
Actual	2020-21							-3.86%	-6.13%	-3.19%	-3.72%	-5.29%	-3.72%	-2.21%	-1.75%	1.27%	-1.10%	-2.98%	7.74%	-6.39%	
Projected	2021-22							2.10%	-0.22%	0.23%	0.44%	0.37%	1.71%	1.22%	-3.85%	0.07%	0.99%	0.13%	11.98%	-0.90%	
Projected	2022-23							-0.24%	0.25%	0.00%	-0.85%	-0.51%	-5.62%	0.29%	-0.60%	4.49%	-1.52%	-2.09%	10.94%	-2.24%	
Projected	2023-24							0.00%	0.24%	0.57%	-0.15%	-0.47%	-5.57%	0.31%	-0.58%	0.27%	-1.52%	0.47%	10.79%	-2.38%	

APPENDIX D: KENOSHA UNIFIED SCHOOL DISTRICT COMMUNITY BIRTH RATE & GRADE K ENROLLMENTS

Number of Births (Kenosha, Pleasant Prairie, Somers) and KUSD Kindergarten Enrollment (5 Years Later)



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2021

2021-2022 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed and approved by the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2021-22.

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

Available Budget:

The overall major maintenance budget is \$2,000,000. In addition, we have a budget of \$500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past several years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2021-22 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 20 years ago, and the energy savings project program started 18 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 20 years.

As part of the report associated with the 2017-18 capital plan, we noted that for a 6 year period we will be using almost all of the major maintenance funds at Bullen, Lance, Tremper and Bradford. This will be the fifth year of that 6-year plan, and the funds will be for the last remaining project which is the Bradford renovation. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting. Performing the major maintenance work at these schools at the same time that the majority of the building is being retrofitted with new mechanical

systems, lighting and ceilings is proving to be a very efficient and economical way to accomplish a number of pressing maintenance and renovation needs.

Administration Recommendation:

Administration recommends Board approval of the 2021-22 Capital Projects Plan as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2021-22 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bradford High School Improvements Project:

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

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

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 23, 2021

HEAD START SEMI ANNUAL REPORT

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

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

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from July 2020 through December 2020.

PROGRAM DESIGN AND MANAGEMENT

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

- **Sites and Services**

Head Start enrollment is capped at 389 students. Head Start is provided at the following locations for the 2020-2021 school year (see chart below). There are a total of 33 classroom sessions that enroll Head Start students.

Head Start Locations 2020-2021
Two Sessions (AM and PM)
Bose Elementary School - 1 classroom
Brass Community School - 2 classrooms
Cesar Chavez Learning Station - 5 classrooms
Curtis Strange Elementary School - 1 classroom
Edward Bain School of Language and Art - CA - 2 classrooms
Frank Elementary School - 2 classrooms
Wilson Elementary School - 1 classroom
McKinley Elementary School – 1 classroom
Single Session
Grewenow Elementary School - AM only – 1 classroom
Jefferson Elementary School - PM only – 1 classroom
McKinley Elementary School - AM only - 1 classrooms
Vernon Elementary School - AM only - 1 classroom

- **Enrollment**

Head Start enrollment as of December 31, 2020 was 274 students, which is well below the 389 enrollment slots available and under last year's enrollment numbers. However, the enrollment has increased slightly from the enrollment of 249 in September. Currently, 169 of the children enrolled are four years old and 105 are three years old. Parents were given the choice of in person or virtual learning for this school year. There are 183 of these students participating in person and 91 participating in virtual learning. There are 29 three-year old children on the waiting list. Twelve children have withdrawn from the program this year for either a transportation issue, moving out of town, or because of parent choice to withdraw from the program. There have been limited opportunities for recruitment in the community because of the restrictions for gatherings due to the pandemic. Staff continue to reach out and advertise the program in the community. Many enrollments come from word of mouth referrals from past participants.

FAMILY AND COMMUNITY PARTNERSHIP

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

- **Family Partnerships**

Strong partnerships with families contribute to positive and lasting change for families and children. 100% of our families are currently participating in the Family Outcomes Assessment which guides each family to choose a goal from one of the categories listed below.

Family Engagement Outcomes are:

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

- **Providing Family Support**

Family service providers work to develop relationships with Head Start parents to provide support for their physical, social, and educational needs. Spanish speaking family service providers have supported families by providing translation support for home visits, for newsletters and during parent-teacher conferences. These activities promote the Head Start foundational belief that children are most successful when parents participate in their education. During this school year, family service providers have modified their approach to engage families by using virtual platforms. Staff have reached out to families individually to check in and provide individualized support. Many families have responded best to text messaging, so family service providers have utilized the google voice platform. Staff is offering sessions of the parenting program called

Positive Solutions. Staff have provided recorded messaging on parenting tips, activities and information to Head Start families. In the month of December 73 families have participated in this virtual Positive Solutions program.

- 1,079 family contacts were made for health services, attendance and parent engagement from August 2020 through December 2020.
- 97 families were identified as needing services through the Family Needs Assessment.
- 96 Community Agency referrals were made from August 2020 through December 2020. The agencies most utilized were the Kenosha Community Health Center, Holiday House, Kenosha County Jobs Center, Boys and Girls Club, and UMOS.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

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

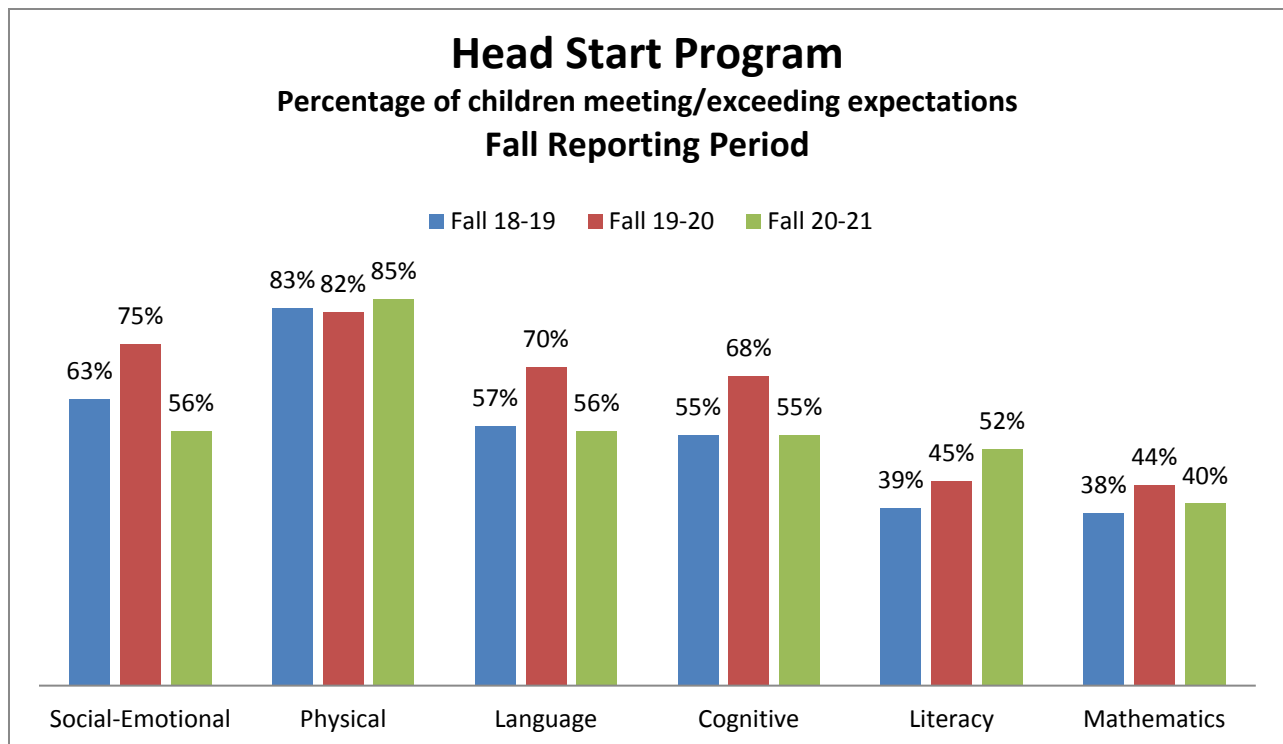
- **Health Services**

Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first ninety days of the program. The pandemic and limited access to health services have proven to be a challenge for families. Staff continue to work with the families to help the children get the health care that they need. The chart below provides the name of the assessment and the percentage of students in the program that have met this requirement as of December 2020. The Kenosha Community Health Center (KCHC) continues to offer services for Head Start children to receive these required exams and follow up treatment.

Assessment	Percentage of Students 2020
Growth Assessment	50%
Lead	88%
Physical Exam	40%
Dental Exam	24%
Immunizations	94%

STUDENT ACHIEVEMENT

The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. School Readiness Outcomes (reported for 258 children) for Fall, 2020-2021 are summarized below:



As evidenced by the graph, first reporting out data indicates that children are achieving higher in the areas of Physical Development and Literacy, compared to this time last year. 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, 2020:

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, 2020-2021 report: Currently, 74% of children are meeting/exceeding expectations for this goal (compared to 86% at this time last year).

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, 2020-2021 report: Currently, 69% of children are meeting/exceeding expectations for this goal (compared to 84% at this time last year).

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, 2020-2021 report: Currently, 69% of children are meeting/exceeding expectations for this goal (compared to 77% at this time last year).

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, 2020-2021 report: Currently, 53% of children are meeting/exceeding expectations for this goal (compared to 55% at this time last year).

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, 2020-2021 report: Currently, 87% of children are meeting/exceeding expectations for this goal (compared to 87% at this time last year).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of Leadership and Learning

Ms. Luanne Rohde
Director of Early Education

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 23, 2021

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR
SIXTH GRADE MATHEMATICS THROUGH ALGEBRA 2**

Background

The Kenosha Unified School District curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction, and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential.

Secondary mathematics began year 1 of the seven-year process in 2018 with the formation of a curriculum committee. In fall 2018 an invite was sent to all secondary schools requesting individuals to serve on the secondary curriculum design team. All individuals that expressed interest were selected to be part of the team.

The Secondary Curriculum Committee was comprised of 24 members representing 4 of the 5 district middle schools, 3 comprehensive high schools, and Reuther (Appendix A). Their work began in winter 2019 with a study of *Catalyzing Change in High School Mathematics: Initiating Critical Conversations* published by the National Council of Teachers of Mathematics as well as a review of the existing curriculum and instructional practices. In the second year, the team members and additional secondary mathematics teachers and administrators participated in four days of professional learning focused on equitable mathematics teaching practices facilitated by Professional Learning and Community Education (PLACE) staff from The University of Wisconsin—Madison School of Education.

Rationale for Curriculum Update

This request to adopt and purchase math instructional materials for sixth grade through Algebra 2 aligns with Phase 3 of the Curriculum Development Cycle in Kenosha Unified School District Board of Education Policy 6300: Curriculum Development and Improvement (Appendix B).

Instructional Materials Review Process

The instructional materials review process began in May 2020 with a Request for Purchase, resulting in 14 responses from publishers. Based on the content of the proposals, seven programs were selected for an initial review, which was conducted June 22 through 30, 2020. The initial review team utilized the detailed evaluation reports on each resource available from EdReports (Appendix C) to evaluate each program based on the following criteria:

- Focus and coherence
- Rigor and balance
- Standards for mathematical practice
- Access to standards for all learners

Four programs were found to meet all of the criteria and were moved forward in the process for in-depth review. Prior to the end of the 2019-20 school year, the coordinator of mathematics reached out to all middle and high school mathematics teachers to invite them to participate in the in-depth review process so that all secondary schools would be represented during this process. The in-depth review was conducted July 13 through 31, 2020. Review teams used the EQuIP Quality Review Rubric (Appendix D) developed by Achieve to evaluate each resource based on four dimensions of the tool:

- Alignment to the depth of the Common Core State Standards (CCSS)
- Key shifts in the CCSS
- Instructional Supports
- Assessment

Based on the data from the in-depth review, two programs were selected as finalists.

Information regarding resources from both finalists were made available to the public electronically from November 17, 2020 through December 1, 2020. Instructional staff, members of the Curriculum/Program Standing Committee, and community members were invited, via the Kenosha Unified School District media outlets and the *Kenosha News*, to review the materials and provide feedback (Appendix E). Secondary staff were also provided electronic access to both programs and invited to submit their feedback using an electronic form (Appendix F).

Representatives from both finalist programs were invited to present their program to middle and high school mathematics teachers. These presentations were held on November 13, 2020. The presentations were recorded and shared so they could be viewed by individuals who were unable to attend the presentations in person.

After the community review period was complete, the team reviewed the feedback collected from the community and secondary instructional staff. A consensus process was used to make the final selection.

As a result of the in-depth review process, which totals more than 650 hours of review, *Reveal Math* was selected as the core instructional program for Kenosha Unified School District grade 6 mathematics through Algebra 2. *Reveal Math* is a comprehensive secondary mathematics curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum provides a truly active classroom experience through a seamless approach to blended print and digital delivery. *Reveal Math* encourages students to explore, discover, collaborate, and engage in rich tasks, mathematical discourse, and hands-on learning experiences to reveal the mathematics found all around them. The *Reveal Math* blended learning experience was designed to include purposeful print and digital components focused on sparking student curiosity and providing teachers with flexible implementation options.

Reveal Math is currently in use in numerous districts across the United States, including the following districts in Wisconsin: Elmbrook, Greendale, Sheboygan, Beaver Dam, and New Berlin

INSTRUCTIONAL MATERIALS

The Purchase/Contract Rationale form includes a list of teacher resources and instructional materials (Appendix G).

NEW MATERIAL BENEFITS

This newly developed mathematics program is designed with the most recent educational research and provides the current best practices in mathematics instruction. Additionally, the program includes:

- Exploration opportunities essential to develop deep conceptual understanding that bridges to procedural fluency, resulting in higher mathematics achievement.
- Modules with Mindset Matters tips that provide strategies to encourage growth mindset and productive approaches to problem solving.

- Content relevant to students' lives, which gives them a reason to expand their math thinking and apply the mathematics to other subject areas and real-world situations.
- A comprehensive array of assessment tools with both print and digital administration options to measure student understanding and progress.
- Resources to differentiate instruction to support the range of learners in each classroom.
- Purposefully designed digital tools embedded in the lessons to increase student engagement and provide unique modeling opportunities.
- Built-in professional learning environment designed for support during planning or extended learning opportunities.

Implementation

Purchase of the sixth grade through Algebra 2 *Reveal Math* curriculum in spring 2021 will allow teachers on-line access to materials before leaving for the summer.

Successful implementation will also require extensive professional learning for classroom teachers, instructional coaches, and administrators that includes both initial training as well as ongoing job-embedded support. The secondary mathematics curriculum team will work collaboratively with McGraw-Hill to create a comprehensive professional learning plan for the initial implementation and on-going professional development support. The *Reveal Math* teacher dashboard also includes an extensive professional development library to provide teachers with on-demand professional learning and support.

Planning is in progress for the following professional learning sessions:

DATE	TOPIC	AUDIENCE	PROVIDER
April-May 2021	Reveal Math Initial Training & Assessment Training	Middle and high school mathematics teachers and administrators	McGraw-Hill (online)
June-August 2021	Reveal Math Customized Training	Middle and high school mathematics teachers and administrators	McGraw-Hill staff
	Reveal Math Coaching Workshop	Middle and high school instructional coaches	McGraw-Hill staff

DATE	TOPIC	AUDIENCE	PROVIDER
	Reveal Math Administrator Workshop	Middle and high school administrators	McGraw-Hill staff
September 2021-April 2022	Unit Internalization Webinars	Middle and high school mathematics teachers and instructional coaches	Coordinator of mathematics Curriculum team leaders
	Follow-Up Support Workshops	Middle and high school mathematics teachers and instructional coaches	McGraw-Hill staff
	Quarterly Coaching Sessions	Middle and high school instructional coaches	McGraw-Hill staff

Grade 6 through Algebra 2 mathematics will begin Phase 4 of the curriculum development process in September 2021. Throughout the school year, the coordinator of mathematics will work with lead teachers, instructional coaches, and principals to monitor the impact of the *Reveal Math* instructional resources. The Phase 4 work will include:

- Assessing student progress using assessments embedded in the program
- Planning and activating the ongoing program evaluation design
- Collecting teacher feedback

Phase 5 of the curriculum review cycle will be conducted from September 2022 through June 2025. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on end-of-unit assessments
- Analyzing state assessment results
- Reviewing data to determine the extent to which curriculum alignment is present
- Reviewing and updating curriculum guides and assessments as necessary
- Continuing professional learning and monitoring impact
- Evaluating the improvements made

Recommendation

Administration recommends that the Board of Education grant approval to purchase sixth grade through Algebra 2 *Reveal Math* curriculum materials as outlined in this report including Appendix G, showing an estimated purchase cost of \$1,457,312.85 for materials.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Jennifer Lawler
Coordinator of Mathematics

SECONDARY MATHEMATICS CURRICULUM COMMITTEE

NAME	SCHOOL
Karen DuChene	Bradford
Amanda Schwantes	Bradford
Katie Tanke	Bradford
Scott Steger	Bradford
Ashley Bucolt	Bradford
Crystal Keckler	Dimensions
Stacy Cortez	ESC
Suzanne Jarmakowicz	Indian Trail
Jessica Kachur	Indian Trail
Janet Carpino	Indian Trail
Ryan Nachtigal	Indian Trail
Mike Bewley	Indian Trail
Jessica Freng	Lance
Hillary Fioravanti	Lance
Jori Bucko	Lincoln
Emily Carton	Mahone
Julie Milligan	Mahone
Kathy Kindsvater	Mahone
Tanya Ware	Mahone
Marcelo Hernandez	Mahone
Evelyn Morgan	Reuther
Nathan Morris	Tremper
Beverly Keelin	Tremper
Michael Corcoran	Tremper
Deborah Hansen	Tremper
Shannon Higgins	Washington

POLICY 6300

CURRICULUM DEVELOPMENT AND IMPROVEMENT

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

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

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

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

LEGAL REF: Wisconsin Statutes

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

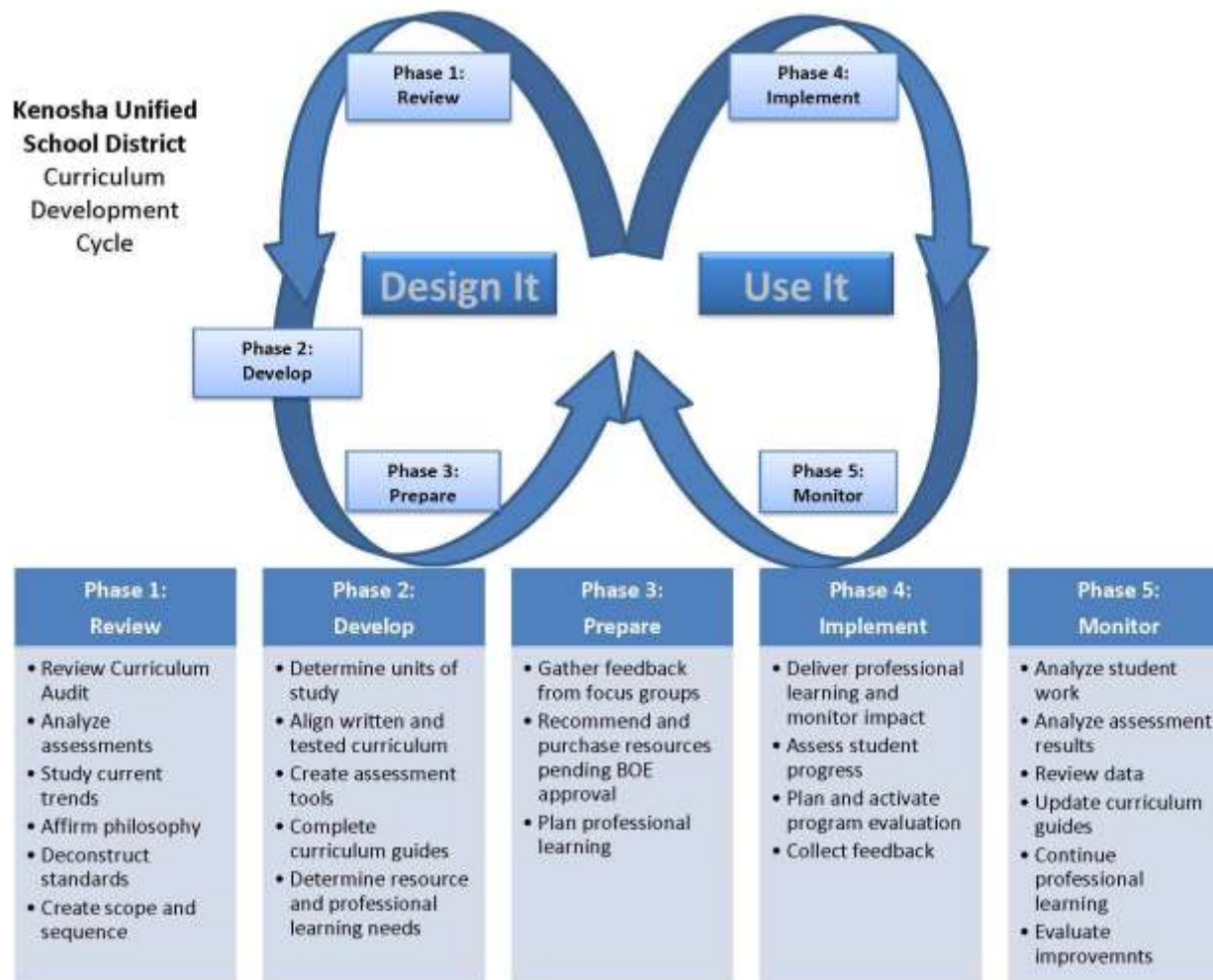
CROSS REF:

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

AFFIRMED: September 24, 1991

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

RULE 6300
 CURRICULUM DEVELOPMENT AND IMPROVEMENT

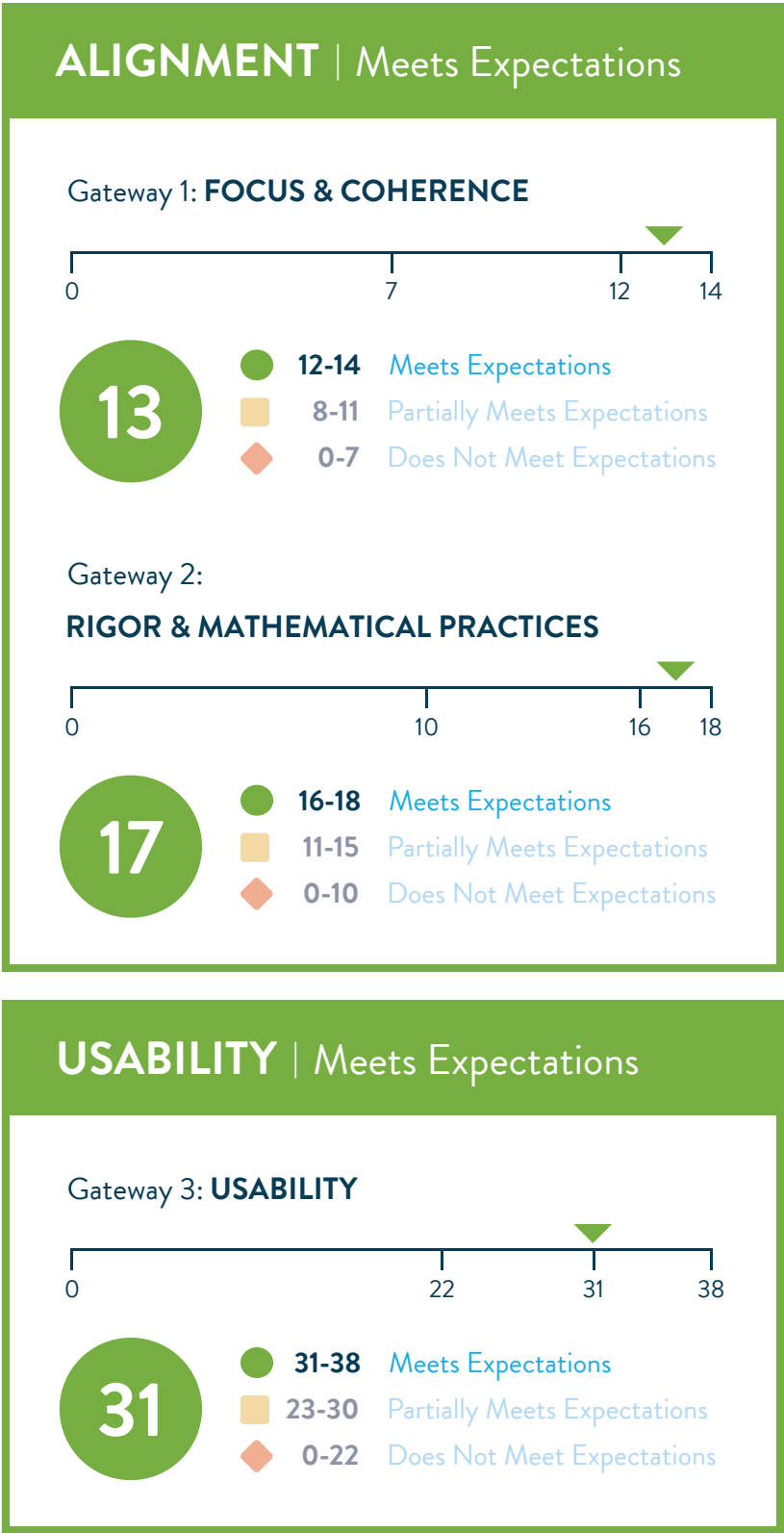


Math K-8 Summary of Alignment & Usability

NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

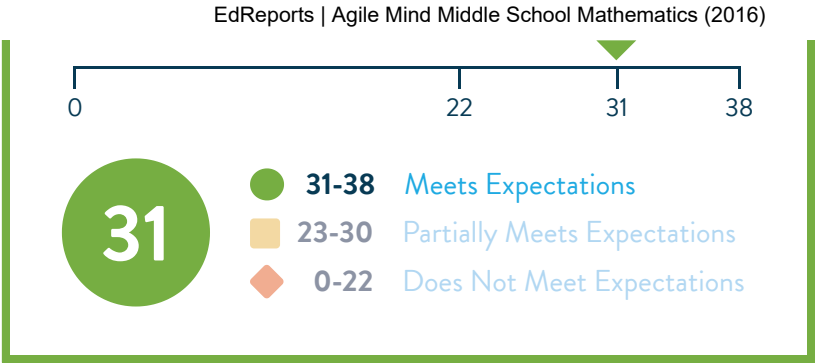
The instructional materials reviewed for Agile Mind Grades 6-8 meet the expectations for alignment. The assessments at all grade-levels are focused on grade-level standards, the materials devote at least 65% of class time to major clusters of the grade, and all grades are coherent and consistent with the Standards. Grades 6-8 meet expectations for Gateway 2, Rigor and Mathematical Practices. The lessons include conceptual understanding, fluency and procedures, and application, and there is a balance of these aspects for rigor. The Standards for Mathematical Practice (MPs) are used to enrich the learning, but the materials do not always attend to the full meaning of MPs 4 and 5. Grades 6-8 meet the criterion for usability which includes the following areas: use and design, planning and support for teachers, assessment, differentiation, and technology.

Sixth Grade



Seventh Grade



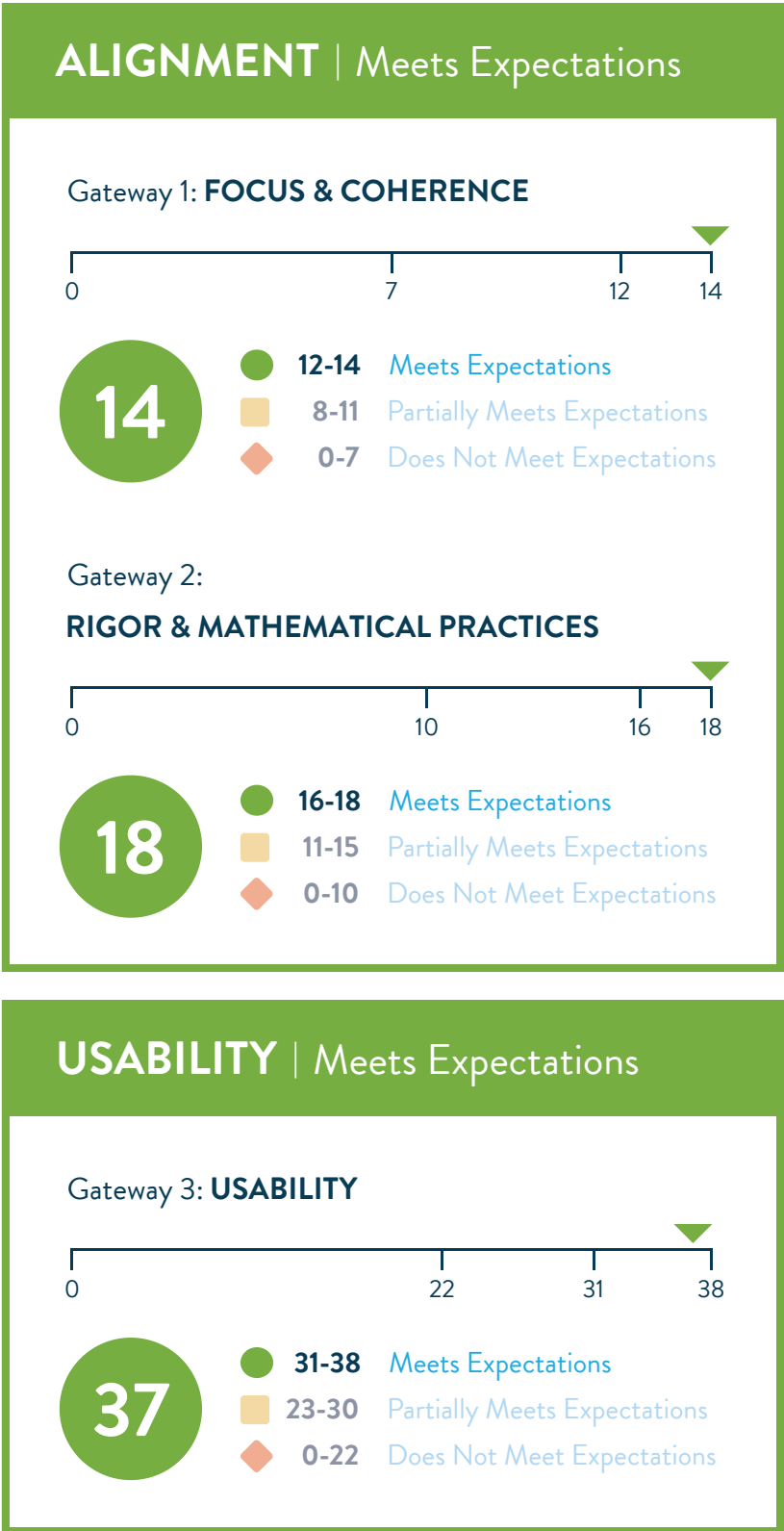


Math K-8 Summary of Alignment & Usability

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The instructional materials for *Carnegie Learning Math Solution (2018)* meet the expectations for focus and coherence in Gateway 1. All courses meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade, and all courses meet the expectations for coherence as they have a sequence of topics that is consistent with the logical structure of mathematics. In Gateway 2, all courses meet the expectations for rigor and balance, and all courses meet the expectations for practice-content connections. In Gateway 3, all courses meet the expectations for instructional supports and usability. The instructional materials show strengths by being well designed and taking into account effective lesson structure and pacing, offering teachers resources and tools to collect ongoing data about student progress on the Standards, and supporting teachers in differentiating instruction for diverse learners within and across grades.

Sixth Grade

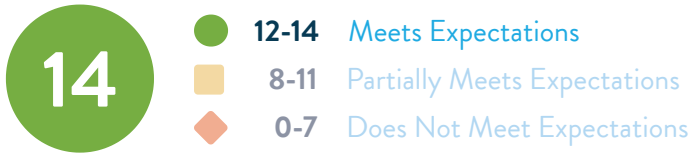


Seventh Grade



ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**



Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

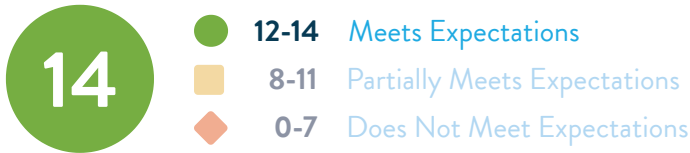
Gateway 3: **USABILITY**



Eighth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

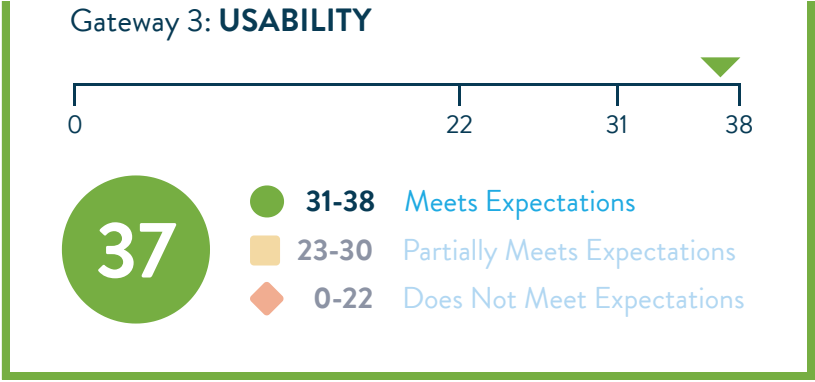


Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

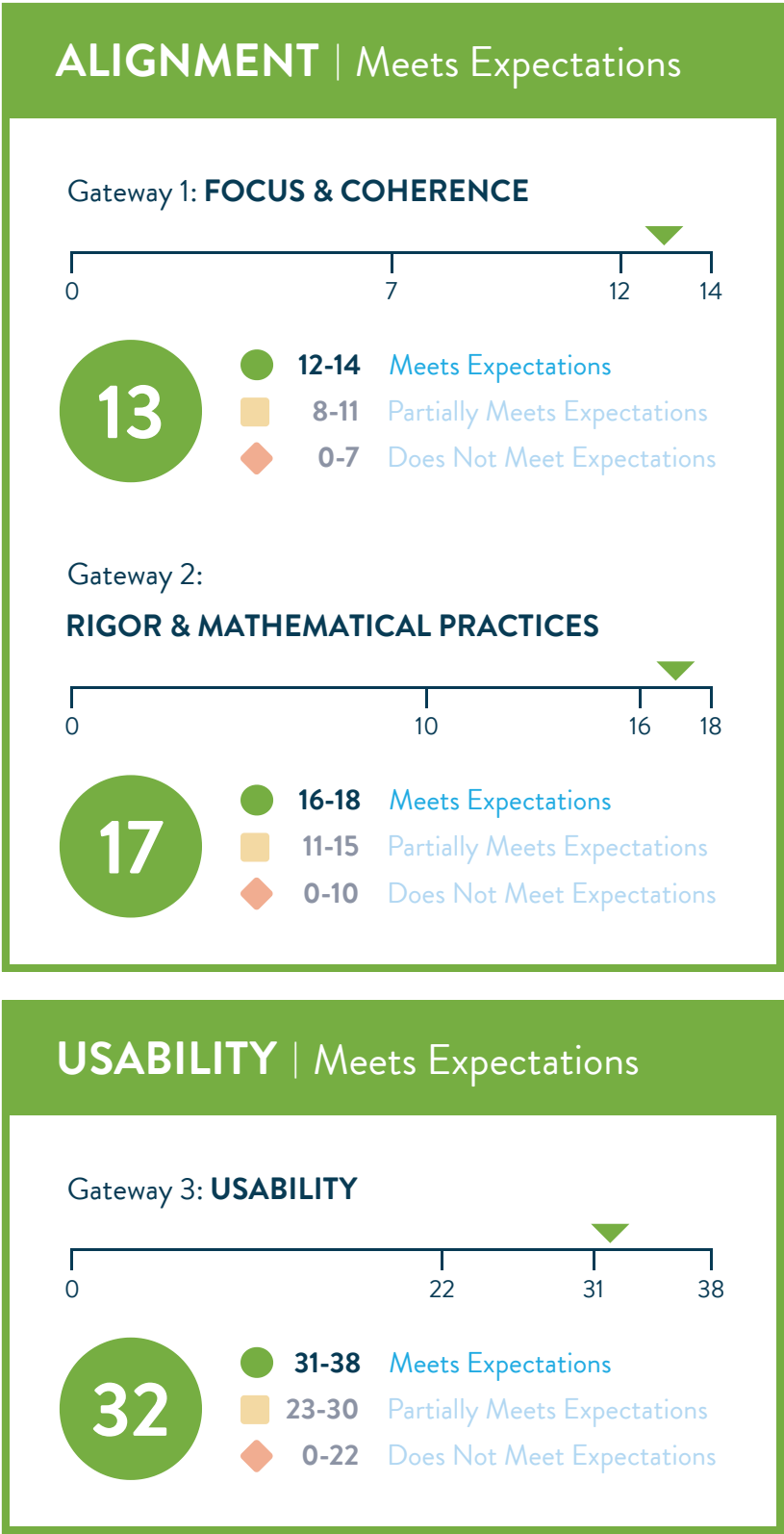


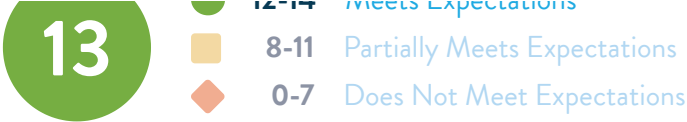
Math K-8 Summary of Alignment & Usability

NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The instructional materials reviewed for EdGems Math Grades 6-8 meet the expectations for alignment to the CCSSM. The instructional materials for Grades 6-8 meet the expectations for focus and coherence in Gateway 1, and they also meet the expectations for rigor and practice-content connections in Gateway 2. The instructional materials for Grades 6-8 also meet the expectations for Usability in Gateway 3.

Sixth Grade





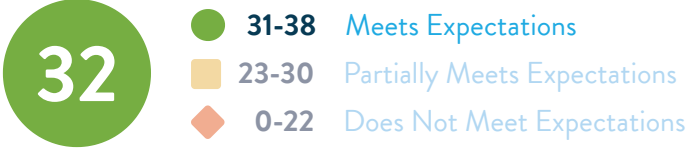
Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

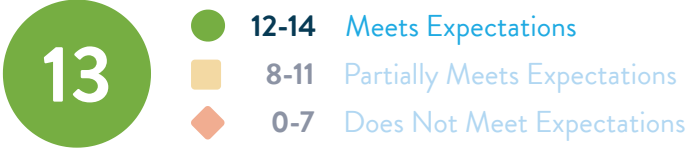
Gateway 3: USABILITY



Eighth Grade

ALIGNMENT | Meets Expectations

Gateway 1: FOCUS & COHERENCE



Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

Gateway 3: USABILITY





Math K-8 Summary of Alignment & Usability

NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The instructional materials for Kendall Hunt's Illustrative Mathematics 6-8 Math meet the expectations for focus and coherence in Gateway 1. All grades meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade, and all grades meet the expectations for coherence as they have a sequence of topics that is consistent with the logical structure of mathematics. In Gateway 2, all grades meet the expectations for rigor and balance, and all grades meet the expectations for practice-content connections. In Gateway 3, all grades meet the expectations for instructional supports and usability. The instructional materials show strengths by being well designed and taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the Standards, offering teachers resources and tools to collect ongoing data about student progress on the Standards, and supporting teachers in differentiating instruction for diverse learners within and across grades.

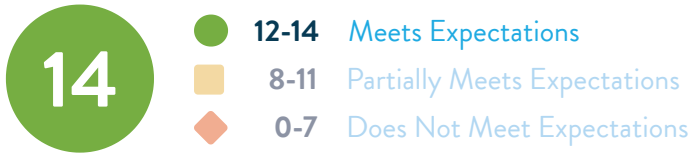
Sixth Grade



Seventh Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**



Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

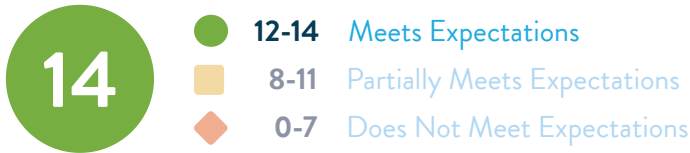
Gateway 3: **USABILITY**



Eighth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

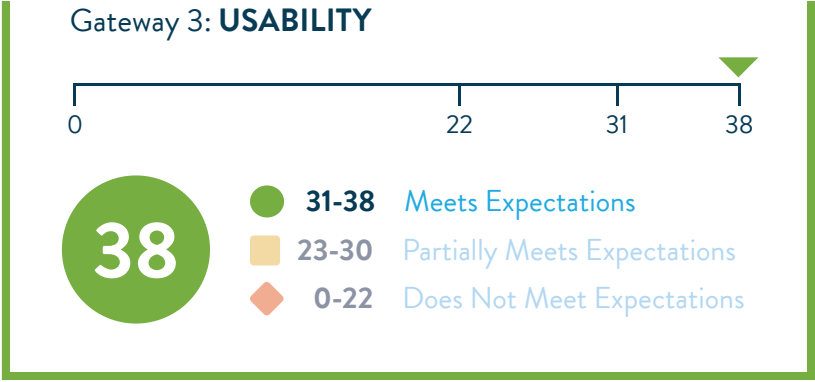


Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

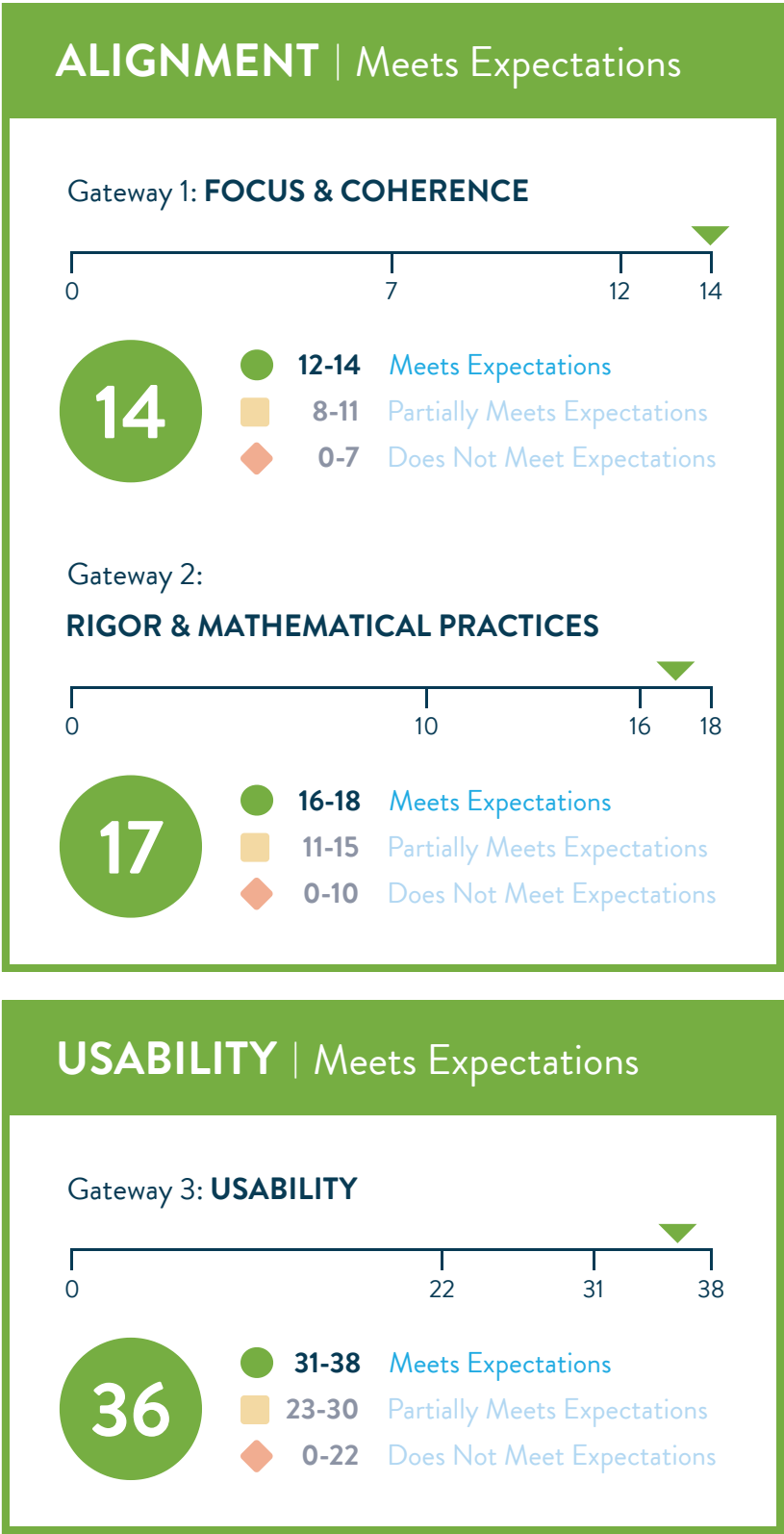


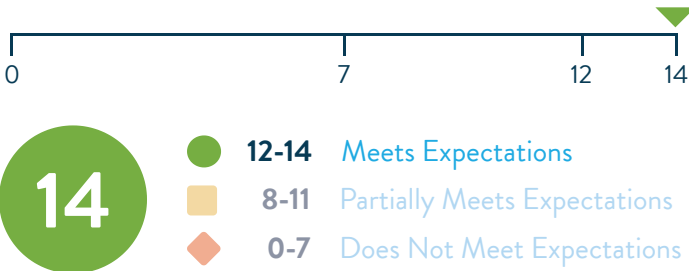
Math K-8 Summary of Alignment & Usability

