# REGULAR BOARD MEETING

## Tuesday, March 23, 2021

## 7:00 PM

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

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

I. Pledge of Allegiance

II. Roll Call of Members

III. Introduction, Welcome and Comments by Student Ambassador

IV. Awards/Recognition

- Wisconsin High School Theatre Festival - The Revolutionist
- HOSA (Future Health Professionals) Regional Competition

V. Administrative and Supervisory Appointments

VI. Superintendent's Report

VII. Legislative Report

VIII. Views and Comments by the Public

IX. Remarks by the President

## 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

| 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. |

## 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.

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**Board of Education Operating Principles**

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**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
## March 23, 2021

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

| ACTION | LAST NAME | FIRST NAME | SCHOOL/DEPT | POSITION | STAFF | DATE | FTE |
|---|---|---|---|---|---|---|---|
| Appointment | Coots | Cindy | Brass Community School | Special Education | ESP | 02/23/2021 | 1 |
| Appointment | Galli | Clarice | Grant Elementary School | Classroom | ESP | 03/01/2021 | 0.49 |
| Appointment | Millard | Tim | Tremper High School | Security | ESP | 02/22/2021 | 1 |
| Appointment | Pendleton | Angela | Lance Middle School | Special Education | ESP | 03/15/2021 | 1 |
| Appointment | Ray | Kari | Indian Trail HS & Academy | Administrative Specialist (12 MO) | ASP | 02/12/2021 | 1 |
| Appointment | Ruchti | McKenna | EBSOLA CA | Intervention Specialist | Instructional | 02/22/2021 | 1 |
| Appointment | Wrenger | Riley | Office of Student Support | Social Worker | Instructional | 03/08/2021 | 1 |
| Appointment | Wroblewski | Kyle | Mahone Middle School | Night Custodian - Second Shift | Facilities | 03/01/2021 | 1 |
| Resignation | Hobson | Thomas | Bradford High School | Technology Support Technician | AST | 03/19/2021 | 1 |
| Resignation | Jones | Rachel | Tremper High School | Security | ESP | 03/12/2021 | 1 |
| Resignation | Kumkoski | Linda | Lance Middle School | Special Education | ESP | 03/08/2021 | 1 |
| Resignation | Ozimek | Monika | Grewenow Elementary School | Classroom | ESP | 03/31/2021 | 0.7 |
| Resignation | Sanchez | Veronica | Jefferson Elementary School | Administrative Specialist (10 MO) | ASP | 03/31/2021 | 1 |
| Resignation | Solomon | Rea | EBSOLA CA | Grade 5 | Instructional | 06/09/2021 | 1 |
| Resignation | Ulezelski | Diane | Washington Middle School | Art | Instructional | 06/09/2021 | 1 |
| Resignation | Voelz | Noelle | Southport Elementary School | Grade 1 | Instructional | 03/15/2021 | 1 |
| Retirement | Alho | Marianna | Whittier Elementary School | Grade 1 | Instructional | 02/27/2021 | 1 |
| Retirement | Dickes | Marilyn | Brompton School | Grade 3 | Instructional | 06/09/2021 | 1 |
| Retirement | Hendrickson Petre | Diana | Mahone Middle School | Science | Instructional | 06/09/2021 | 1 |
| Retirement | Leiting | Janet | Indian Trail HS & Academy | Administrative Support (10 MO) | ASP | 06/23/2021 | 1 |
| Retirement | Lesperance | Bonnie | Pleasant Prairie Elementary | Grade 5 | Instructional | 06/09/2021 | 1 |
| Retirement | Miller | Janet | Wilson Elementary School | Kindergarten | Instructional | 06/09/2021 | 1 |
| Retirement | Morrissette | Laura | Bradford High School | Business | Instructional | 06/09/2021 | 1 |
| Retirement | Schmitt | Nancy | Roosevelt Elementary School | Talent Development | Instructional | 06/09/2021 | 1 |
| Retirement | Schrandt | Rebecca | Lance Middle School | English | Instructional | 06/09/2021 | 1 |
| Retirement | Siedjak | Marilyn | Stocker Elementary School | Grade 4 | Instructional | 06/09/2021 | 1 |
| Retirement | Troxell | Alicia | Tremper High School | C.D.S. | Instructional | 06/09/2021 | 1 |
| Retirement | Trump-Miles | Roxanne | Southport/Forest Park Elementary Schools | Music | Instructional | 06/09/2021 | 1 |
| Retirement | Wilson | Stanley | Tremper High School | Math | Instructional | 06/09/2021 | 1 |
| Separation | Forbes | Melissa | Nash Elementary School | Night Custodian - Second Shift | Facilities | 02/25/2021 | 1 |

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 23, 2021

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 23, 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 5:31 P.M. with the following members present: Mr. Battle, Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis; Mr. Tarik Hamdan, Chief Financial Officer; and Mr. Kevin Neir, Interim Chief Human Resources Officer, were 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, Position Assignments, and Compensation and/or Contract.