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- Math K-2 Summary ▲
- Math 3-5 Summary ▲
- Math 6-8 Summary ▲

Kindergarten





Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

Gateway 3: USABILITY



Second Grade

ALIGNMENT | Meets Expectations

Gateway 1: FOCUS & COHERENCE



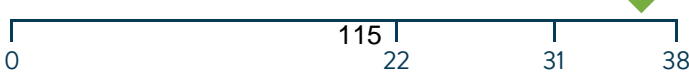
Gateway 2:

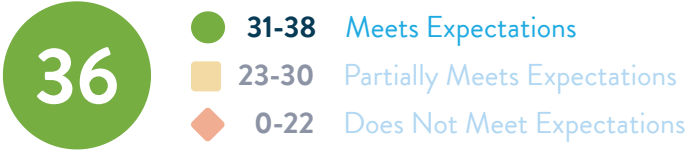
RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

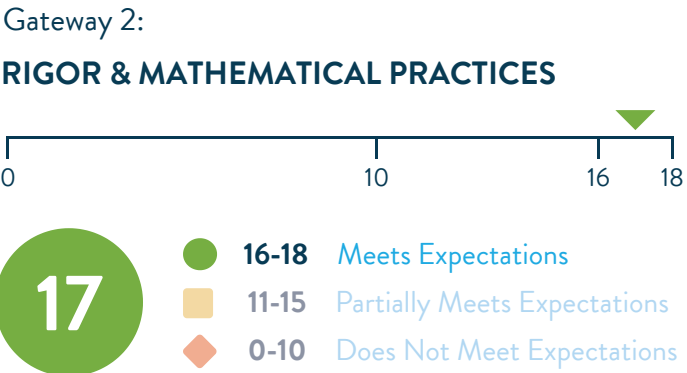
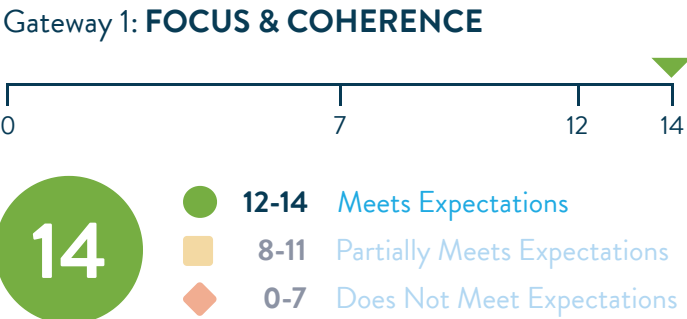
Gateway 3: USABILITY



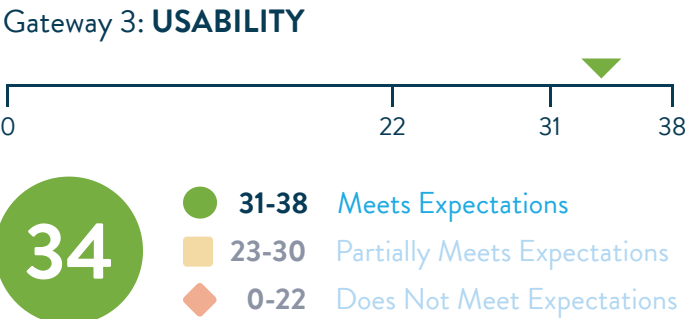


Third Grade

ALIGNMENT | Meets Expectations

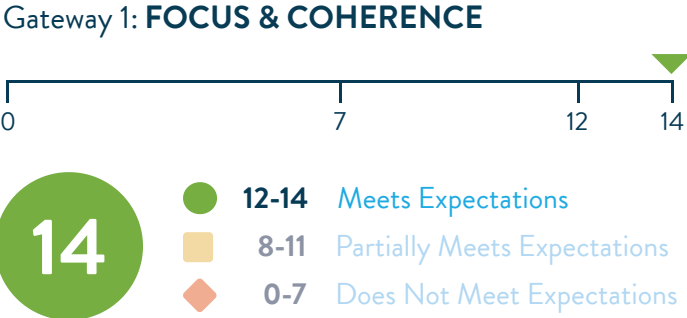


USABILITY | Meets Expectations



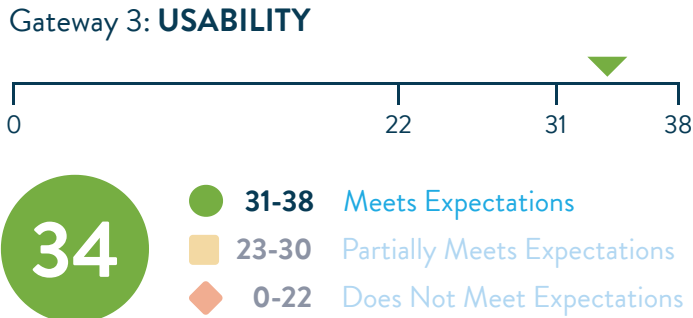
Fourth Grade

ALIGNMENT | Meets Expectations



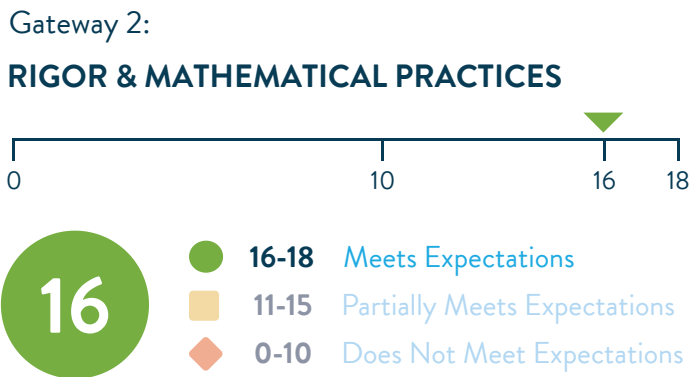
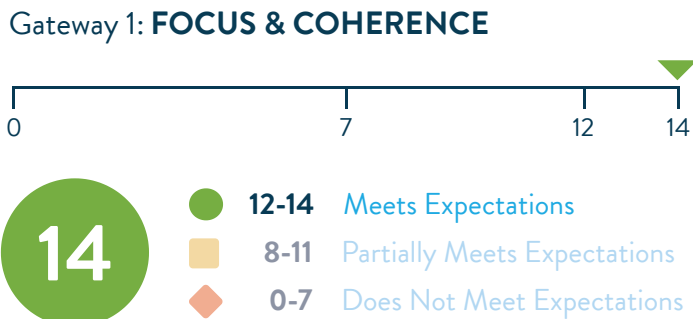


USABILITY | Meets Expectations

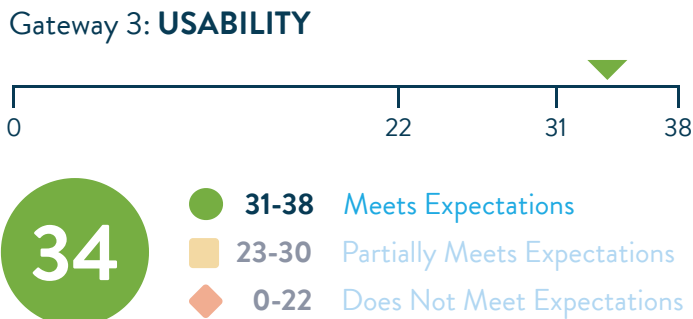


Fifth Grade

ALIGNMENT | Meets Expectations



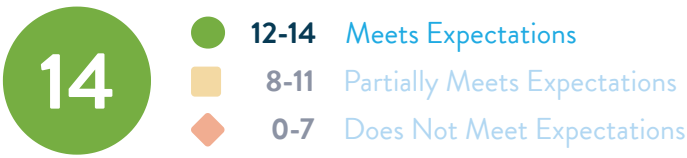
USABILITY | Meets Expectations



Sixth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**



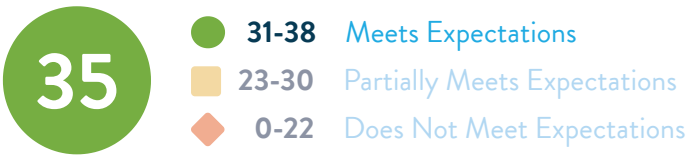
Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

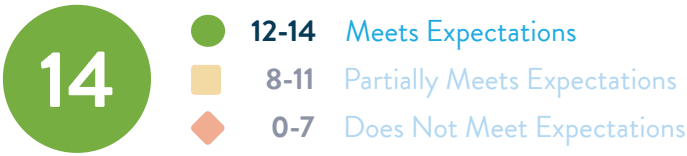
Gateway 3: **USABILITY**



Seventh Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**

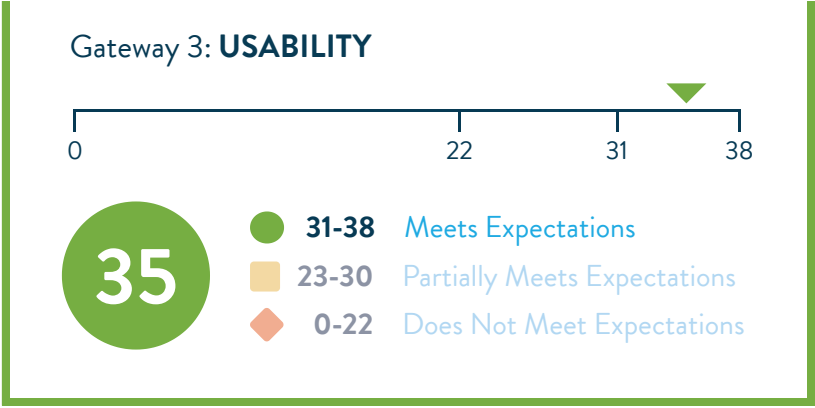


Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

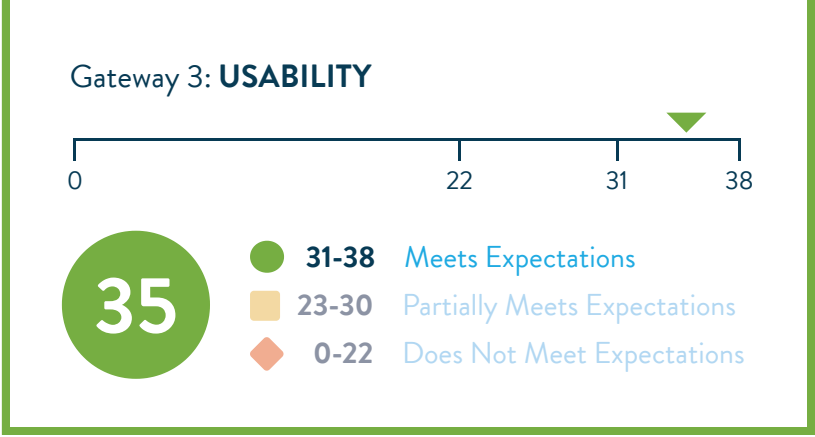


Eighth Grade

ALIGNMENT | Meets Expectations



USABILITY | Meets Expectations



Math K-8 Summary of Alignment & Usability

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Math K-2 Summary ▲
Math 3-5 Summary ▲
Math 6-8 Summary ▲

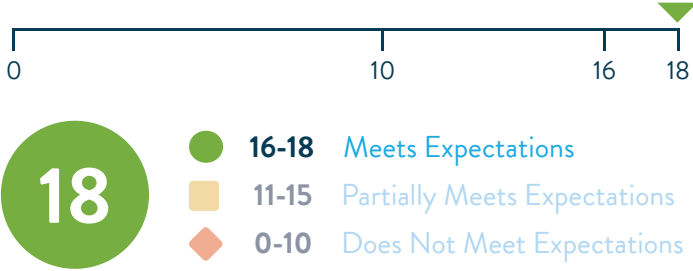
Kindergarten





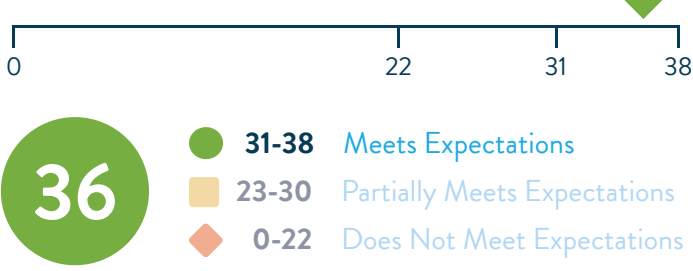
Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

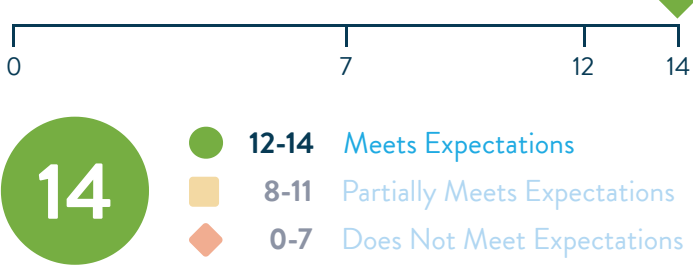
Gateway 3: USABILITY



Second Grade

ALIGNMENT | Meets Expectations

Gateway 1: FOCUS & COHERENCE



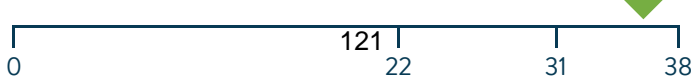
Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

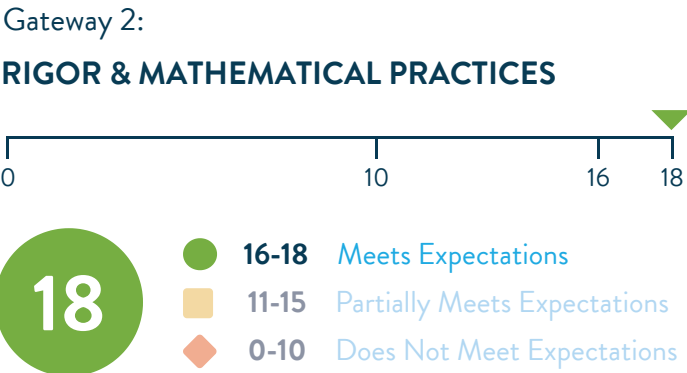
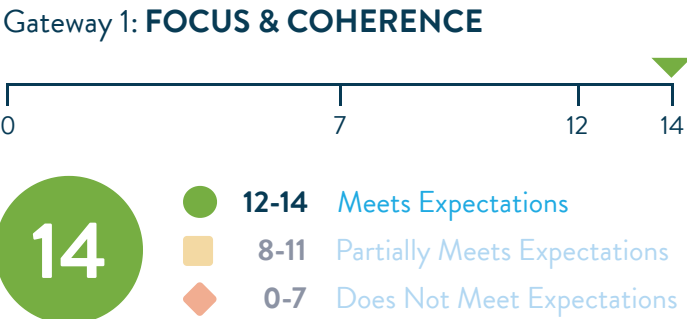
Gateway 3: USABILITY



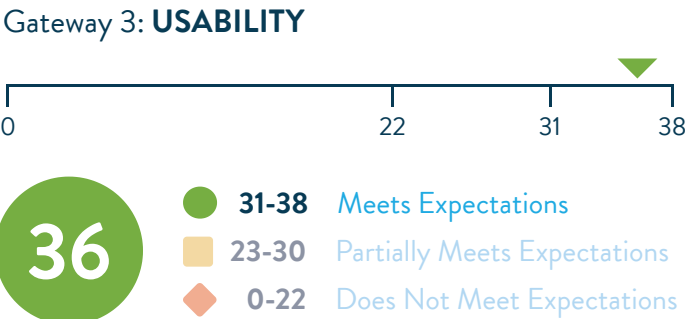


Third Grade

ALIGNMENT | Meets Expectations

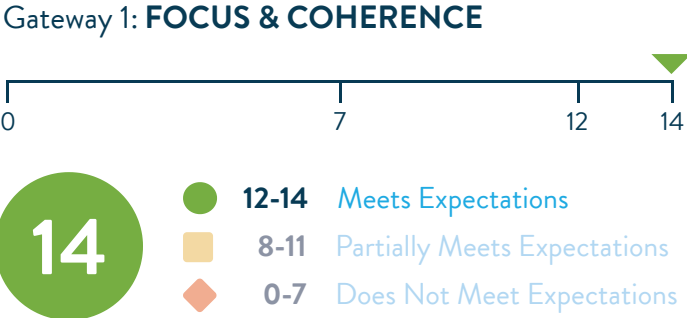


USABILITY | Meets Expectations



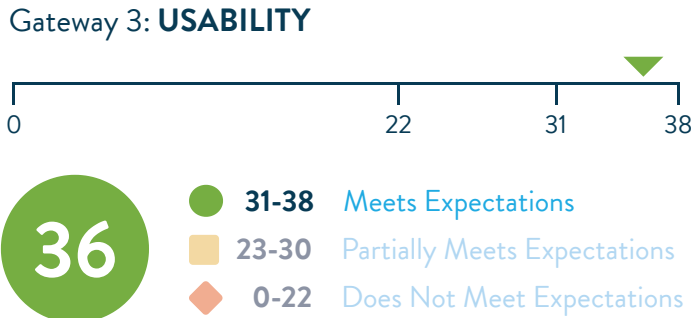
Fourth Grade

ALIGNMENT | Meets Expectations



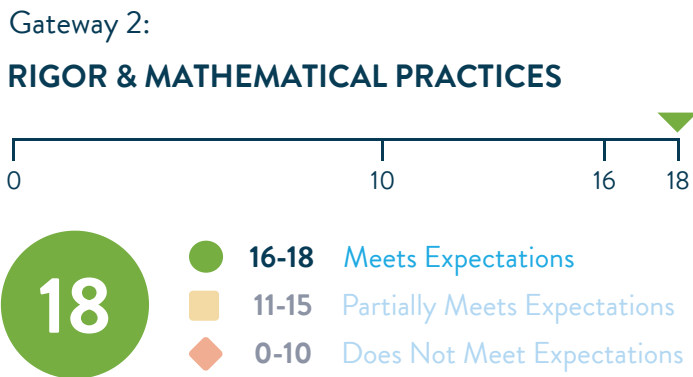
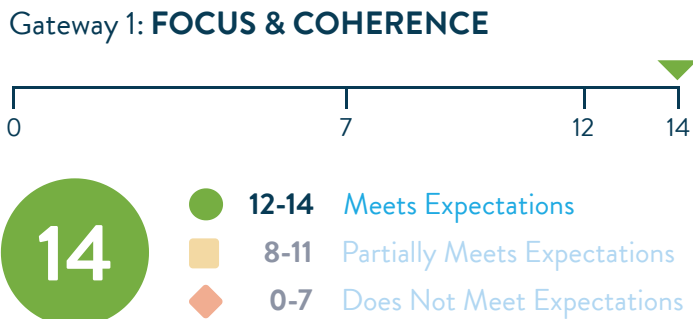


USABILITY | Meets Expectations

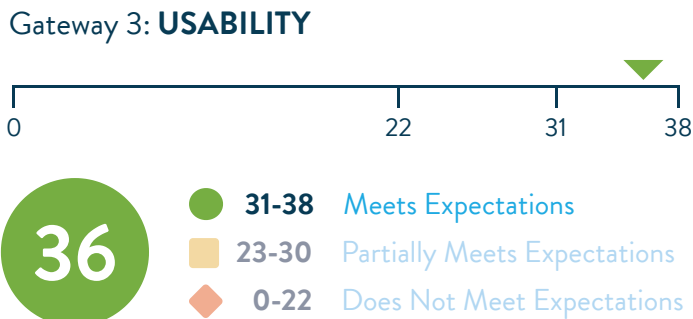


Fifth Grade

ALIGNMENT | Meets Expectations



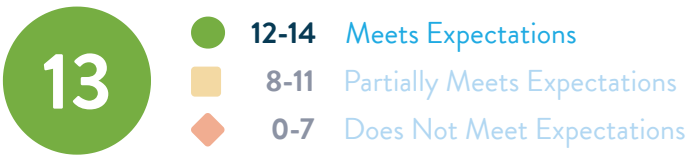
USABILITY | Meets Expectations



Sixth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**



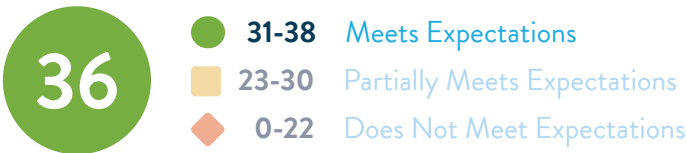
Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

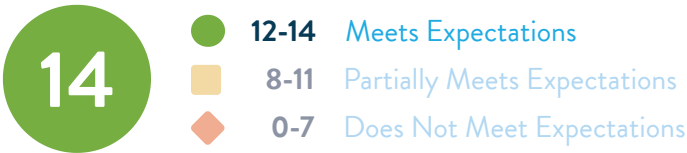
Gateway 3: **USABILITY**



Seventh Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**



Gateway 2:

RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

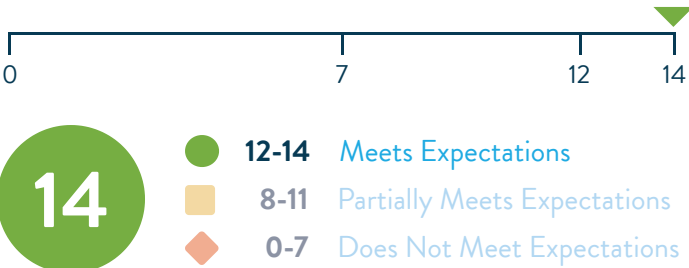
Gateway 3: **USABILITY**



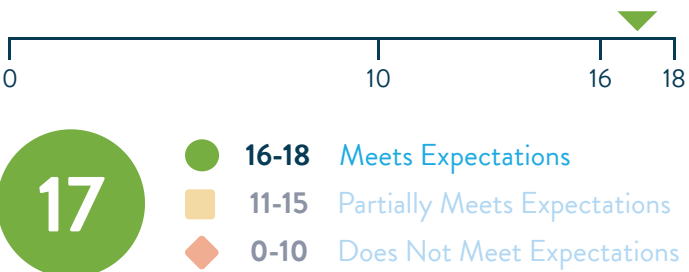
Eighth Grade

ALIGNMENT | Meets Expectations

Gateway 1: **FOCUS & COHERENCE**



Gateway 2:
RIGOR & MATHEMATICAL PRACTICES



USABILITY | Meets Expectations

Gateway 3: **USABILITY**

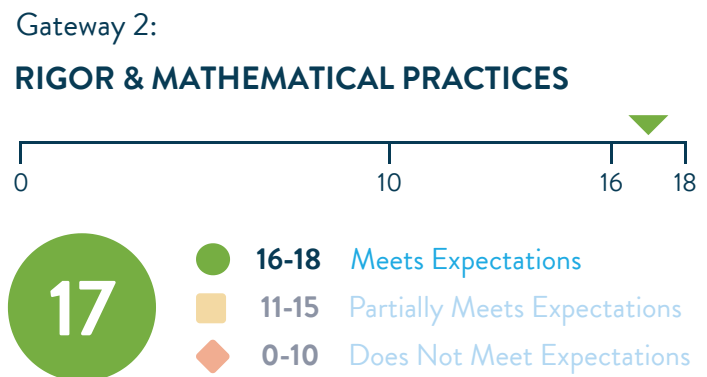
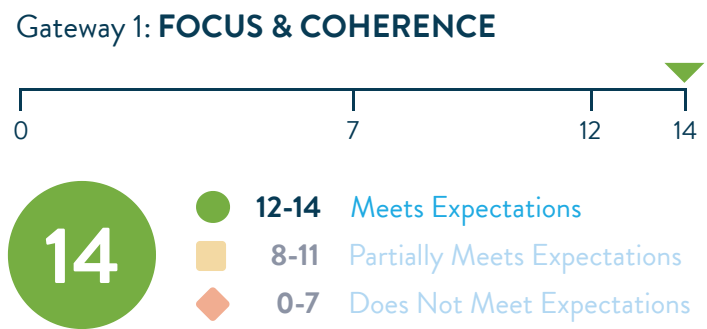


Math K-8 Summary of Alignment & Usability

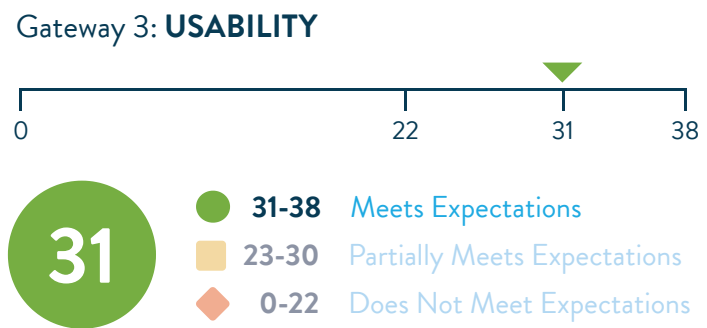
The instructional materials reviewed for Reveal Math Grades 6-8 meet expectations for alignment to the Common Core State Standards for Mathematics and meet expectations for usability. The instructional materials meet expectations for Gateway 1, focus and coherence, Gateway 2, rigor and balance and practice-content connections, and Gateway 3, instructional supports and usability indicators.

Sixth Grade

ALIGNMENT | Meets Expectations

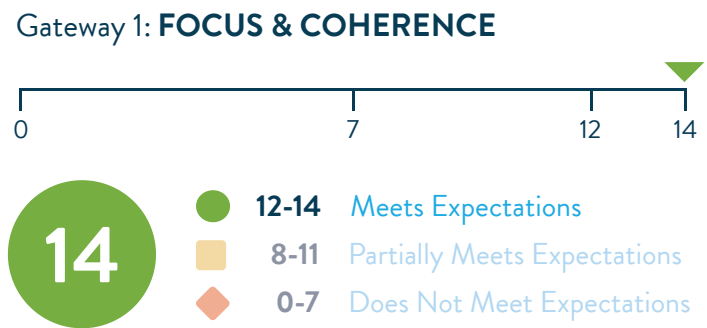


USABILITY | Meets Expectations



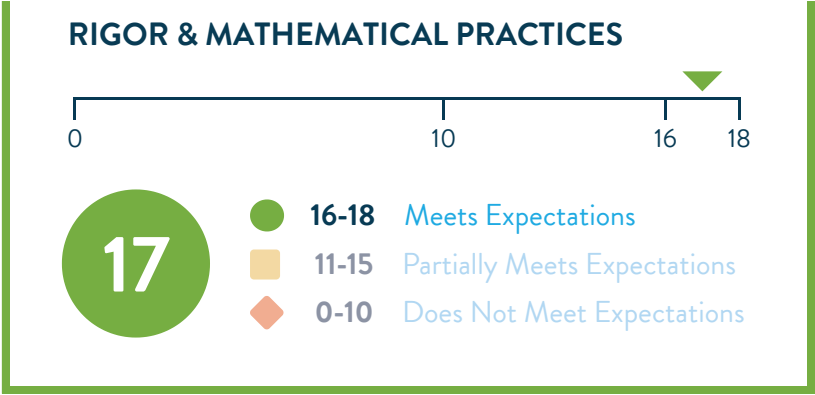
Seventh Grade

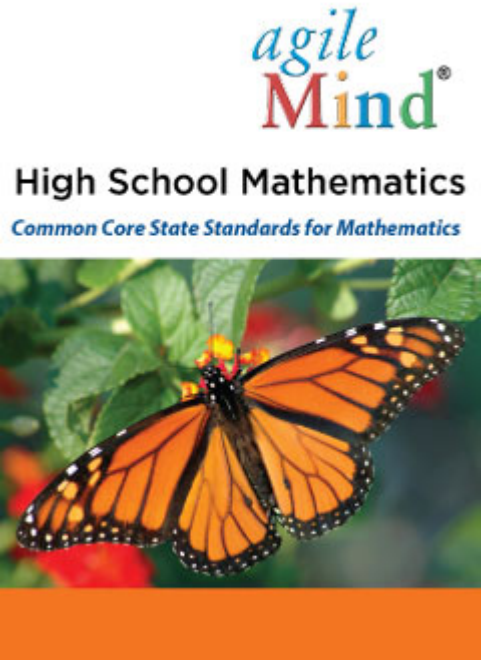
ALIGNMENT | Meets Expectations



126

Gateway 2:





Agile Mind HS

Agile Mind | High School

Alignment: Overall Summary

NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The instructional materials reviewed for the Agile Mind Traditional series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials attend to the full intent of the non-plus standards and allow students to fully learn each non-plus standard, but they do not attend to the full intent of the modeling process when applied to the modeling standards. The materials regularly use age-appropriate contexts, apply key takeaways from Grades 6-8, and vary the types of numbers being used, but the materials do not explicitly identify and build on knowledge from Grades 6-8, although they do foster coherence through meaningful connections in a single course and throughout the series. In Gateway 2, the instructional materials meet the expectation that materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice. The instructional materials reviewed meet the expectations for the development of overarching, mathematical practices; reasoning and explaining; modeling and using tools; and seeing structure and generalizing.

SEE RATING SCALE [↗](#)

UNDERSTANDING GATEWAYS [↗](#)





0-21

Does Not Meet Expectations

Gateway One

Focus & Coherence

Meets Expectations

CRITERION 1A - 1F

Focus and Coherence: The instructional materials are coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM).

16/18

The instructional materials reviewed for the Agile Mind Traditional series meet the expectation for focusing on the non-plus standards of the CCSSM and exhibiting coherence within and across courses that is consistent with a logical structure of mathematics. Overall, the instructional materials attend to the full intent of the non-plus standards and allow students to fully learn each non-plus standard, but they do not attend to the full intent of the modeling process when applied to the modeling standards. The materials regularly use age-appropriate contexts, apply key takeaways from Grades 6-8, and vary the types of numbers being used. The materials do not explicitly identify and build on knowledge from Grades 6-8, although they do foster coherence through meaningful connections in a single course and throughout the series. The instructional materials spend a majority of time on the widely applicable prerequisites from the CCSSM.

INDICATOR 1A

The materials focus on the high school standards.*

INDICATOR 1A.I

The materials attend to the full intent of the mathematical content contained in the high school standards for all students.

4/4

The instructional materials reviewed for the Agile Mind Traditional series meet the expectations for attending to the full intent of the mathematical content contained in the high school standards for all students. Although there are a few instances where all of the aspects of the standards are not addressed, most non-plus standards are addressed to the full intent of the mathematical content by the instructional materials.

The following are examples of standards that are fully addressed:

- A-APR.3: Algebra I Topic 18 Roots, Factors, and Zeros connects x-intercepts to zeros to factors. In Algebra II Topic 5 Polynomial Functions there are two lessons, Long Term Behavior and Zeros and



Carnegie Learning Math Solution Traditional

Carnegie Learning | High School

Alignment: Overall Summary

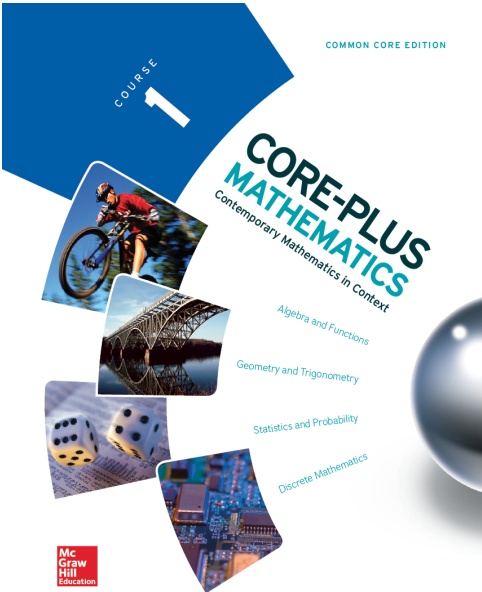
NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The instructional materials reviewed for the Carnegie Learning Math Solutions Traditional series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

SEE RATING SCALE [↗](#)

UNDERSTANDING GATEWAYS [↗](#)





Core-Plus Mathematics

McGraw-Hill Education | High School

Alignment: Overall Summary

The instructional materials reviewed for the Core-Plus Mathematics integrated series meet expectations for alignment to the CCSSM for high school. The materials meet the expectations for focus and coherence and attend to the full intent of the mathematical content standards. The materials also attend fully to the modeling process when applied to the modeling standards. The materials meet the expectations for rigor and the Mathematical Practices by reflecting the balances in the Standards and helping students meet the Standards’ rigorous expectations, and the materials also meaningfully connect the Standards for Mathematical Content with the Mathematical Practices.

SEE RATING SCALE [↗](#)

UNDERSTANDING GATEWAYS [↗](#)



Discovering
Mathematics

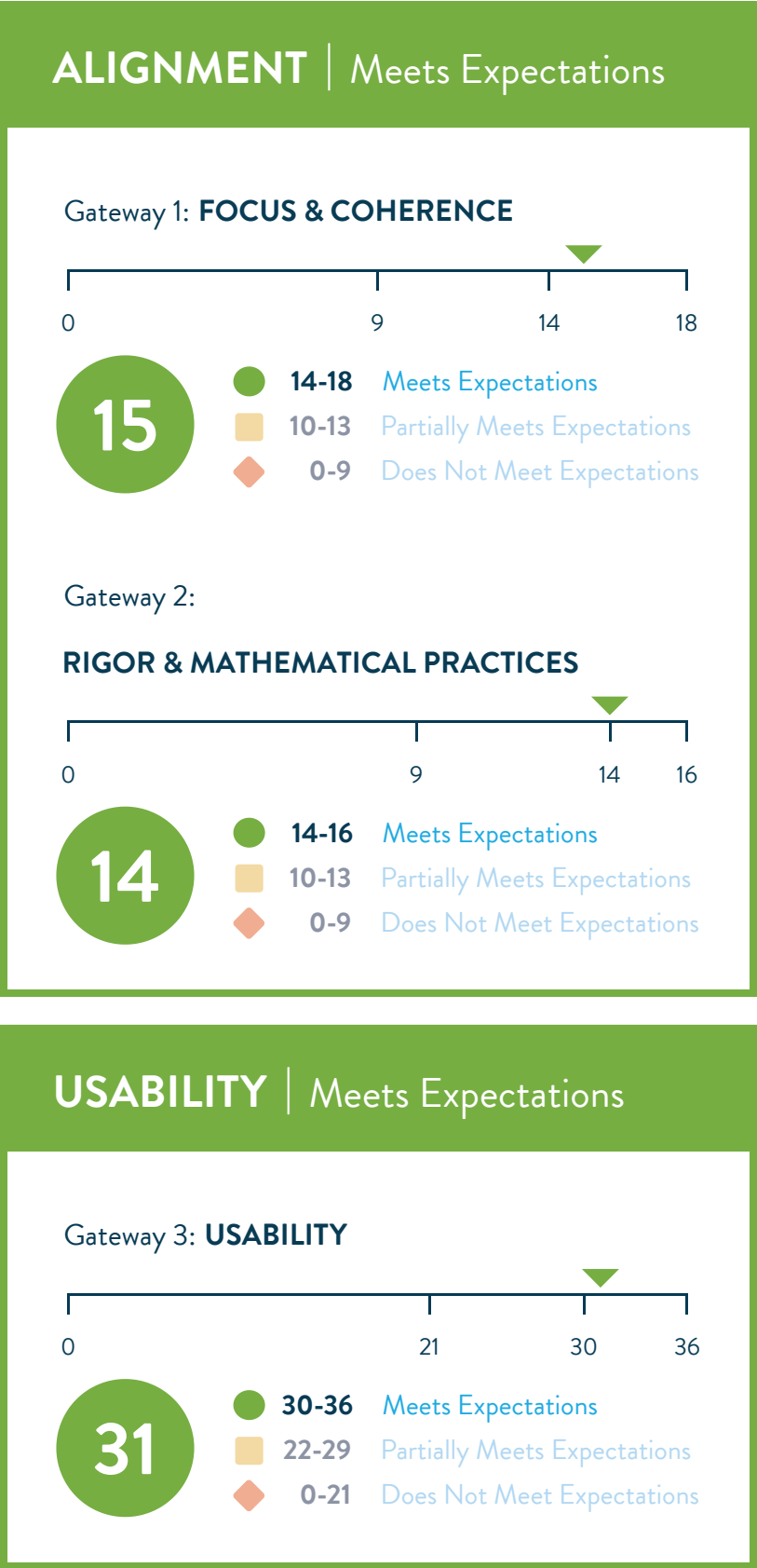
Discovering Algebra, Geometry, and Advanced Algebra (2014/15/17)

**Kendall Hunt Publishing Company |
High School**

Alignment: Overall Summary

The instructional materials for the Discovering series meet expectations for alignment to the CCSSM for high school. For focus and coherence, the series showed strengths in the following areas: attending to the full intent of the mathematical content contained in the standards, attending to the mathematical modeling process, spending the majority of time on the content from CCSSM widely applicable as prerequisites (WAPs), engaging students at a level of sophistication appropriate to high school, and explicitly identifying and building on knowledge from Grades 6-8 to the high school standards. For rigor and the mathematical practices, the series showed strengths in the following areas: supporting the intentional development of students' conceptual understanding, opportunities for students to develop procedural skills, utilizing mathematical concepts and skills in engaging applications, displaying a balance among the three aspects of rigor, supporting the intentional development of reasoning and explaining, and supporting the intentional development of seeing structure and generalizing.

SEE RATING SCALE [↗](#)
UNDERSTANDING GATEWAYS [↗](#)





enVision A/G/A

Savvas Learning Company (f/k/a Pearson) | High School

Alignment: Overall Summary

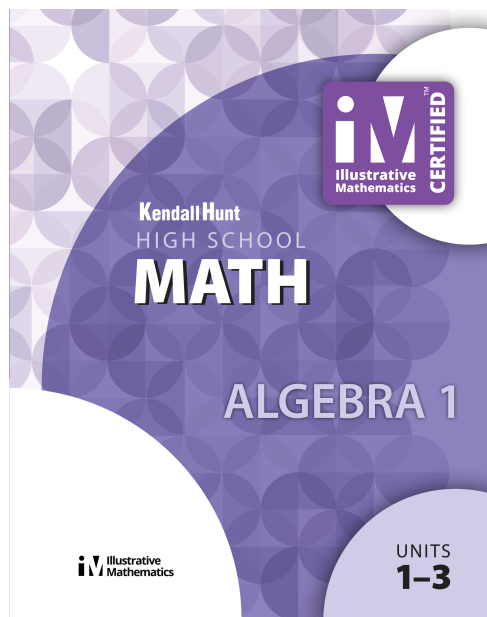
NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The instructional materials reviewed for the enVision A/G/A: Algebra 1, Geometry, & Algebra 2 series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

SEE RATING SCALE [↗](#)

UNDERSTANDING GATEWAYS [↗](#)





Kendall Hunt's Illustrative Mathematics Traditional

Kendall Hunt Publishing Company |
High School

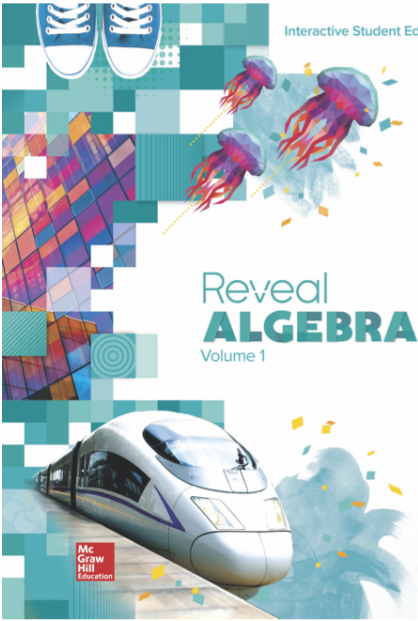
Alignment: Overall Summary

NOTE: This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The instructional materials reviewed for Kendall Hunt’s Illustrative Mathematics Traditional series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

SEE RATING SCALE [↗](#)
UNDERSTANDING GATEWAYS [↗](#)





Reveal Math AGA

McGraw-Hill Education | High School

Alignment: Overall Summary

The instructional materials reviewed for Reveal Math Traditional meet the expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence, and the instructional materials show strengths in attending to the full intent of the mathematical content contained in the high school standards, spending the majority of time on the CCSSM widely applicable as prerequisites, letting students fully learn each non-plus standard, engaging students in mathematics at a level of sophistication appropriate to high school, and explicitly identifying and building on knowledge from Grades 6-8 to the High School Standards. In Gateway 2, the instructional materials meet the expectation for reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations by giving appropriate attention to procedural skills, conceptual understanding, and applications. Also in Gateway 2, the instructional materials meet the expectations for meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

SEE RATING SCALE [↗](#)

UNDERSTANDING GATEWAYS [↗](#)



Reviewer Name or ID:

Grade:

Mathematics Lesson/Unit Title:

I. Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- ☐ Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.
- ☐ Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.
- ☐ Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.

Summary of Observations and Suggestions for Improvement:

Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating: ☐ 3 ☐ 2 ☐ 1 ☐ 0

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

1: Meets some of the criteria in the dimension

0: Does not meet the criteria in the dimension

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Reviewer Name or ID:

Grade: _____ **Mathematics Lesson/Unit Title:** _____

II. Key Shifts in the CCSS

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:

- ☐ **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.
- ☐ **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.
- ☐ **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:
 - **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.
 - **Conceptual Understanding:** Develops students’ conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding.
 - **Procedural Skill and Fluency:** Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

Summary of Observations and Suggestions for Improvement:

Rating: ☐ 3 ☐ 2 ☐ 1 ☐ 0

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
- 2:** Meets many of the criteria in the dimension
- 1:** Meets some of the criteria in the dimension
- 0:** Does not meet the criteria in the dimension

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Reviewer Name or ID:

Grade:

Mathematics Lesson/Unit Title:

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

- ☐ Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.
- ☐ Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline.
- ☐ Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.
- ☐ Addresses instructional expectations and is easy to understand and use.
- ☐ Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.
 - Supports diverse cultural and linguistic backgrounds, interests and styles.
 - Provides extra supports for students working below grade level.
 - Provides extensions for students with high interest or working above grade level.

A unit or longer lesson should:

- ☐ Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).
- ☐ Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.
- ☐ Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.
- ☐ Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

Summary of Observations and Suggestions for Improvement:

Rating: ☐3 ☐2 ☐1 ☐0

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
- 2:** Meets many of the criteria in the dimension
- 1:** Meets some of the criteria in the dimension
- 0:** Does not meet the criteria in the dimension

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Reviewer Name or ID:

Grade:

Mathematics Lesson/Unit Title:

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

- ☐ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.
- ☐ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.
- ☐ Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.

A unit or longer lesson should:

- ☐ Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.

Summary of Observations and Suggestions for Improvement:

Rating: ☐ 3 ☐ 2 ☐ 1 ☐ 0

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
- 2:** Meets many of the criteria in the dimension
- 1:** Meets some of the criteria in the dimension
- 0:** Does not meet the criteria in the dimension

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Reviewer Name or ID:

Grade:

Mathematics Lesson/Unit Title:

Overall Rating:

Summary Comments

Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scales

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
- 2:** Meets many of the criteria in the dimension
- 1:** Meets some of the criteria in the dimension
- 0:** Does not meet the criteria in the dimension

Overall Rating for the Lesson/Unit:

- E:** Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV **(total 11 – 12)**
- E/I:** Exemplar if Improved – Aligned and needs some improvement in one or more dimensions **(total 8 – 10)**
- R:** Revision Needed – Aligned partially and needs significant revision in one or more dimensions **(total 3 – 7)**
- N:** Not Ready to Review – Not aligned and does not meet criteria **(total 0 – 2)**

Rating Descriptors

Descriptors for Dimensions I, II, III, IV:

- 3:** **Exemplifies CCSS Quality** - meets the standard described by criteria in the dimension, as explained in criterion-based observations.
- 2:** **Approaching CCSS Quality** - meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.
- 1:** **Developing toward CCSS Quality** - needs significant revision, as suggested in criterion-based observations.
- 0:** **Not representing CCSS Quality** - does not address the criteria in the dimension.