Ms. Adams moved that the executive session be held. Mr. Garcia 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.  <u>Personnel: Position Assignments and Compensation and/or Contracts</u>
Dr. Savaglio-Jarvis, Mr. Hamdan, and Mr. Neir updated board members on position and compensation matters and sought direction.

Mr. Haman was excused from the meeting at 6:07 P.M.

2.  <u>Personnel: Problems</u>
Dr. Savaglio-Jarvis updated board members on several employee relation cases.

Dr. Savaglio-Jarvis, Mr. Neir and Ms. Busby were excused from the meeting at 6:12 P.M.

Board members discussed a personnel matter.

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

Meeting adjourned at 6:53 P.M.

A portion of these minutes were composed by notes taken by Mr. Duncan.

Stacy Schroeder Busby
School Board Secretary

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 23, 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 7:01 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.

A student ambassador was not present.

There were no awards and/or recognitions.

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

Consent-Approve item XI-B – Minutes of the 1/25/21 and 1/26/21 Special Meetings and Executive Sessions and 1/26/21 Regular Meeting.

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

"It is recommended that the January 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."

Consent-Approve item XI-D – 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.

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

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."

Mrs. Modder 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.

Dr. Savaglio-Jarvis presented Policy 6100 – Mission, Vision, Values and Strategic Goals, excerpts follow:

"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.

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.

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. Savaglio-Jarvis introduced Dr. Bethany Ormseth, Principal at LakeView Technology Academy, and Dr. Melissa Matarazzo, Senior Director at StuderEducation Group, and they gave a District Strategic Goal Update PowerPoint presentation which covered the following topics: sustaining mission, vision and values, first steps in 2020, district data team, district needs assessment, district root cause analysis, next steps - goal setting, district goals, school goals, spring feedback on goals, fall feedback on goals, recommended goals 2021 - 2026, student achievement, effective, engaged and diverse workforce, family and community engagement, fiscal responsibility, and recommended goals 2021-26 for board approval.

Mr. Wade moved to approve the district's newly proposed four strategic goals and their corresponding goal statements as contained in the agenda packet as a simultaneous first and second reading. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, presented School Year 2020-2021 Fall MAP Growth Results submitted by Mr. Jon Young, Data Analyst; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

"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.

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.

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.

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.

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.

This report is an informational item."

Mr. Keckler introduced Mrs. Lorien Thomas, Research Coordinator, and Mr. Young and they gave a 2020-21 Spring Assessment Update and Review of Fall MAP Assessment PowerPoint presentation which covered the following topics: KUSD 2020-21 spring assessments, flexibility for districts, district obligations, assessment technology, all state assessments administered, ACCESS for ELLs, Dynamic Learning Maps (DLM), overall DLM estimated testing time, Wisconsin Forward, ACT Aspire, ACT with writing, PALS, MAP, Advanced Placement, DPI/KUSD resources, implications - Wisconsin accountability, 2020-21 Fall MAP, MAP - student profile report, MAP - achievement and growth summary quadrant chart, and KUSD results.

Dr. Savaglio-Jarvis presented the Summer School 2021 Program Proposal submitted by Ms. Patricia Clements, Coordinator of Gifted and Talented Education and Summer School; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, experts follow:

"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

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).

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).

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."

Mr. Wade moved to approve the allocation of $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. Ms. Stevens seconded the motion.  Unanimously approved.

Dr. Savaglio-Jarvis introduced School Year 2021-2022 Preliminary Enrollment Projections submitted by Mrs. Thomas, Mr. Keckler, and Dr. Savaglio-Jarvis, excerpts follow:

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

Preliminary enrollment projections for School Years 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.

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. 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.

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).

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

Dr. Savaglio-Jarvis presented the 2021-2022 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Patrick Finnemore, Director of Facilities; and Dr. Savaglio-Jarvis, excerpts follow:

"Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed 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.

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.

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

Ms. Adams moved to approve the 2021-2022 Capital Projects Plan. Ms. Stevens seconded the motion. Unanimously approved.