Descriptor for Overall Ratings:

- E:** **Exemplifies CCSS Quality** – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.
- E/I:** **Approaching CCSS Quality** – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.
- R:** **Developing toward CCSS Quality** – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.
- N:** **Not representing CCSS Quality** – Not aligned and does not address criteria.

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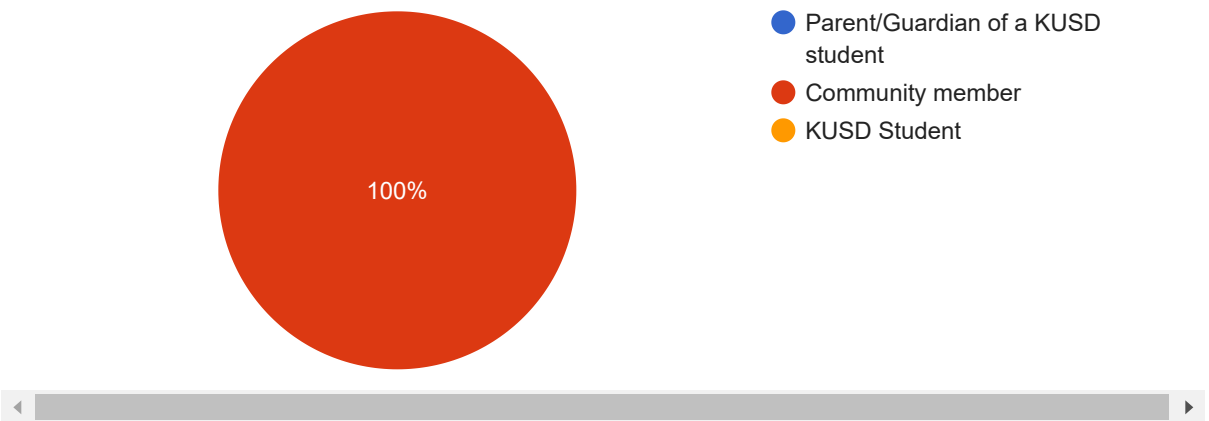
KUSD Instructional Materials Feedback Form: Secondary Mathematics

2 responses

[Publish analytics](#)

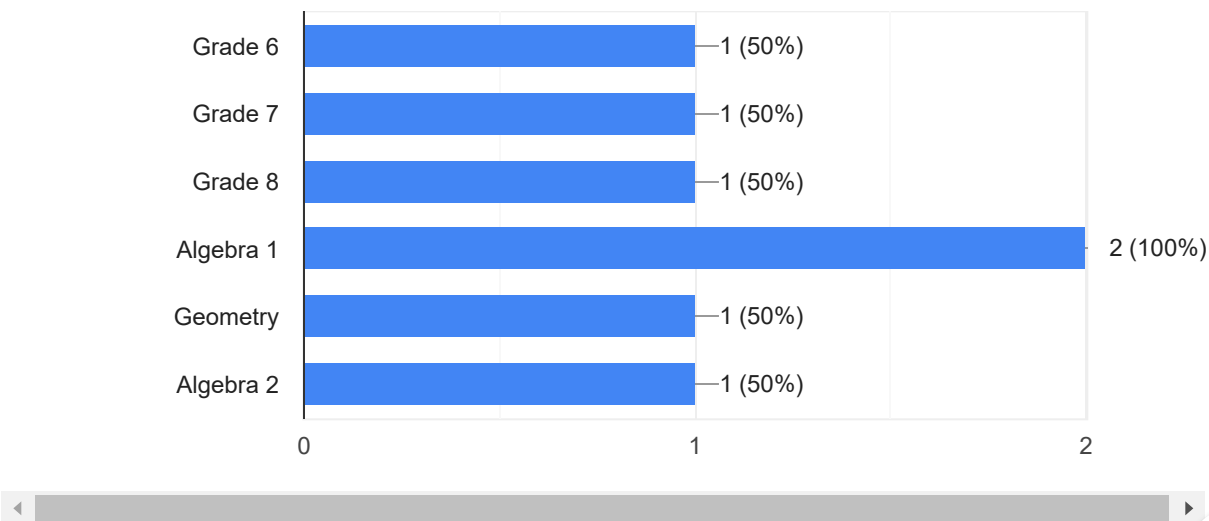
I am a:

2 responses



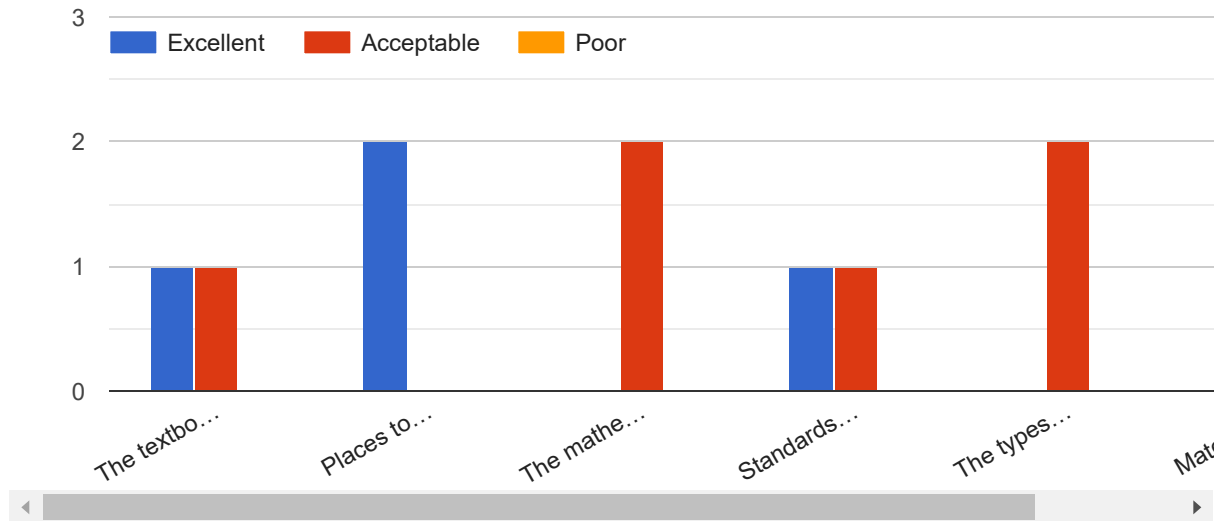
Grade Level/Course Materials Reviewed:

2 responses



Into Math/Into AGA

Please rate the Into Math/Into AGA resources from Houghton-Mifflin-Harcourt (HMH) on the following criteria



Additional comments:

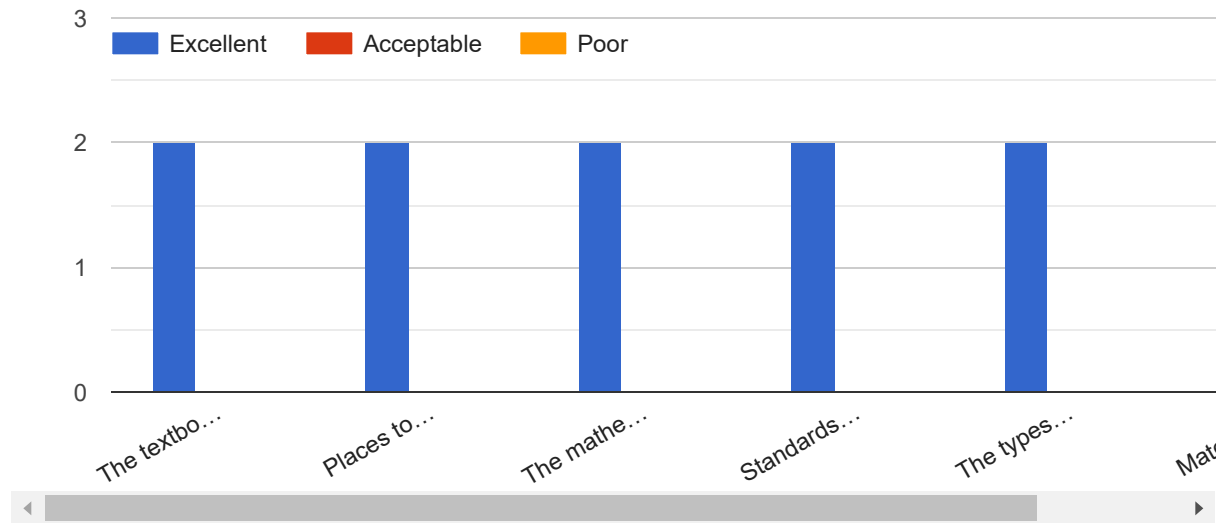
1 response

I liked the focus on mindset in the resources. The exit tickets and I can statements are valuable. The family room is a great resource. The spanish resources are nice to see. Although there was a lot of differentiation resources, I did not specifically see anything for special education students.

Reveal Math



Please rate the Reveal Math resources from McGraw-Hill on the following criteria



Additional Comments:

2 responses

Both programs clearly have paid attention to the decades of research on how to best teach students math. Both programs have the same goals and similar components. I believe that Reveal Math has done a better job in creating a curriculum that will foster deep mathematical conceptual understandings for students.

This program appears to connect well with Google Classroom. I love the focus on ELL in lessons. The balanced math model is fantastic. The availability of formative testing is great. The write about it sections help emphasize and reinforce writing in the content area. The availability of the language development handbook is a great resource. I like how the differentiation address all levels from low to high. The dynamic practice is a fantastic way to assess skills and allow students to test out their ideas. This is the resource I would go with for the new adoption.

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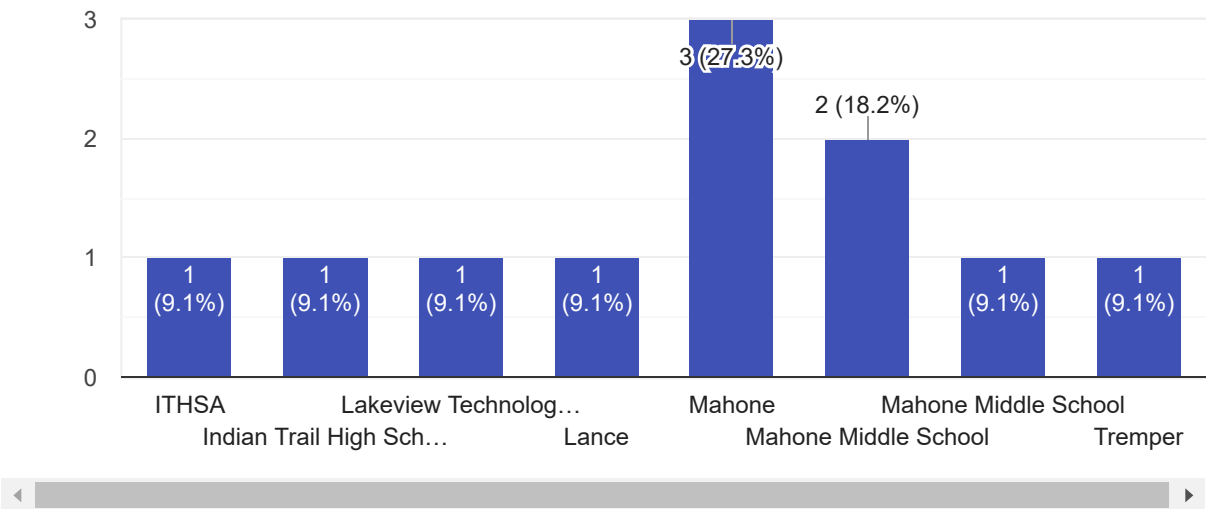
Secondary Mathematics Educator Curriculum Feedback Form

11 responses

[Publish analytics](#)

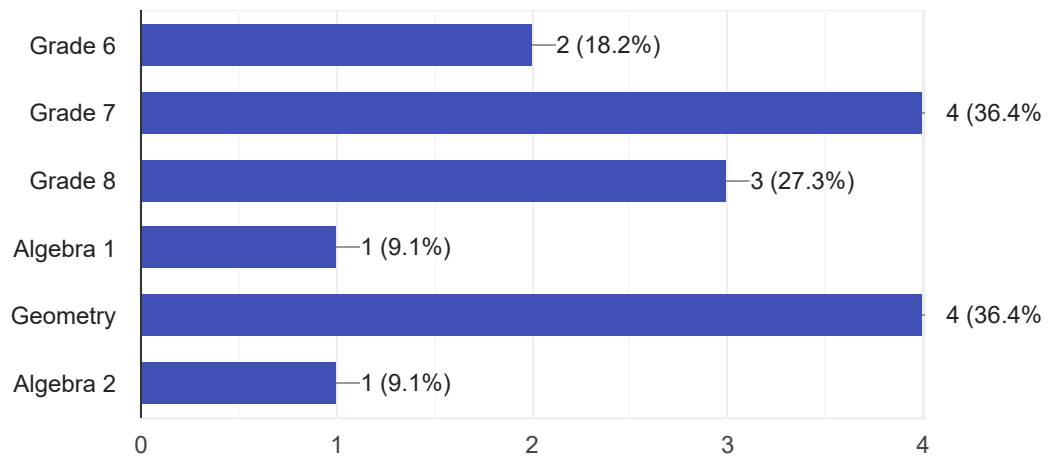
School

11 responses



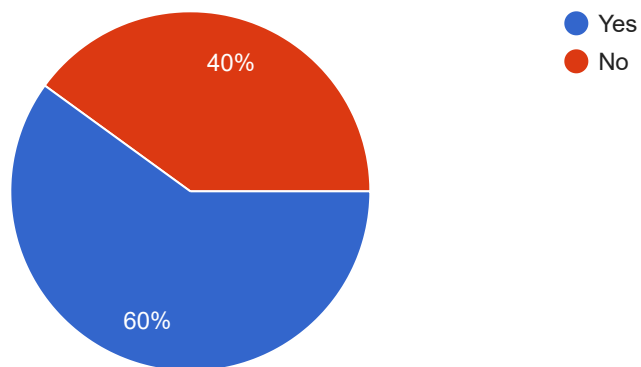
Grade Level(s) or Course(s) Reviewed. Select all that apply.

11 responses



Did you attend the Publisher Presentations on Friday, November 13th?

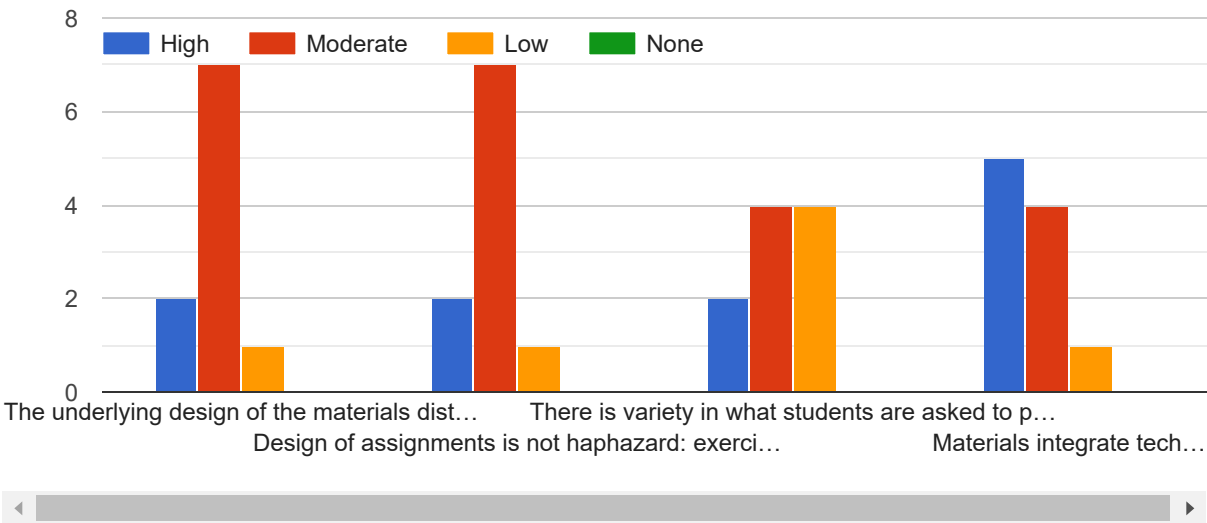
10 responses



Into Math



Instructional Supports and Usability - Please rate these materials based on the following indicators



Comments regarding Instructional Supports and Usability

3 responses

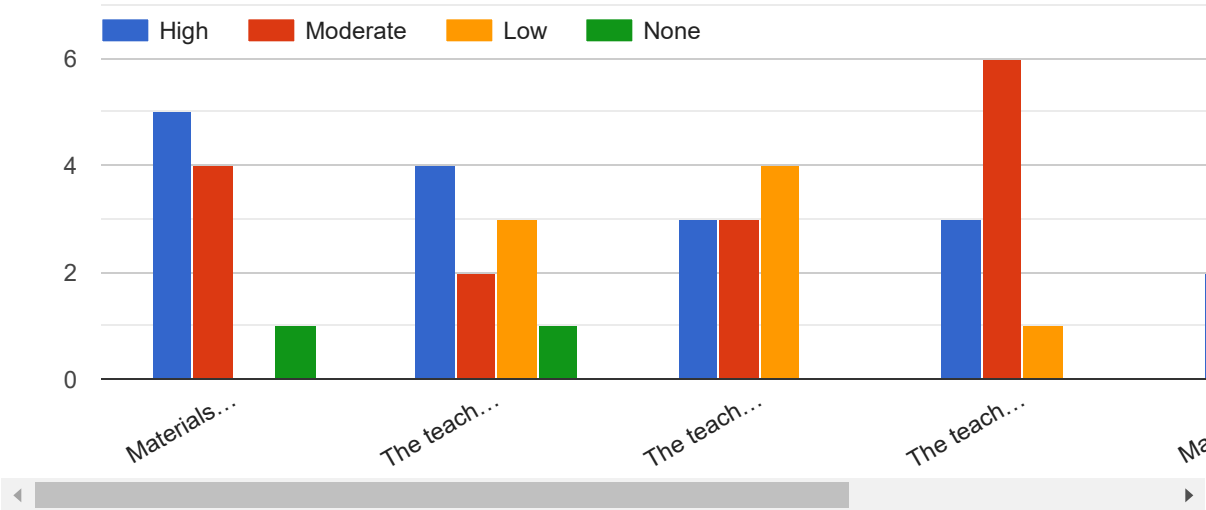
Need for more extension and differentiated materials

No

Both online and in print.



Teacher Planning and Learning for Success - Please rate these materials based on the following indicators



Comments regarding Teacher Planning and Learning for Success

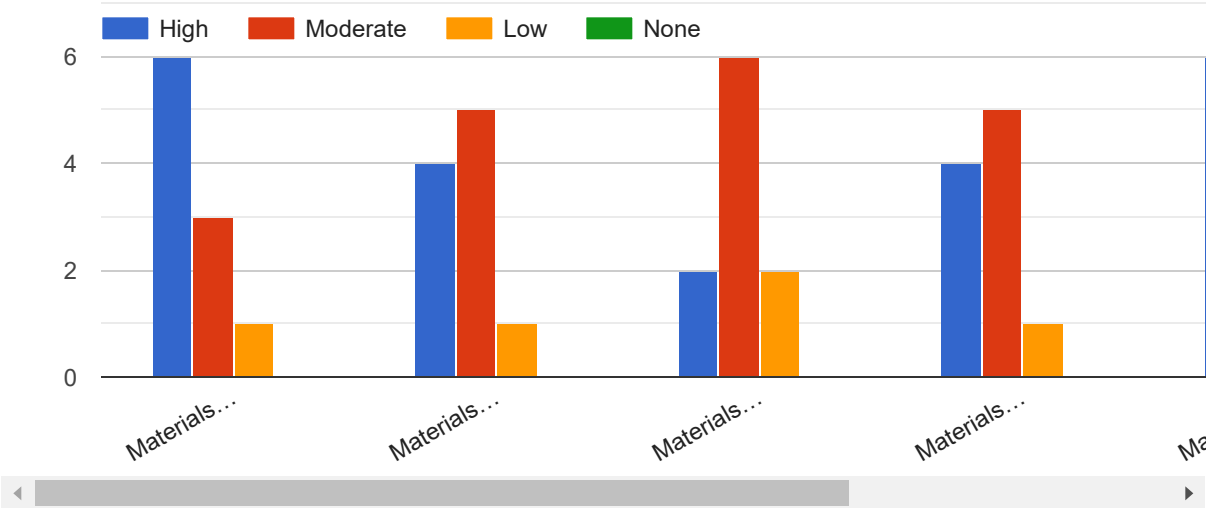
2 responses

No

Website is a little hard to navigate. A lot of steps to create online lesson with all of the resources.