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

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

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

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

Head Start enrollment is capped at 389 students. There are a total of 33 classroom sessions that enroll Head Start students.

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.

The family and community partnership component of Head Start focuses on strengthening families through connecting school and home, and strengthening community awareness, collaboration, and outreach.

Family service providers work to develop relationships with Head Start 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 89 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.

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% |

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. The 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.

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. Currently, 74% of children are meeting/exceeding expectations for this goal (compared to 86% 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.

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

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

Dr. Savaglio-Jarvis presented the Adoption of Instructional Materials for Sixth Grade Mathematics submitted by Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

"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.

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).

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.

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.

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."

Ms. Adams moved to approve the purchase of 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. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Employee Handbook submitted by Mr. Kevin Neir, Interim Chief Human Resources Officer; and Dr. Savaglio-Jarvis, excerpts follow:

"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.

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

Ms. Stevens moved to approve the 2021-2022 Employee Handbook. Mr. Battle seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 3421 – District Recognition Awards, excerpts follow:

"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 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."

Ms. Stevens moved to approve newly developed Policy and Rule 3421 – District Recognition Awards as a first reading. Mr. Wade seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:52 P.M.

Stacy Schroeder Busby
School Board Secretary

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| CASH RECEIPTS | reference | total |
|---|---|---|
| **February 2021 Wire Transfers-In, to Johnson Bank from:** | | |
| WI Department of Public Instruction | *state aids register receipts* | $  4,077,800.20 |
| District Municipalities | *tax settlement - February payment* | 30,607,863.22 |
| Johnson Bank | *account interest* | 369.79 |
| Bankcard Services (MyLunchMoney.com) | *food services credit card receipts (net of fees)* | 1,199.41 |
| Bankcard Services (ShowTix4U) | *fine arts ticket sales receipts (net of fees)* | 849.19 |
| Bank (RevTrak) | *district web store receipts (net of fees)* | 16,622.37 |
| Retired & Active Leave Benefit Participants | *premium reimbursements* | 26,349.87 |
| HHS | *head start grant* | 185,886.00 |
| Various Sources | *small miscellaneous grants / refunds / rebates* | 55,342.50 |
| Total Incoming Wire Transfers | | 34,972,282.55 |
| | | |
| **February 2021 Deposits to Johnson Bank - All Funds:** | | |
| General operating and food services receipts | *(excluding credit cards)* | 263,949.37 |
| | | |
| **TOTAL FEBRUARY CASH RECEIPTS** | | $ 35,236,231.92 |

| CASH DISBURSEMENTS | reference | total |
|---|---|---|
| **February 2021 Wire Transfers-Out, from Johnson Bank to:** | | |
| *Payroll & Benefit wires* | | |
| Individual Employee Bank Accounts | *net payrolls by EFT (net of reversals)* | $  7,960,049.50 |
| WI Department of Revenue | *state payroll taxes* | 271,292.03 |
| WI Department of Revenue | *state wage attachments* | 5,133.88 |
| IRS | *federal payroll taxes* | 2,734,252.03 |
| Delta Dental | *dental insurance premiums* | 232,726.91 |
| Diversified Benefits Services | *flexible spending account claims* | 9,561.72 |
| Employee Trust Funds | *wisconsin retirement system* | 2,390,875.87 |
| NVA | *vision insurance premiums* | 21,097.59 |
| Aflac | *insurance premiums* | 0.00 |
| Optum | *HSA* | 326,666.57 |
| Various | *TSA payments* | 368,658.42 |
| *Subtotal* | | 14,320,314.52 |
| *General Operating Wires* | | |
| US Bank | *purchasing card payment-individuals* | 225,033.81  * |
| Kenosha Area Business Alliance | *LakeView lease payment* | 16,666.67 |
| Johnson Bank | *banking fees* | 965.93 |
| United Healthcare | *health insurance premiums* | 3,422,019.98 |
| *Subtotal* | | 3,664,686.39 |
| | | |
| Total Outgoing Wire Transfers | | $ 17,985,000.91 |
| | | |
| **February 2021 Check Registers - All Funds:** | | |
| Net payrolls by paper check | *Register#  01003DP, 01004DP* | $  14,920.85 |
| General operating and food services | *Check# 599424 thru Check# 600385 (net of void batches)* | 3,679,801.51 |
| Total Check Registers | | $  3,694,722.36 |
| | | |
| **TOTAL FEBRUARY CASH DISBURSEMENTS** | | $ 21,679,723.27 |