Assessment - Please rate these materials based on the following indicators



Comments regarding Assessment

3 responses

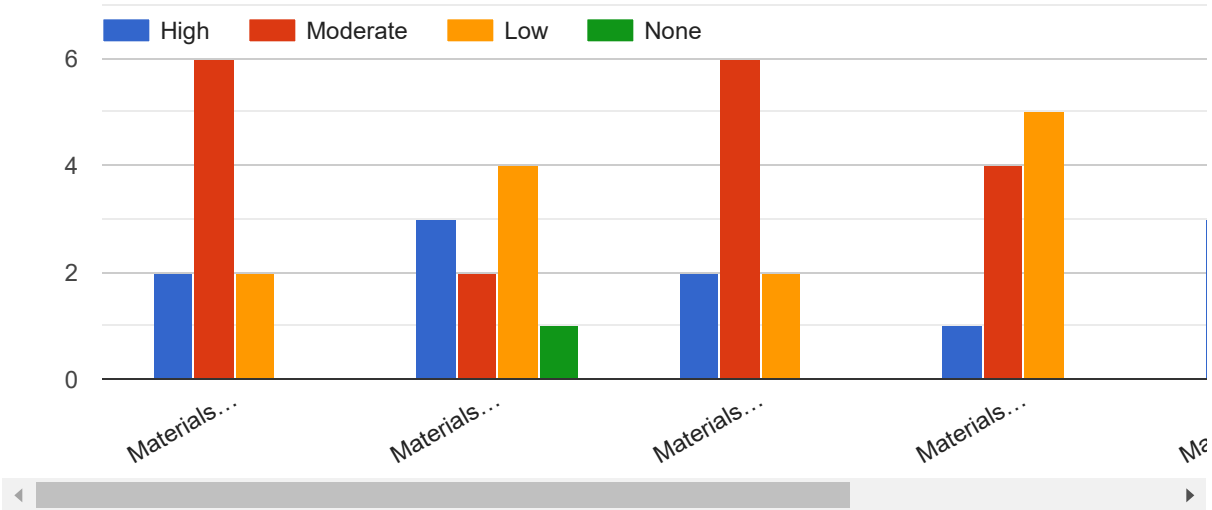
Unit performance task are procedural and not with each lesson

No

Would like a pre-made review for summative assessments



Differentiated Instruction - Please rate these materials based on the following indicators



Comments regarding Differentiated Instruction

3 responses

Needs a lot more

No

Waggle for interventions and supports.



Additional Comments regarding Into Math

7 responses

Not a lot of opportunity to explore and discover, jumps right into questions with little motivation, and there is more emphasis on procedural rather than conceptual knowledge.

I do like the open problem at the beginning of each section to engage the student. The technology given to the students is a little clunky in my opinion. Not as easy to navigate. I'm not a big fan of giving out hardbound textbooks. The workbook is a little wordy and may pose difficulty for students with reading difficulties.

No

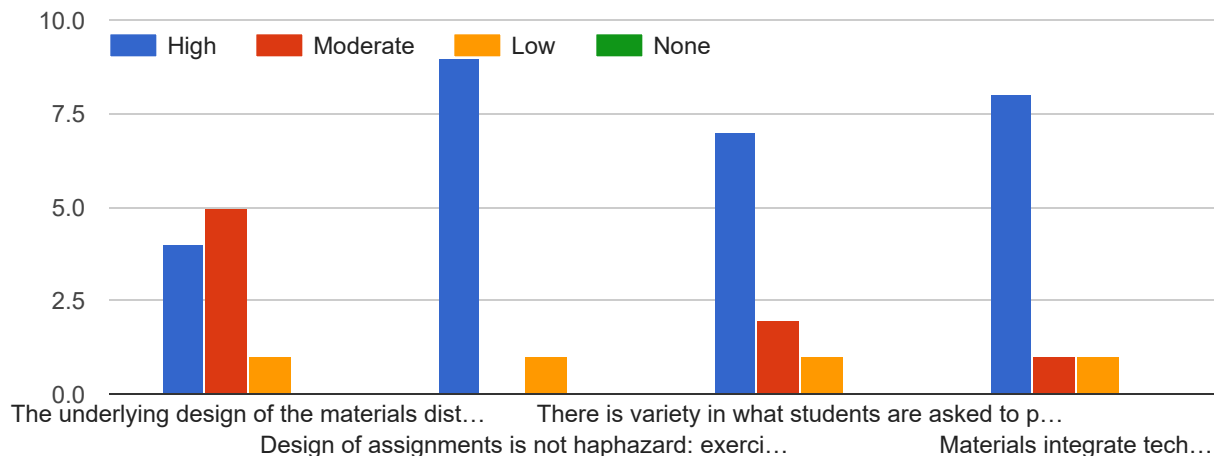
It seems barely adequate as a textbook.

This is the one that I chose based on skimming both. I do not have time to analyze all of these criteria with the nature of school.

I would be fine with this choice.

Reveal Math

Instructional Supports and Usability - Please rate these materials based on the following indicators

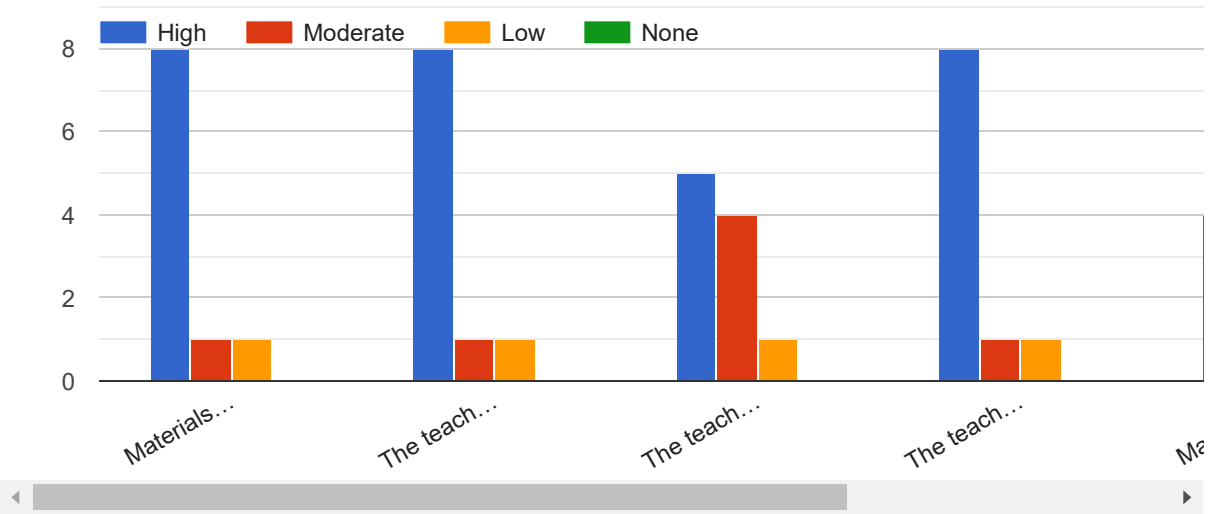


Comments regarding Instructional Supports and Usability

5 responses

- Online and textbook platform easy to use.
- I love the technology aspect. ALEKS gives a lot of support to help students through problems. Self feedback is very important.
- No
- Great variation of supports and virtual materials
- Rich content and problems. Lay out of lessons interests students and supports all the way through and finishes with practice.

Teacher Planning and Learning for Success - Please rate these materials based on the following indicators



Comments regarding Teacher Planning and Learning for Success

4 responses

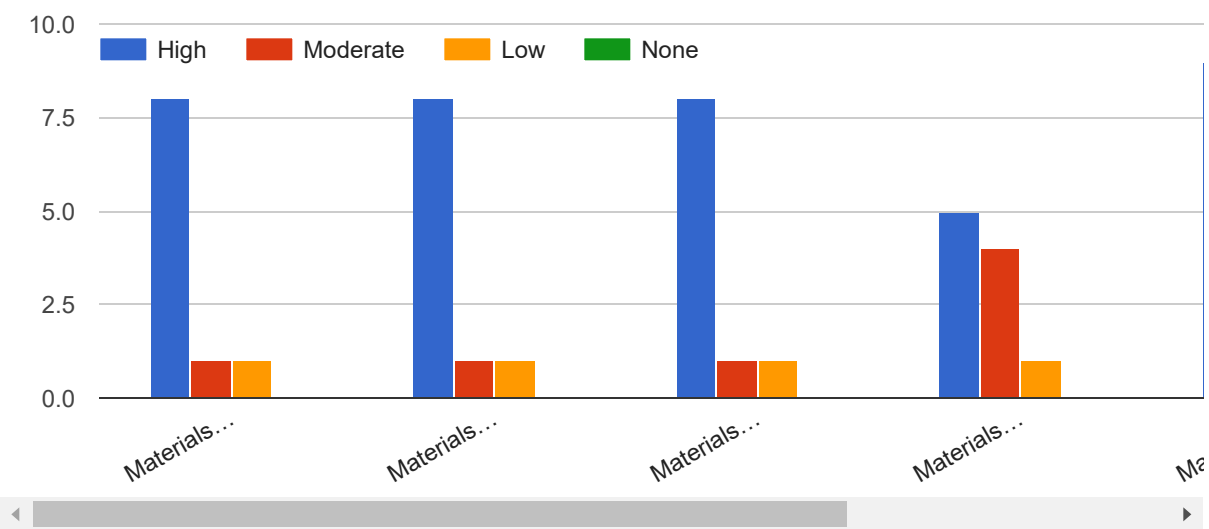
Multiple ways to meet all student needs!!!

No

Dashboard for student progress and needs is wonderful

Very user friendly both in prnt and online. Resources for virtual teaching.

Assessment - Please rate these materials based on the following indicators

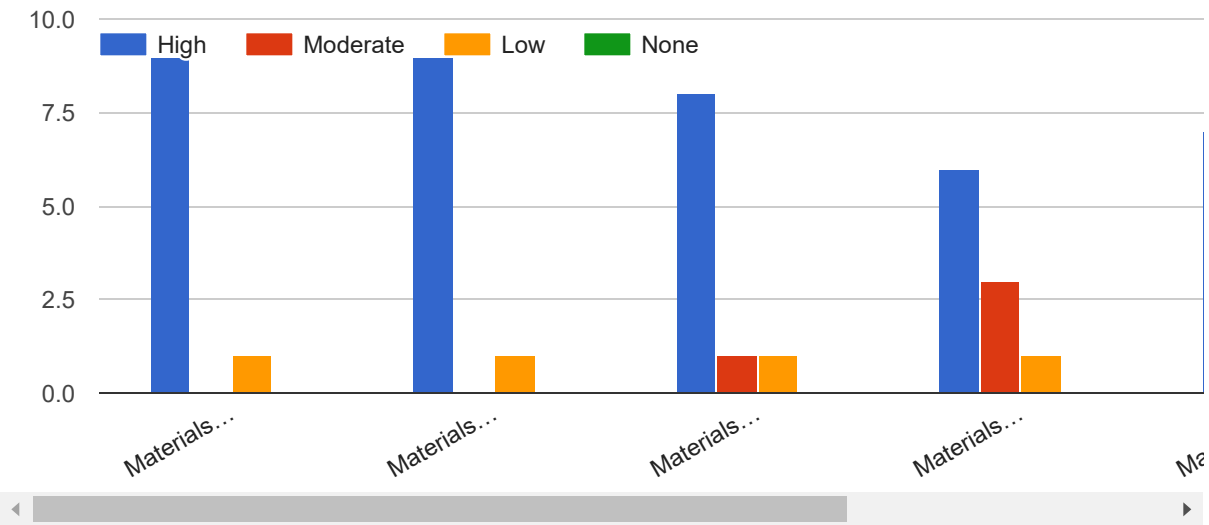


Comments regarding Assessment

4 responses

- Will need training on assessment.
- I like that I can give students a quick check-in and be able to differentiate the problem set based on understanding.
- Love the self-check!
- Love that there is a reveiw for each assessment, multiple forms of assessments, the ability to pull from a huge bank of questions to customize assessments and immediate feedback with graded assessments.

Differentiated Instruction - Please rate these materials based on the following indicators



Comments regarding Differentiated Instruction

4 responses

The use of technology to create PowerPoint lessons by picking and choosing examples from their program will make it much easier for me to create a lesson plan.

No

Many different options for intervention and grouping for additional resource review

Alecks for intervention and specialized learning paths. Online help. In Spanish.

Additional Comments regarding Reveal Math

8 responses

Please choose this program.

I love that there is a consumable workbook instead of a textbook to take care of. The workbook provides a margin for students to take notes in the class. Lots of problems in the workbook. With a large bank of questions, teachers may make their own assessments. Lots to offer from the technology aspect and for the use of our Design in Five strategies.

Love this curriculum!

Reveal Math is a lot more put together and well organized to facilitate mathematical learning, and if we had to pick between the two options it would be the clear frontrunner in terms of presenting quality instruction to the students. Additionally it would help new teachers adjust and align so as to better fulfill the goals of the KUSD mathematics department.

Again, I did not have time to analyze all of this. I thought this one was very jumbled and busy (even for me as the teacher), so I felt as though students would get overwhelmed just by how much text was on a page

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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: McGraw-Hill

Purchased Good/Program: Reveal Math 6-8 and Reveal Math AGA

Start Date/Date Needed: June 1, 2021

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

Reveal Math will serve as the core instructional resource for mathematics in grade 6 through Algebra 2.

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

\$1,457,312.85

Teaching & 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?

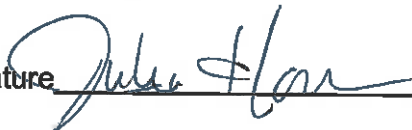
Support effective teaching and learning of mathematics in every classroom for grade 6 through Algebra 2.

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

September 1st, 2021

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

Appropriate Leadership Signature



Date Jan 8, 2021

REVEAL Mathematics CURRICULUM	Grade	Bid quantity	Unit Price	Total
<p><u>TEACHER BUNDLE PACKAGE</u> <i>5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Teacher Editions (2 Volumes) - Teacher Digital Access (24/7) - Teacher Language Development Handbook (1 Volume) - ALKES Personalized Learning (24/7) <p>*Comprehensive Intervention resources (Number Worlds) available upon Kenosha vision and instructional needs</p> <p>*Teacher Materials can be provided bundled at a discount and /or complimentary based on the partnership scope and further discussions with Kenosha Unified School District *</p>	6th	50	\$ 369.99	\$ 18,499.50
<p><u>STUDENT BUNDLE PACKAGE</u> <i>New Student Editions (Volume 1/2) provided & shipped free annually Years 2-5</i> <i>5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Student Editions (2 Volumes) - Student Digital Access (24/7 access) - Student Language Development Handbook (1 Volume) - ALEKS Personalized Learning (24/7 access) <p>*Print & Digital materials can be purchased separately depending on vision & budget of Kenosha Unified School District*</p> <p>*Comprehensive Intervention resources (Number Worlds) available upon Kenosha vision and instructional needs</p> <p>*ALEKS can be removed from Student Bundle Package based on district vision, need and budget*</p>	6th	1550	\$ 127.98	\$ 198,369.00
<p><u>TEACHER BUNDLE PACKAGE</u> <i>5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Teacher Editions (2 Volumes) - Teacher Digital Access (24/7) - Teacher Language Development Handbook (1 Volume) - ALKES Personalized Learning (24/7) <p>*Comprehensive Intervention resources (Number Worlds) available upon Kenosha vision and instructional needs</p> <p>*Teacher Materials can be provided bundled at a discount and/or complimentary based on the partnership scope and further discussions with Kenosha Unified School District *</p>	7th	50	\$ 369.99	\$ 18,499.50
<p><u>STUDENT BUNDLE PACKAGE</u> <i>New Student Editions (Volume 1/2) provided & shipped free annually Years 2-5</i> <i>5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Student Editions (2 Volumes) - Student Digital Access (24/7 access) - Student Language Development Handbook (1 Volume) - ALEKS Personalized Learning (24/7 access) <p>*Print & Digital materials can be purchased separately depending on vision & budget of Kenosha Unified School District*</p> <p>*Comprehensive Intervention resources (Number Worlds) available upon Kenosha vision and instructional needs</p> <p>*ALEKS can be removed from Student Bundle Package based on district vision, need and budget*</p>	7th	1550	\$ 127.98	\$ 198,369.00
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<p><u>STUDENT BUNDLE PACKAGE</u></p> <p><i>New Student Editions (Volume 1/2) provided & shipped free annually Years 2-5 5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Student Editions (2 Volumes) - Student Digital Access (24/7 access) - Student Language Development Handbook (1 Volume) - ALEKS Personalized Learning (24/7 access) <p>*Print & Digital materials can be purchased separately depending on vision & budget of Kenosha Unified School District*</p> <p>*Comprehensive Intervention resources (Number Worlds) available upon Kenosha vision and instructional needs</p> <p>*ALEKS can be removed from Student Bundle Package based on district vision, need and budget*</p>	8th	1550	\$ 127.98	\$ 198,369.00
<p><u>ALGEBRA I OR INTEGRATED I</u></p> <p><u>TEACHER BUNDLE PACKAGE</u></p> <p><i>5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Teacher Editions (2 Volumes) - Teacher Digital Access (24/7) - Teacher Language Development Handbook (1 Volume) - ALKES Personalized Learning (24/7) <p>*Teacher Materials can be provided bundled at a discount and/or complimentary based on the partnership scope and further discussions with Kenosha Unified School District *</p>	9th	50	\$ 390.03	\$ 19,501.50
<p><u>ALGEBRA I OR INTEGRATED I</u></p> <p><u>STUDENT BUNDLE PACKAGE</u></p> <p><i>New Student Editions (Volume 1/2) provided & shipped free annually Years 2-5 5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Student Editions (2 Volumes) - Student Digital Access (24/7 access) - Student Language Development Handbook (1 Volume) - ALEKS Personalized Learning (24/7 access) <p>*Print & Digital materials can be purchased separately depending on vision & budget of Kenosha Unified School District*</p> <p>*ALEKS can be removed from Student Bundle Package based on district vision, need and budget*</p>	9th	1550	\$ 145.98	\$ 226,269.00
<p><u>GEOMETRY OR INTEGRATED II</u></p> <p><u>TEACHER BUNDLE PACKAGE</u></p> <p><i>5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Teacher Editions (2 Volumes) - Teacher Digital Access (24/7) - Teacher Language Development Handbook (1 Volume) - ALKES Personalized Learning (24/7) <p>*Teacher Materials can be provided bundled at a discounted and/or complimentary based on the partnership scope and further discussions with Kenosha Unified School District *</p>	10th	50	\$ 390.03	\$ 19,501.50
<p><u>GEOMETRY OR INTEGRATED II</u></p> <p><u>STUDENT BUNDLE PACKAGE</u></p> <p><i>New Student Editions (Volume 1/2) provided & shipped free annually Years 2-5 5-Year Investment per RFP requirements. Longer partnership options available upon request.</i></p> <ul style="list-style-type: none"> - Student Editions (2 Volumes) - Student Digital Access (24/7 access) - Student Language Development Handbook (1 Volume) - ALEKS Personalized Learning (24/7 access) <p>*Print & Digital materials can be purchased separately depending on vision & budget of Kenosha Unified School District*</p> <p>*ALEKS can be removed from Student Bundle Package based on district vision, need and budget*</p>	10th	1550	\$ 145.98	\$ 226,269.00

<p><u>ALGEBRA II OR INTEGRATED III</u></p> <p><u>TEACHER BUNDLE PACKAGE</u></p> <p>5-Year Investment per RFP requirements. Longer partnership options available upon request.</p> <ul style="list-style-type: none"> - Teacher Editions (2 Volumes) - Teacher Digital Access (24/7) - Teacher Language Development Handbook (1 Volume) - ALKES Personalized Learning (24/7) <p>*Teacher Materials can be provided bundled at a discounted and/or complimentary based on the partnership scope and further discussions with Kenosha Unified School District *</p>	11th	50	\$ 390.03	\$ 19,501.50
<p><u>ALGEBRA II OR INTEGRATED III</u></p> <p><u>STUDENT BUNDLE PACKAGE</u></p> <p>New Student Editions (Volume 1/2) provided & shipped free annually Years 2-5</p> <p>5-Year Investment per RFP requirements. Longer partnership options available upon request.</p> <ul style="list-style-type: none"> - Student Editions (2 Volumes) - Student Digital Access (24/7 access) - Student Language Development Handbook (1 Volume) - ALEKS Personalized Learning (24/7 access) <p>*Print & Digital materials can be purchased separately depending on vision & budget of Kenosha Unified School District*</p> <p>*ALEKS can be removed from Student Bundle Package based on district vision, need and budget*</p>	11th	1550	\$ 145.98	\$ 226,269.00
SUBTOTAL				\$ 1,387,917.00
SHIPPING AND HANDLING 5%				\$ 69,395.85
TOTAL COST				\$ 1,457,312.85
Partnership cost savings available based on further discussion & Kenosha Unified budget & need				

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Kenosha Unified School District
Kenosha, Wisconsin

February 23, 2021

EMPLOYEE HANDBOOK (revised)

Background:

The 2021-2022 Employee Handbook is the seventh edition. The handbook revisions noted are clarification on current language, grammatical and formatting corrections. Moreover, one new section titled “Mandatory Trainings” is being added to the handbook.

The following are the administrative recommended changes and/or additions for the 2021-2022 Employee Handbook:

Cover Page

- Updated to reflect 2021-2022 school year.

Introduction (p. 5)

Disclaimer Statement (p. 5-6)

- Updated pronouns in paragraphs three, six, and eight to gender non-specific to align with Policy 5110.2.

Section 1: Employment (p. 7)

Equal Opportunity Employer (p. 7)

- Corrected a spelling error of the word “have” in paragraph four.

Anti-Harassment (p. 7-9)

- Updated bullets to align with Policy 4110.
- Updated pronoun in second paragraph on page nine to gender non-specific to align with Policy 5110.2.
- Added the legal references and cross reference.

Use of Telephones/Mobile Phones/Pagers (p. 9)

- Updated pronoun in the fourth paragraph to gender non-specific to align with Policy 5110.2.

Staff Acceptable Use (p. 10-13)

- In the third paragraph, we added ‘mobile devices’ to align with Policy 4226.
- Added language in number one to match Policy 4226.
- Small change in wording at the end of the first bullet under number two to match Policy 4226.
- Number five had additional language added to match that of Policy 4226.
- The pronouns in number seven on page 12 were updated to gender non-specific to align with Policy 5110.2.
- In number eight, language was added to match Policy 4226.

- The pronoun was changed in number ten to gender non-specific to align with Policy 5110.2 and the last bullet was stricken to match Policy 4226.
- Number 11 was added to match Policy 4226.

Break Time for Nursing Mothers (p. 14-15)

- The reference to Policies 4351 and 4351.1 was stricken as it does not apply.

Emergency Closings (p. 15)

- Added “switched to virtual” to align with Policy 3643 and also added Policy 3643 as a reference.

Section 3 Employment Changes (p. 19)

Personnel Records (p. 19)

- Number eight, changed pronoun to gender non-specific to align with Policy 5110.2.
- Number nine is just a format correction.
- Number ten added “also be” to align with Policy 4260.

Section 4: Employee Benefits and General Leaves (p. 21)

Carryover Vacation Days (p. 22)

- Language was updated to reflect our current process and procedure for requesting carryover days.

Sick Days (p. 23)

- In paragraphs one and three, added clarification that sick days can be used for medical appointments.
- Paragraph four updated pronoun to gender non-specific to align with Policy 5110.2.
- Paragraph five, added language that a doctor’s note or physicians release will be required should absence be three or more days.

Jury Duty (p. 24)

- Updated pronouns to gender non-specific to align with Policy 5110.2.

Wisconsin Bone Marrow and Organ Donation Leave Act (p. 25-26)

- In paragraph one, updated pronouns to gender non-specific to align with Policy 5110.2

Maternity/Paternity Leave (p. 26)

- Added language to include bonding time.
- Added clarification that paid time would be if sick or vacation time applied.

Child Rearing Leave (p. 26)

- Updated pronouns to gender non-specific to align with Policy 5110.2.

Unpaid Medical Leave (p. 26-27)

- First paragraph, added language clarifying that the leave was for themselves or the individual of the original FMLA request. Due to formatting issues, there was a cut and paste to maintain margins.
- In the second paragraph, language clarified leave must be requested from the Office of Human Resources and also clarified that the employee must exhaust all available sick and vacation balances. Also updated pronouns to gender non-specific to align with Policy 5110.2.
- In the first paragraph on page 27, clarifying language on how the one year of leave is calculated. It further clarifies that after one year, the employee can no longer return to the same position but can apply to an open for position for which they qualify.
- In the second paragraph on page 27, 'such leave' was changed to 'unpaid leave'.

Travel Pay Policy (p. 28)

- In the second paragraph, updated pronoun to gender non-specific to align with Policy 5110.2.

Section 5: Conditions of Employment (p. 31)

Required Transcripts, Certifications and Medical Documentation for Certified Staff (p. 31)

- The pronouns in number three were changed to gender non-specific to align with Policy 5110.2

Employee Attendance and Punctuality (p. 32-33)

- The pronouns in number one were changed to gender non-specific to align with Policy 5110.2.
- Language in number two and three were changed to match that of Policy 4280.

Absence Reporting/Procedures (p. 33-34)

- New language was added to align with Policy 4280.

Employee Dress and Grooming (p. 34)

- The pronouns in number three were changed to gender non-specific to align with Policy 5110.2.

Alcohol and Drug Free Workplace (p. 34-35)

- Numbers three and four were just format changes to match that in Policy 4221.

Mandatory Training (p. 36-37)

- New language to address the mandatory training requirements.

Section 6: Employment Separation (p. 38)

Job Abandonment (p. 38)

- Removed reference to Policy 4244 since there is no current Policy 4244 online.

Section 7: Employee Conduct, Code of Ethics and Disciplinary Action (p. 39)

Progressive Discipline/Termination Procedures (p. 40-41)

- The pronouns in Step 4 (pg. 3) were changed to gender non-specific to align with Policy 5110.2.

Employee Complaint (Grievance) Procedure (p. 41-44)

- Formatting change was made in 1c on page 42; no language change was made here.

Violence in the Workplace (p. 44-45)

- In the first paragraph of page 45, the pronoun was changed to gender non-specific to align with Policy 5110.2.

Administration Recommendation:

Administration recommends the Board of Education approve the 2021-2022 Employee Handbook with the changes and/or additions noted above.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kevin Neir
Interim Chief Human Resources Officer



KENOSHA UNIFIED
SCHOOL DISTRICT

2021-22

EMPLOYEE HANDBOOK

E F F E C T I V E J U L Y 1 , 2 0 2 1



A C A D E M I C S . O P P O R T U N I T Y . S U C C E S S .

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INTRODUCTION

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

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

Disclaimer Statement

This Handbook was developed to describe KUSD's expectations of our employees and to outline the statements, policies, procedures, rules, regulations and benefits available to eligible employees. Employees are expected to familiarize themselves with the contents of this Handbook, to read the Handbook thoroughly, and to retain it for future reference. However, this Handbook is not all inclusive. There may be other expectations of employees communicated through policy, rule, regulation, directive, memorandum, guidance, or other communication.

None of the statements, policies, procedures, rules, regulations or benefits contained herein constitutes a guarantee of employment, a guarantee of any other right or benefits or a contract of employment, expressed or implied.

This Handbook is subject to change at the sole discretion of the District, as are all other policies, procedures, rules, regulations and benefits, and programs of the District. The District may modify, amend, or terminate any statements, policies, procedures, rules, regulations and benefits whether or not described in this Handbook at any time, with or without notice. From time to time, employees will receive updated information concerning changes in this Handbook. Employees with questions regarding this Handbook should ask ~~his or her~~ **their** supervisor or the Human Resources Department for assistance.

The District strives to keep this Handbook up-to-date. However, the Board is responsible for establishing District Policy. In the event of a conflict between this Handbook and District Policy, the terms of the District Policy shall govern. This Handbook supersedes any and all previous handbooks given to employees.

Since this is a general publication being prepared for all of our employees, it is possible that at times a conflict may arise between an item in this Handbook and any provision in an individual employment contract. In the event of any conflict between the provisions of this Handbook and any provision in an individual employment contract, the individual employment contract shall govern.

No supervisor, administrator, manager, or representative of the District, other than the Superintendent or **their** designee, or the Board of Education by formal action has the authority to make any promises or commitments that are contrary to this Handbook.

If any provision or section within this Handbook is held to be invalid by operation of law, the remainder of this Handbook shall not be affected thereby. Any change in the law will impact the operation and enforcement of the provisions of this Handbook by modifying the provisions to conform to the law.

The Superintendent and/or ~~his or her~~**their** designee is/are responsible for the management of this Handbook. The content of the Handbook is the responsibility of the Board of Education. The Superintendent and/or ~~his or her~~**their** designee and the Board have the right to interpret and apply the provisions of this Handbook in its discretion and as it deems appropriate as an essential management right and to determine whether specific circumstances require deviation from its terms.

Common Terms and Definitions

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

Reference: Fair Labor Standards Act 29 C.F.R. Part 541, et seq.

Management Responsibilities and Employee Expectations

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

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

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

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

SECTION 1: EMPLOYMENT

Equal Opportunity Employer

The District is an equal opportunity employer. Personnel administration in the District shall be conducted without discrimination on the basis of age, race, creed, religion, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the National Guard, state defense force, or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, formal and informal training, seniority, transfer, promotion, lay-off, recall and termination.

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

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

Any applicant or employee who believes they have suffered discrimination in violation of this policy may file a complaint. Responsibility for overseeing the District's equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Office of Human Resources.

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

Reference: Board Policy/Rule 4110

Anti-Harassment

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

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

- physical or mental abuse;
- offensive or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- insults or slurs based upon a person's real or perceived legally protected characteristics including age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, military service, use or nonuse of lawful products off the

employer's premises during nonworking hours, declining to attend a meeting or to participate in any communication about religious matters or ~~political~~**political** matters, transgender status, gender expression, gender identity and gender nonconformity or any other basis protected by law;

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

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

Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another

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

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

LEGAL REF: Wisconsin Statutes Sections 111.31-111.395 (Fair employment standards – employment discrimination)

118.195 (Handicapped teacher discrimination)

118.20 (teacher discrimination, including sexual harassment).

Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Age Discrimination in Employment Act of 1967 (Age discrimination)

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

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

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

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

Equal Employment Opportunities Commission Guidelines (29 C.F.R. – Part 1604.11) (Employee sexual harassment)

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

Reference: Board Policy 4111

Use of Telephones/Mobile Phones/Pagers

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

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

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

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

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

Use of Cameras, Video and Audio Recording Devices

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

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

Staff Acceptable Use

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

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

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

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

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

- 1. Responsibility:** Employees are responsible for the proper use of any District electronic communication accounts that are issued under their name or that the employee is charged with managing. Employees are responsible for ensuring proper use of technology by students under their supervision. Responsible use of the Internet includes such items as abiding by copyright laws and terms and condition policies. Understanding unethical and unlawful activities including unauthorized access to any data or communications equipment, "hacking", or unauthorized disclosure, use or dissemination of anyone's personal information. The administration shall take steps to ensure that instruction or training activities and reasonable structural and systemic supports are in place to facilitate and enforce individual user's compliance with the District's policies, rules, and procedures that govern the acceptable, safe and responsible use of the District's technology-related resources. **All staff are to relinquish any and all KUSD owned devices upon separation from KUSD employment. Any shared media (i.e. Google files) that are the product of employment should have ownership and rights transferred to an assigned KUSD staff member prior to separation.**
- 2. Passwords and security:** All KUSD staff are expected to protect and update their electronic access and credentials. All users that have access to the District technology resources must comply with the following

rules for maintaining and securing District property and resources.

- Employees are prohibited from sharing their password for any electronic communication accounts that are issued under their name. Employees may, however, share their password with a member of the IT staff, if necessary. In that case, the employee shall change his or her password immediately after the IT staff member has completed **all support**~~the task~~.
- Employees must maintain a password for accounts and change passwords periodically as directed by the District.
- Any computer or similar device should be secured whenever it is not in use by invoking the password on the computer and/or logging off the device. Leaving a computer open or logged in while away enables others to potentially access e-mail and other sensitive files; and all District technology should be physically secured according to standards set by the building administrators or their designees when not in use.
- Employees also are prohibited from accessing another user's account without permission. If an employee identifies a security problem associated with the network or his or her user account, the employee shall notify IT staff.

3. **Privacy:** All KUSD user accounts are owned by KUSD and therefore are not private. Passwords are for the purpose of preventing unauthorized access to the District's electronic communication system only; employees have no expectation of privacy when using the District's electronic communication system, even for personal use. The electronic communication system is the property of the District, and the District reserves the right to monitor and inspect any messages, information and data sent, received or stored on the District's electronic communication system. Documents or messages created, sent, received or stored on the District's electronic information system may be considered a public record and subject to disclosure under the Public Records Law.

The administration may access any message for reasons including, but not limited to:

- finding lost messages;
- assisting employees in their performance of job duties;
- studying the effectiveness of the communication system;
- complying with investigations into suspected criminal acts or violation of BOARD policies or work rules;
- recovering from systems failures and other emergencies;
- complying with discovery proceedings or to be used as evidence in legal actions; and/or may otherwise be required or permitted by state or federal law

4. **Prohibited use of the District's electronic communication system:** Employees' use of the District's Electronic Communication System must reflect the District's standards for professionalism. The District's computer network and internet system do not serve as a public access service or public forum. Employees shall not use the District's electronic communication system for:

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

5. **Use of District technology equipment off District premises:** Employees may use District-owned technology equipment off District premises with appropriate administrator approval. Technology equipment may not be removed from a District building if its removal in any way causes disruption to the learning environment or decreases access to technology for District staff. Any technology assigned to staff for both on and off premises must be reflected in ~~Destiny Asset Manager~~ **the KUSD Asset Manager system. A virtual private network (VPN) solution allows staff to work on their district assigned device outside of the KUSD network. This scenario ensures proper security and access to internal resources for job responsibilities. Staff that utilize a VPN will be filtered and protected as if they were physically operating behind the KUSD firewall.**

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

6. **Personal use of the District's electronic communication system:** Incidental and occasional personal use of the District's electronic communication system is permitted, but such use is subject to this policy. Personal use of technology must be limited to break time and time outside the workday. Personal use must not interfere with student instruction, the performance of an employee's job duties or District business. Employees shall not use their District email address for personal commercial purposes. Employees may connect personal technology devices to the District's network, as long as this does not interfere with the operation, integrity or security of the District's network. The District is not responsible for the safety or security of personal technology devices or the software on them that employees choose to bring into the District. The District does not provide technology support for personal devices.
7. **Personal/off-duty use of social media and personal web pages:** Even if an employee is off-duty and not using the District's electronic communication system, an employee's personal use of technology or social media may be subject to this policy and regulated by the District if: the employee chooses to identify ~~himself/herself~~ **themselves** as a District employee; the use affects the employee's job performance or the performance of other District employees or the use involves or relates to the District, District students/families or District employees. Unless authorized to do so by the superintendent or ~~his/her~~ **their** designee, employees shall not represent themselves as a spokesperson for the District or create or post content to a personal/non-authorized website that purports to be an official/authorized website of the District. Employees shall not use their District email address to register for a personal social media account and shall not post photos of students or other personally identifiable confidential student information on personal pages and/or sites without the written consent of the adult student or the minor student's parent/guardian.
8. **Electronic communication with students:** Employees shall use their District email address when communicating with students. Unless authorized to do so by the superintendent or their designee, employees shall not communicate with students via their personal email addresses, social media accounts, home phones, cellphones or other application not authorized by the District for communication with students. Employees also should use discretion when communicating with parents on social media (e.g., accepting "friend" or "follower" requests). **Staff have KUSD approved communication options for authorized use. Staff provided email and resources should be used as the communication portal for interacting virtually with students. Guidance, training and support for currently available technologies and future utilities will be shared and integrated when possible.**

9. **Personally identifiable information:** Personally identifiable information relating to individual students or their families, except as permitted by the Family Education Rights and Privacy Act, Section 118.125 of the Wisconsin Statutes, and the District's student records policy. Elementary (4K-5) students only may be identified by their first name and last initial. Note: Regardless of age, photo, videos, names, artwork or other likenesses cannot be used if a student has a social media restriction on file. Home telephone numbers, home addresses and email addresses of students and their family members shall not be posted or shared.

10. **The District's website/social media pages:** The superintendent or ~~his/her~~**their** designee reserve the right to approve content posted on the District's website and social media pages. All school-level web editors must communicate with the District web specialist for information and assistance. The editors are responsible for ensuring accurate information is shared by maintaining the website and requesting updates be made by the web specialist. The social media administrators are responsible for ensuring accurate and timely information is shared and/or posted. The web editors and social media administrators are expected to ensure accurate spelling and grammar.

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

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

11. **The staff directed use of digital applications:** Educators need to be aware of how data privacy, confidentiality and security practices affect students. When engaging with online educational service providers, educators must review the privacy policies prior to having students create accounts in selected applications. The Children's Online Privacy Protection Act (COPPA) governs online collection of personal information from children under age 13. Educators can act in the capacity of a parent to provide consent to sign students up for online education programs that are COPPA compliant at the school for the use and benefit of the school, and for no other commercial purpose.

Reference: Board Policy and Rule 4226

Conflict of Interest

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

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

Positions of conflicting interest are defined as follows:

1. Any administrative or supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis. (For purposes of applying this section of the policy, the quasi-supervisory positions of the following sections shall not be viewed as immediate supervisory positions.)
2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any recreation department position having supervisory responsibility within any program.

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

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

Reference: Board Policy 4331

School Year/Hours of the Day/Workday

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

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

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

Lunch Periods

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

Break Time for Nursing Mothers

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

nursing mothers to express breast milk.

Reference: ~~Board Policies 4351 and 4351.1~~

Emergency Closings

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

Reference Policy 3643

Staff Reporting Requirements

Two (2) days are built into the academic calendar for potential emergency school closings. If an emergency closing is declared because of inclement weather or a school emergency, only specified facilities staff shall report to work the first two days, no others shall report to work. Specified facilities staff include those required for snow removal and/or other maintenance needs as indicated by their supervisor. These individuals shall receive flextime for the day(s) worked. All flextime must be used by June 30 of the school year in which the closings occur.

Beyond the first two days:

- Teachers, educational assistants and interpreters do not need to report to work when school is closed for emergency purposes, but are required to make up state mandated student contact time at a future date or dates to be determined by administration.
- Administrator, supervisory, technical personnel; administrative support professionals; community and support; facilities; and food service must report to work or take a vacation, personal or unpaid (deduct) day.

Reference: Board Policies 3643 and 6210

Wisconsin Statutes

Sections 115.01(1)

121.006(2)

121.02(1)

Job Postings

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

Employment ID

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

Facility Visitors

The District welcomes visitors. To ensure the safety and well-being of all students and staff, visitors must

comply with the following procedures:

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

SECTION 2: COMPENSATION

Base Pay

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

Job Classifications

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

Payroll

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

Direct Deposit

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

Employee Intranet

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

Overtime/Compensatory Time Off for Non-Exempt Employees

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

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

Overtime pay: Only non-exempt employees will receive compensation at the rate of one and one-half times their regular hourly rate of pay for all hours worked over 40 hours in any given work week. A supervisor must always approve overtime before it is performed. Only actual hours worked will be used to calculate overtime. Paid time off for vacation, holidays, sick days, leaves of absence or other reasons will not be

considered hours worked. Supervisors will attempt to provide employees with reasonable notice when the need for overtime arises, however, advance notice may not always be possible.

Time and Attendance

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

Payroll Deduction

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

*Note, the District only deducts Wisconsin state taxes. If you reside in a state other than Wisconsin, please contact payroll for specific instructions on how to ensure proper taxes are deducted for the state in which you reside.

Garnishments and Wage Assignments

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

Tax Deferred Investments

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

Reference: Wisconsin Statutes

Sections 71.64

103.457

109.03

241.09

812.42

812.43

Fair Labor Standards Act 26 U.S.C.

3102

26 U.S.C. 3402

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

SECTION 3: EMPLOYMENT CHANGES

Personnel Data Changes

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

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

1. Address
2. Marital status/name change
3. Emergency contact
4. Phone number
5. Dependent(s)

Personnel Records

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

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

Reference: Board Policy/Rule 4260

Employee Evaluations

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

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

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

Reference: Board Policy/Rule 4380

SECTION 4: EMPLOYEE BENEFITS AND GENERAL LEAVES

Benefits

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

Vacation Days

Benefit eligible employees will earn vacation on the fiscal year (July 1-June 30) and may take it on the calendar year (Jan. 1-Dec. 31). New employees will earn vacation time on a prorated basis at the rate of 1/12 of their allocated amount per month and may begin using accrued vacation upon completion of six months of service.

For example: an hourly 12-month employee is hired on October 1, 2019. Since the new hire is starting after July 1, 2019, they will earn vacation on a prorated basis equal to 9/12 (the employee will work 9 months of the 12) of their allocated amount per month.

July 1 – June 30 is the earning period

Date of hire = October 1

Earned vacation from October 1 – June 30 = 75% of the annual vacation allotment.

Total day of vacation available after six months = 7.5 days (10 days x 0.75)

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

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

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Non-exempt/hourly 12-month employees

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

One week = five days

During first year, two weeks prorated

After first year, two weeks

After second year, three weeks

After third year, four weeks

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

Current 10-month employees who continue to accrue vacation will maintain their vacation benefit for the duration of their employment as a 10-month employee, but vacation may not be taken. Payment for vacation time in lieu of time off will be granted annually in June. Once an employee leaves one of the two 10-month employee groups referenced above via transfer or separation from the District, their grandfather status is gone. The sunset of this benefit was effective June 30, 2013.

Carryover Vacation Days

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

Reference: Board Policy 4280

Personal Days

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

Illness on a Holiday or Vacation Day

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

Holidays

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Non-exempt/hourly 12-month employees

Independence Day

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Eve

Christmas Day

New Year's Eve / New Year's Day

Martin Luther King, Jr. Day

Good Friday

Memorial Day

Exempt and non-exempt/hourly 10-month employees

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Day

New Year's Day

Martin Luther King, Jr. Day

Good Friday

Memorial Day

Additional holiday information

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

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

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

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

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

Sick Days

Sickness is defined as personal illness, disability, or emotional upset caused by serious accident or illness in the immediate family. **Sick days may also be used for scheduling a medical appointment for an employee or their immediate family member(s).**

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

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

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

Sick days will be taken in half-day or full-day increments. After three consecutive days, the employee must provide documentation from the physician who treated the employee and/or employee's immediate family when returning to work. The supervisor may request a medical excuse or other documentation regarding the use of sick days at any time. **In cases where absence has been for three (3) or more consecutive work days due to illness, employee shall bring a doctor's note or physician's release before being allowed to return to work.**

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

Bereavement

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

stepmother or stepfather. Proof of death must be provided to the building/department leave reporting secretary.

Jury Duty

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

Family and Medical Leave Act (FMLA)

Employees may be eligible for leave in accordance with the state and federal Family and Medical Leave Acts. Kenosha Unified School District utilizes the calendar year (January 1 through December 31) to establish its 12-month FMLA measurement period.

The following information concerns your rights and obligations under the family and medical leave laws, and District policy and guidelines, and will explain to you the consequences of your failure to meet these obligations. Please read this information carefully, and if you have any questions, please contact your supervisor or the Office of Human Resources.

1. **Leave entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your unpaid leave entitlement for a calendar year. Your family and medical leave, under state and federal laws, will run concurrently with any other leave for which you are eligible under applicable District policies.
2. **Medical certification.** If your request is based on your serious health condition or the serious health condition of your child, spouse, parent, domestic partner or covered service member, you must provide the District with a medical certification ("Health Care Provider Certification") prepared by the health provider. This certification must be provided to the District within 15 calendar days of the request for leave, unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good-faith efforts, in which case it must be provided as soon as practicable. If you fail to provide a timely certification, your leave request or your continuation for leave may be denied or delayed until the required certification is provided.
3. **Additional certification.** If the District has any doubts about the accuracy of your initial medical certification, you must submit to another certification, at the District's expense, by a health care provider selected by the District. If the second opinion differs from the initial certification, a third opinion may be obtained. The third opinion is final and binding.
4. **Recertification.** On a periodic basis as allowable by law, you must provide the District with subsequent recertification that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.
5. **Intent to return to work.** You must provide the District with a periodic report on your status and intent to return to work.

6. **Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the District with a medical release, “Fitness for Duty Certification” form signed by your health care provider before you can return to work. If you fail to provide the District with a medical release, your reinstatement will be delayed until the required certification is provided or denied.
7. **Substitution.** Employees will be required to substitute all accrued sick and vacation balances for any leave under the District’s applicable leave policies. You may be paid by the District, or you may request payment, for any paid leave to which you have a right to payment at the time of your leave under the District’s applicable leave policies. Paid leave will run concurrently with your family and medical leave and will not be available to you later.
8. **Maintenance of insurance coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. The District requires the substitution of paid leave, therefore your share of premiums, if any, will be paid through the District’s normal payroll deduction method. Otherwise, the District will designate a method for collecting premiums when your leave is unpaid.

Employment protection. Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position has been filled, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. You will have no greater right to employment at the end of your leave than you would have had with the District if you had not taken leave. In the case of instructional employees, your re-employment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please contact the Office of Human Resources for additional information on your reinstatement rights.
9. **Recovery of premiums.** If you fail to return to work after your family or medical leave, you will be liable to the District for any health coverage premiums paid on your behalf during your leave.