*See attached supplemental report for purchasing card transaction information

**KUSD Purchasing Card Program  - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2021

| Merchant Name | Total | |
|---|---|---|
| 3654 INTERSTATE | $ | 20,223.34 |
| IN *GROHS ELECTRIC LLC | $ | 14,174.65 |
| HAJOCA KENOSHA PC354 | $ | 9,029.65 |
| ULINE  *SHIP SUPPLIES | $ | 8,786.48 |
| UW MADISON SOE PLACE | $ | 8,600.00 |
| IN *A BEEP, LLC | $ | 7,171.40 |
| FILTRATION CONCEPTS INC | $ | 6,647.78 |
| PBBS EQUIPMENT CORP | $ | 5,887.52 |
| SAN-A-CARE | $ | 5,603.76 |
| USMARKERBOARD | $ | 5,506.35 |
| RESTAURANTS & CATERING | $ | 5,080.67 |
| INDUSTRIAL CONTROLS | $ | 5,004.38 |
| AMZN MKTP US*SE6OD0U43 | $ | 4,899.00 |
| DASH MEDICAL GLOVES | $ | 4,887.48 |
| MARK'S PLUMBING PARTS | $ | 4,354.23 |
| L AND S ELECTRIC INC | $ | 3,916.00 |
| HIGHWAY C SERVICE INC | $ | 3,895.19 |
| LOWES #02560* | $ | 3,416.87 |
| HALLMAN LINDSAY PAINTS - | $ | 2,888.26 |
| MENARDS KENOSHA WI | $ | 2,845.81 |
| HUMAN RELATIONS MEDIA | $ | 2,422.38 |
| GRANITE VALLEY FOREST PRO | $ | 2,339.22 |
| MUSIC THEATRE INTL | $ | 2,324.00 |
| GLOBAL LEADERSHIP NETW | $ | 2,235.00 |
| KENOSHA TAX | $ | 2,077.30 |
| VEHICLE MAINT. & FUEL | $ | 2,073.20 |
| WASBO FOUNDATION | $ | 2,030.00 |
| BUREAUEDUCA | $ | 1,806.00 |
| AWSA | $ | 1,804.00 |
| TUNSTALL CORPORATION | $ | 1,666.39 |
| BATTERIES PLUS #0561 | $ | 1,619.65 |
| SHIFFLER EQUIPMENT | $ | 1,584.92 |
| HYDRO-FLO PRODUCTS INC | $ | 1,574.71 |
| SQ *MASTERS BUILDIN | $ | 1,524.25 |
| GRAINGER | $ | 1,495.00 |
| JOHNSON CONTROLS SS | $ | 1,493.20 |
| SYNTEGON TECHNLOGY SERVIC | $ | 1,400.89 |
| TC LIFE SAFETY | $ | 1,313.05 |
| AMZN MKTP US*IT0W268P3 | $ | 1,305.00 |
| BUREAU OF EDUCATION AND R | $ | 1,295.00 |
| SCHOLASTIC EDUCATION | $ | 1,258.83 |
| CDW GOVT #7057644 | $ | 1,235.54 |
| STERICYCLE | $ | 1,215.06 |
| DECKER EQUIPMENT | $ | 1,206.13 |
| PINGBOARD | $ | 1,188.00 |
| BUILDERS HARDWARE AND HOL | $ | 1,183.00 |
| PROVANTAGE | $ | 1,182.15 |