*Legal Ref.: 29 USC Chapter 28 Sections 2601-2654 (Family and Medical Leave Act) 29 C.F.R. Part 825
Wisconsin Statute Section 103.10 (Family or Medical Leave)
Wis. Admin. Code Ch. DWD 225
Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)*

Cross Ref.: Board Policy 4280

Wisconsin Bone Marrow and Organ Donation Leave Act

Unpaid leave may be taken by an eligible employee for the purpose of service as a bone marrow or organ donor if the employee provides ~~his or her~~ **their** employer with written verification that the employee is to serve as a bone marrow or organ donor. An employee is eligible for leave if ~~he or she~~ **their** has been employed by the District for more than 52 consecutive weeks and worked at least 1,000 hours during the preceding 52-week period. Leave may be taken only for the period necessary for the employee to undergo the bone marrow or organ donation procedure and to recover from the procedure, up to a maximum of six weeks in a 12-month period.

If an employee requests bone marrow and organ donation leave, the employer may require the employee to provide certification issued by the health care provider of the bone marrow or organ recipient or the employee,

whichever is appropriate, of any of the following: that the recipient has a serious health condition that necessitates a bone marrow or organ transplant; that the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure. The employee shall make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the District's operations, subject to the approval of the health care provider of the bone marrow or organ recipient, and give the District advance notice in a reasonable and practicable manner. An employee may substitute, for portions of bone marrow and organ donation leave, paid or unpaid leave of any other type provided by the District.

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

Maternity/Paternity Leave

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

Child Rearing Leave

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

Unpaid Medical Leave

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

~~unpaid medical leave. Combined total leaves shall not extend more than 12 months. Unpaid medical leave shall not be taken on an intermittent basis. Subsequent unpaid medical leave will not be granted unless the employee has returned to normal work duties for a minimum of six months.~~

In order to receive an unpaid medical leave of absence, the employee must submit a "Request for an Unpaid Medical Leave" form **to the Office of Human Resources. The employee will be required to** ~~and have exhausted~~ all available sick and vacation balances. In addition, the employee will be required to provide the Office of Human Resources ~~with~~ medical documentation supporting the need for the

requested leave. The unpaid medical leave will be granted at the discretion of the superintendent or ~~his/her~~**their** designee.

During the unpaid medical leave, the employee will receive no compensation from the District. The District reserves the right to determine whether the position will be permanently filled during such leave. If the employee is able to return within the 12 month leave period (**calculated by using the first day of approved FMLA**), the employee may return to ~~his/her~~**their** original position ~~if not filled by the District. If the District has filled the position, the District may assign the.~~ **After one year, the employee may apply for any vacant position to a comparable vacant position for which they are qualified** ~~qualified or the employee may apply for an open position through the District's application process.~~

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

Participation in the District's insurance coverage may be available subject to provisions in the health insurance summary plan description which can be found on the HR section of the District's intranet.

Military Leave

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

Reference: Wisconsin Statutes

Sections 321.63 – 321.66

Uniformed Services Employment and Reemployment Rights Act (USERRA)

29 C.F.R Part 1002, et seq.

Retirement in Wisconsin Retirement System

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

Employee Assistance Program

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

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

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

The purpose of the EAP is to improve the quality of human life. It has the potential to help marriages, families and possibly even save lives. Other benefits include: increased productivity, improved work

quality, decreased turnover, more favorable public opinion, greater employee identification with the District, improved morale and cost savings to the District.

The program will operate within the following guidelines:

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

Reference: Board Policy 4233

Travel Pay Policy

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

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

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

Reference: Board Policy 3412

Wisconsin Statutes Sections 118.24

Fair Labor Standards Act 29

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

Tuition Assistance

All staff other than AST

The District shall provide tuition assistance of \$50 per credit up to 12 credits maximum per school year (July 1 – June 30). Tuition assistance must be requested within 12 months of the credits being earned. Courses taken during the summer will be considered part of the up and coming school year. Facilities employees only: All costs to maintain employment certifications and/or licenses will be paid by the District.

To receive tuition assistance, employees must:

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

The Office of Human Resources will process requests for tuition assistance biannually in February and October. Due dates for requests will be January 31 for February processing and September 30 for October processing.

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

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Worker’s Compensation

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

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

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

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

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

Light Duty – Worker’s Compensation

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

Light Duty – Other

If an employee is released to return to work with restrictions for a non-Worker’s Compensation illness/injury, the employee and supervisor must contact the Office of Human Resources to discuss possible accommodations available to the employee, prior to the return to work.

Reference: Worker’s Compensation Act

Employee Property

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

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

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

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

Reference: Policy 3623

SECTION 5: CONDITIONS OF EMPLOYMENT

Required Medical Documentation: Non-Certified Positions

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

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

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

Required Transcripts, Certification and Medical Documentation for Certified Staff

The following conditions of employment apply for all certified staff:

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

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

Licensure

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

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

Certificated staff are required to maintain proper licensure in order to maintain employment with KUSD. Wis. Stat. § 118.21 (1) states, “The school board shall contract in writing with qualified teachers. The contract, with a copy of the teacher's authority to teach attached, shall be filed with the school district clerk. Such contract, in addition to fixing the teacher's wage, may provide for compensating the teacher for necessary travel expense. A teaching contract with any person not legally authorized to teach the named subject or at the named school shall be void. All teaching contracts shall terminate if, and when, the authority to teach terminates.”

Certificated staff are expected to know the expiration date of their licenses/certification, meet the requirements for re-licensure/certification in a timely manner, and provide immediate notice to the District if their license/certification is suspended or revoked.

Failure to maintain proper licensure, as defined by the Department of Public Instruction, will result in the immediate voiding of the employment contract and may result in termination of employment and the certificated staff member's position may be posted to be filled. Failure to provide immediate notice to the District of the suspension/revocation of the employee's license/certification may result in disciplinary action, up to and including termination.

Reference: Wisconsin Statute 118.21

Staff Physical Examinations

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

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

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

Reference: Board Policy 4231

Employee Attendance and Punctuality

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

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

1. An employee is responsible for notifying the automated substitute assignment system and/or

his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.

- a. The employee must indicate the reason for the absence and advise when they will report back to work.
 - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
 - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.
 - d. Employees must follow additional school/department guidelines where appropriate.
2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive discipline. Any disciplinary action taken shall be consistent with District policies and rules.
- a. An employee is considered absent if they are not present for work as scheduled, regardless of the cause.
 - a.b. An employee is considered tardy if they report to work after the scheduled start time (unexcused).**
3. ~~An employee is considered tardy and considered unexcused if they report to work after the scheduled start time and has not communicated with their supervisor or designee.~~
Department managers and principals will develop and communicate work schedules to reflect a start and end time.
- 3.
4. Supervisors are to give special attention to absence patterns such as:
- a. Absences before or after the weekend;
 - b. Absences the day before and/or the day after a scheduled holiday or day off;
 - c. Calling in sick as rapidly as sick time is accrued;
 - d. Calling in sick or tardy after the scheduled start time; and
 - e. Absences the day before or the day of "hunting" season.

Reference: Board Policy 4280

Absence Reporting/Procedures

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

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

The District expects all employees to assume responsibility for their attendance and punctuality as an integral part of their employment. Regular attendance is expected of every employee. In order for the District to operate effectively, employees are expected to perform all assigned duties and work all scheduled hours during each assigned workday, unless the employee has received approved leave. Any deviation from assigned hours must have prior approval from the employee's supervisor or building administrator. Staff should not make personal commitments during the day that may be scheduled at an alternative time.

Employees who are absent or tardy in excess or without a valid reason may be subject to

corrective counseling and/or, when appropriate, disciplinary action. In cases where absence has been for three (3) or more consecutive work days due to illness, employee shall bring a doctor's note or physician's release before being allowed to return to work. Absences of three (3) consecutive work days without proper notification and approval will be construed as job abandonment and will constitute your resignation from the District without proper notice. (Please refer to Job Abandonment, page 36.)

When unable to work because of illness, injury or any other reason, employees are required to notify their supervisor or their designee and enter their absence into the leave reporting system as far in advance as possible, but no later than one (1) hour before the normal starting time on each day of absence. If the District has reason to believe that sick leave abuse or misuse is occurring, the District may require medical evidence to support a sick leave claim.

Reference: Board Policy 4280

Accident Reports

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

Reference: Board Policy 3631

Employee Dress and Grooming

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

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

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

Employees shall be informed of these personal appearance standards at the time of hiring. Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations may also result in disciplinary action.

Reference: Board Policy 4229

Alcohol and Drug Free Workplace

The District recognizes alcohol and other drug abuse as a potential health, safety and security problem, and it

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

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

1. Employees are expected and required to report to work on time and in an alcohol and other drug-free condition and to remain that way while at work.
2. The District recognizes alcohol and other drug dependency as an illness and a major health problem. Employees needing help in dealing with controlled substances are encouraged to use the District's Employee Assistance Program. Conscientious efforts to seek such help will not jeopardize an employee's job, and self-referrals will not be noted in any personnel record. Supervisory referrals will be noted in the employee's personnel record.
3. Violations of the District's alcohol and other drug-free workplace policy will result in disciplinary action up to and including termination, and may have legal consequences.
- 3.4. Employees must report any conviction under a criminal drug statute for policy violations occurring on or off District premises while conducting District business. A report of a conviction must be made within five days after the conviction to the Office of the Superintendent/designee. The superintendent or designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug conviction involving an employee engaged in the performance of a federal grant.**
- ~~4.5. A report of a conviction must be made within five days after the conviction to the Office of the Superintendent/designee. The superintendent or designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug conviction involving an employee engaged in the performance of a federal grant~~

Reference: Board Policy/Rule 4221

Drug Testing: Reasonable Suspicion

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

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

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

A laboratory licensed by the state will conduct any drug testing required or requested by the District. Before being asked to submit to a drug test, the employee will receive written notice of the request or requirements from the lab. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee's rights. The District will incur all expenses related to the test.

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

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

Tobacco and/or Vaping Device Use on School Premises

Smoking and the use of tobacco products and/or vaping devices in any form, including those with or without nicotine, is strictly prohibited for all persons on district premises. "Premises" is defined as all property owned by, rented by or under the control of the district, including grounds, schools, offices, work areas, school buses and other school vehicles.

Reference: Board Policy 1310

Employee Right to Know: Toxic Substances & Infectious Agents

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

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

Reference: Board Policy 4235

Employee Training and Professional Learning

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

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

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

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

Mandatory Training

Employees must complete all mandatory training requirements by the designated due dates established by the Office of Human Resources. Employees will receive an email from the Office of Human Resources with their individualized training requirements and the dates those trainings need to be completed. If an employee does not complete his or her required training by the

required due date, the Office of Human Resources will reach out to the employee's supervisor to arrange an extension. If the employees failsfails to complete the training as required after an extension has been granted, the Office of Human Resources may implement disciplinary action up to and including termination.

Examples of mandatory training are, but not limited to:

- Blood Borne Pathogens (EMC Version)
- Employee Handbook
- Student Dress Code
- Mandatory Reporting of Threats of School Violence
- Sexual Harassment: Staff to Staff
- Sexual Harassment: Staff to Student
- Workplace Bullying: Awareness & Prevention
- Non-Disclosure & Confidentiality Agreement
- Email & Messaging Safety
- ALICE Refresher Training
- Mandatory Reporting of Child Abuse & Neglect

SECTION 6: EMPLOYMENT SEPARATION

Termination of Employment by the District

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

*Reference: Wisconsin Statutes
Sections 118.22 – 66.0509*

Reduction in Force

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

Employee Resignation/Retirement

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

Reference: Board Policy 4361

Teacher Resignation Forfeiture

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

Unpaid Medical Leave Separation

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

Job Abandonment

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

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

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

General Rules of Conduct

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

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

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

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

- District premises.
23. Gambling during work hours.

Employee Code of Ethics

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

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

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

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

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

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

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

Reference: Board Policy 4224

Employee Discipline

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

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

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

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

Reference: Board Policy/Rule 4362

Progressive Discipline/Termination Procedures

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

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

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

Step 1 - Verbal reminder

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

Step 2 - Written reminder

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

Step 3 - Disciplinary

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

Step 4 - Involuntary separation (termination of employment)

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

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

Employee Complaint (Grievance) Procedure

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

1. DEFINITIONS

- a. **Days** as used in this policy is defined as any day that the District is open.
- b. **Employee Termination** as used in this policy section shall not include the following:
 - Layoffs;
 - Workforce reduction activities;
 - Voluntary termination including, without limitation, quitting or resignation;
 - Job abandonment;
 - End of employment due to disability, lack of qualification or licensure or other

- inability to perform job duties;
 - Retirement; or
 - Any other cessation of employment not involving involuntary termination.
- c. **Employee discipline** as used in this policy shall include any employment action that results in disciplinary action, which typically involves any four steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment. **Employee discipline as used in this policy shall not include the following:**
- ~~**Employee discipline** as used in this policy shall not include the following:~~
- Plans of correction or performance improvement;
 - Performance evaluations or reviews;
 - Documentation of employee acts and/or omissions in an employment file;
 - Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
 - Non-disciplinary wage, benefit or salary adjustments;
 - Other non-material employment actions;
 - Counseling meetings or discussions or other pre-disciplinary action; or
 - Demotion for reasons other than discipline, transfer or change in assignment.
- d. **Workplace safety** as used in this section means any alleged violation of any standard established under state law or rule or federal law or regulation relating to workplace safety.

2. TIME LIMITS

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

3. PROCEDURE

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

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

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

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

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

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

- A statement of the pertinent facts surrounding the nature of the grievance.
 - A decision as to whether the grievance is sustained or denied, with the rationale for the decision.
 - A statement outlining the timeline to appeal the decision to the school board.
 - The IHO must sustain or deny the decision of the administration. The IHO has no authority to modify the administration's decision and may not grant in whole or in part the specific request of the grievant.
- e. **Review by the school board:** The non-prevailing party may file a written request for review of the IHO's decision by the school board within 10 days of receipt of the IHO Response.
- The school board shall not take additional testimony or evidence; it may only decide whether the IHO reached decision supported by just cause based on the information presented to the IHO. The school board will review the record and make a decision. A written decision will be made within 30 days of the filing of the appeal.
- The school board's written decision regarding the grievance must contain:
- A decision as to whether the grievance is sustained, denied or modified.
 - The school board shall decide the matter by a majority vote and the decision of the school board is final and binding and is not subject to further review.
- f. **General requirements:**

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

Reference: Board Policy 4271

Staff Gifts

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

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

Reference: Board Policy 4240

Staff Misconduct Reporting

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

Reference: Board Policy 4223

Leadership Called Meetings

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

Teacher Planning and Collaboration Time

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

Violence in the Workplace

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

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

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

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

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

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

Reference: Board Policy 4112

Employee Information Boards

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

Anti-Graffiti

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

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

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

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

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

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

Any employee who observes graffiti on District property shall immediately report such graffiti to the Office of Human Resources or their supervisor so that the graffiti can be promptly removed.

Searches

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

Employee Acknowledgement

Employees must acknowledge receipt and review of the Kenosha Unified School District Employee Handbook. The handbook is accessible via the District's intranet. The intranet is accessible on the KUSD website under the staff button.

My signature below indicates I agree to read the Employee Handbook and abide by the standards, policies and procedures defined or referenced in this document. It is also important to know that additional regulations, policies and laws are in the Board Policies. The Employee Handbook and Board Policies can be found online via the District's website and intranet. The information in this Handbook is subject to change. I understand the changes in the District policies may supersede, modify or eliminate the information summarized in this handbook. As the District provides updated policy information, I accept responsibility for reaching and abiding by the changes.

I understand that the Handbook does not constitute an employment contract or alter my status as an at-will employee. This is only applicable to employees who do not possess an individual contract, I understand that nothing in this Handbook is intended to confer a property interest in my continued employment with the District beyond the term of my current contract (if any). I understand that I have an obligation to inform the Office of Human Resources and my supervisor of any changes in my personal information, such as phone number, address, etc. These personal data changes may be updated using Employee Online.

I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation. My signature on this form acknowledges that I agree that I am legally responsible for any fines or fees charged to the school District incurred by me (an example may be a traffic citation, e.g. parking ticket, received as a result of my operation of a District motor vehicle) or reduction in salary for breach of contract. If any contractual relationship between the District and an employee (or group of employees) conflicts with any provision of the Handbook, the contract shall govern with respect to that issue.

Printed name

Signature

Date

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Kenosha Unified School District
Kenosha, Wisconsin

February 23, 2021
Board of Education Meeting

POLICY AND RULE 3421 – DISTRICT RECOGNITION AWARDS

Background:

Policy 3421 has been developed to provide guidance to the Recognition Committee and district staff surrounding the district's service and peer-to-peer recognition programs, along with outlining IRS requirements tied to gifts that may be awarded to employees through such programs.

For more than 40 years, the KUSD's Recognition Committee has coordinated and implemented district recognition programs, such as the Recognition Dinner, Retiree Reception, 25-year Dinner and others. As it works to refresh and renew its approach to employee recognition in an effort to recruit and retain exceptional employees for the students of the district, it must also be mindful of IRS requirements when designing programs.

This newly designed policy and rule provides guidance to the committee and also makes employees aware of any wage implications tied to recognition programs that may be in place.

Administration Recommendation:

Administration recommends that the board approve newly developed Policy and Rule 3421 – District Recognition Awards as a first reading on Feb. 23, 2021, and a second reading on March 23, 2021.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

POLICY 3421
DISTRICT RECOGNITION AWARDS

Employee actions contribute to the success and achievements of the district. Therefore, it is in the best interest of the district to employ competent, committed employees to provide effective and proficient services to the district's students, families, and staff.

The district has two types of annual recognition, service and peer-to-peer awards.

Service awards express appreciation for employees' dedication and service at established milestones, including 5-, 15-, 25-years and retirement. Peer-to-peer awards allow staff to nominate colleagues based on criteria established by the district's Recognition Committee.

The goal is to:

- Celebrate the culture of the district
- Encourage proficiencies
- Recognize longevity
- Acknowledge exemplary service
- Provide an instrument to recognize ongoing employee contributions and dedication, as well as a means to acknowledge and retain employees
- Offer rewards to award recipients that are useful in their daily lives

Service awards recipients shall be recognized in conjunction with their current department/school. Peer-to-peer award recipients also shall be recognized in conjunction with their current department/school.

LEGAL REF.: IRS Regulations

CROSS REF.: 3420 – Purchasing
3110 – Annual Operating Budget
3112 – Budget Administration
3121 – Financial Accounting
4260 – Personnel Records
6100 – Mission, Vision, Core Values and Strategic Goals

RULE 3421
DISTRICT RECOGNITION AWARDS
Page 1

Covered Employees

All full-time equivalent (FTE) employees are eligible for service and peer-to-peer awards. Full-time equivalent refers to employees in the following groups: administrative support professional; administrator, supervisory, technical; community and student support; educational support professional; facilities; food services; interpreter; and teacher.

Timesheet employees, such as substitutes, coaches, etc., may be nominated under the Friend in Education category of peer-to-peer awards and do not qualify for service awards.

Years of Service Criteria

The Office of Human Resources will identify employees with 5, 15, and 25 continuous years of school district service, as well as retirees with creditable years of retirement service annually and provide a list to Recognition Committee.

Service dates will be based on anniversary dates pulled as of Sept. 30. Retirements will be based on those who have filed official paperwork with the Office of Human Resources between April 1 of the previous year through March 30 of the current year. These criteria will be implemented effective Sept. 30, 2020, and will not be retroactive.

School District Service Defined

Qualifying years of service toward the 5-, 15-, and 25-year awards are defined as continuous years of full-time equivalent (FTE) status.

Creditable Retirement Service Defined

Employees with any number of continuous years of service as a full-time equivalent (FTE) employee with the district shall qualify for the retirement award.

Peer-to-peer Awards Criteria

Nominations will be submitted by each building/school by the end of January each year.

Peer-to-peer awards have the following criteria:

- Areas regarding positive relationships, innovation, instruction, communication, and professional learning, and ethical practice.
- The district's core values include safety, teamwork, unity, diversity, equity, nurturing, trust, and stability.
- Additional criteria for administration at the Education Support Center include administrative skills, school/department leadership, service district leadership, and professional development.
- All recommendations will be vetted by the Office of Human Resources to ensure honorees do not have pending personnel issues. In addition, employees who have received disciplinary action from HR and/or their direct supervisor will not be eligible to receive employee recognition of any kind for five years from the last date discipline was issued.

RULE 3421
DISTRICT RECOGNITION AWARDS
Page 2

Program Administration

The Recognition Committee is defined as a group of individuals tasked with reviewing, coordinating, budgeting and implementing for the district's annual recognition efforts in conjunction with necessary district staff. The members may include a variety of past winners, as well as representatives from departments critical to the success of said programs, such as the Finance Department, Office of Communications, and Office of Human Resources. As individuals step down from the committee, the committee shall agree nominate and approve new members. Current recognition efforts include a gift for service and peer-to-peer awards based on an amount designated by the Recognition Committee annually. District purchasing policies shall be followed when selecting vendors.

Records

The Office of Human Resources will maintain service and peer-to-peer award records.

Funds

All purchases for awards are dependent on the availability of Recognition funds. Donations are accepted.

Accounting and IRS Implications

Internal Revenue Service laws and regulations determine which awards are considered taxable wages to employees. IRS laws and regulations are periodically updated and taxability is subject to change.

The Recognition Committee will provide all previous calendar year-end IRS reporting information to the Finance Department by the end of the first week of January of the subsequent year, annually, to meet any W-2 wage reporting deadlines established by the IRS.

Kenosha Unified School District
Kenosha, Wisconsin

February 23, 2021

Evaluation of Board of Education's Adherence to its Operating Principles

Have we, by our actions tonight via our board operating principles, forwarded the mission, vision and goals of the district?

- Were we open and honest and used straight talk to increase clarity and focus?
- Did we: start/end on time, have a clear purpose/interactions/timeframe?
- Did we actively solicit others' ideas/perspectives and listen to each other with intent of understanding and learning?
- Did we agree to interrupt the negativity by: noting what is working, speaking what we have accomplished and acknowledging the contributions and accomplishments of others?
- Did we: check our alliances, disagreements, unhelpful stories at the door; assume a positive predisposition toward one another; and commit to our own participation?

Tom Duncan
Board President

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2021

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

February

- February 9, 2021 – Standing Committee Meetings – 5:00, 6:00, 7:00 & 8:00 P.M. in ESC Boardroom and Virtual
- February 23, 2021 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual

March

- March 23, 2021 - Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual

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