**KUSD Purchasing Card Program - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2021

| Merchant Name | Total | |
|---|---|---|
| CASHCOUNTERMACHINES.CO | $ | 1,157.00 |
| PESI | $ | 1,144.43 |
| ACMETOOLS.COM | $ | 1,125.45 |
| AMAZON.COM*KL91A9163 AMZN | $ | 1,119.66 |
| RTIC  *COOLERS | $ | 1,108.36 |
| REVERE ELECTRIC SUPPLY CO | $ | 1,091.35 |
| FIRST SUPPLY KENOSHA | $ | 1,082.81 |
| IN *KAIN ENERGY CORPORATI | $ | 990.09 |
| MOBYMAX EDUCATION | $ | 959.00 |
| AMAZON.COM*6K8H75FD3 | $ | 929.80 |
| MENARDS FRANKLIN WI | $ | 917.33 |
| MCMASTER-CARR | $ | 908.64 |
| STICKER MULE | $ | 857.33 |
| AIRGAS USA, LLC | $ | 854.06 |
| BROADWAY LICENSING | $ | 846.32 |
| PROJECT LEAD THE WAY, INC | $ | 843.00 |
| CHRISTOPHER R GREEN SR | $ | 826.45 |
| STUDENT-CENTERE | $ | 790.00 |
| HEAT & POWER PRODUCTS INC | $ | 786.05 |
| IN *ECONO SEWER AND DRAIN | $ | 757.05 |
| AED SUPERSTORE | $ | 750.60 |
| JOHNSTONE SUPPLY - RACINE | $ | 681.47 |
| BASEBALLRACKS.COM | $ | 659.00 |
| MAXON EQUIPMENT INC. | $ | 650.14 |
| EDUPORIUM | $ | 630.00 |
| FASTENAL COMPANY 01WIKEN | $ | 628.49 |
| THINK SOCIAL PUBLISHING, | $ | 617.95 |
| PAYPAL *WISCONSINAS | $ | 600.00 |
| THE HOME DEPOT #4926 | $ | 598.00 |
| BUTTERS-FETTING | $ | 577.04 |
| JOHNSON CONTROLS SP | $ | 571.80 |
| CESA #11 | $ | 570.00 |
| USPS.COM POSTAL STORE | $ | 551.85 |
| COMPLIANCEIQ.COM | $ | 529.00 |
| HOLLAND SUPPLY INC | $ | 510.22 |
| GATEWAY SPORT SOURCE INC | $ | 496.00 |
| WALMART.COM AU | $ | 492.64 |
| FESTIVAL FOODS | $ | 487.58 |
| IPMB2B | $ | 444.75 |
| THE JON GORDON COS INC | $ | 441.00 |
| CRICUT | $ | 434.65 |
| CODEMOJI.COM | $ | 420.00 |
| AMZN MKTP US*SB4LH78Q3 | $ | 417.15 |
| KRANZ INC. | $ | 412.15 |
| TRIBUNE MEDIA SVCS INC | $ | 375.00 |
| SP * FIGHTING CHANCE S | $ | 362.00 |
| PRAIRIE SIDE ACE HDWR | $ | 359.62 |

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2021

| Merchant Name | Total | |
|---|---|---|
| SAMSCLUB #6331 | $ | 346.30 |
| MRA INSTITUTE OF MANAGEM | $ | 345.00 |
| TOTALLY PROMOTIONAL | $ | 341.82 |
| AMAZON.COM*JS1EC7743 AMZN | $ | 333.70 |
| BESTBUYCOM806421993006 | $ | 329.98 |
| SAMS CLUB #6331 | $ | 329.71 |
| SP * CROSSOVER SYMMETR | $ | 329.08 |
| HOMEDEPOT.COM | $ | 329.01 |
| DESIGN AIR | $ | 316.64 |
| BUILDASIGN.COM | $ | 316.46 |
| BEST BUY     00011916 | $ | 307.94 |
| CDW GOVT #7316754 | $ | 307.10 |
| MAKEMYNEWSPAPER.COM | $ | 298.40 |
| GRASSROOTS WORKSHOPS | $ | 297.00 |
| WAL-MART #1167 | $ | 264.57 |
| WALMART.COM AZ | $ | 260.73 |
| WISCONSIN SCHOOL SAFETY | $ | 260.00 |
| TRANE SUPPLY-116407 | $ | 257.70 |
| STAPLES DIRECT | $ | 253.16 |
| AMAZON.COM*WE5UF6XA3 | $ | 249.99 |
| FARM & FLEET STURTEVANT | $ | 247.95 |
| WOLF RINKE ASSOCIATES INC | $ | 242.90 |
| EXPERTS EXCHANGE LLC | $ | 239.88 |
| AMZN MKTP US*MB7OZ2GX3 | $ | 215.58 |
| AT&T*BILL PAYMENT | $ | 215.29 |
| AMZN MKTP US*G99XH3L63 | $ | 212.86 |
| FCCLA | $ | 211.00 |
| AMAZON.COM*OD2HG2KH3 | $ | 205.67 |
| KAPCO | $ | 201.86 |
| AVERY PRODUCTS CORPORATIO | $ | 194.60 |
| NATIONAL BAND AND TAG COM | $ | 185.16 |
| AIELLO MIDTOWN FLORIST IN | $ | 184.63 |
| BLS*NOVISIGN LTD | $ | 180.00 |
| COLLEGEBOARD WORKSHOPS | $ | 175.00 |
| SAMSCLUB.COM | $ | 170.72 |
| DICK'SSPORTINGGOODS.COM | $ | 168.78 |
| EB COLLABORATIVE AMP | $ | 168.07 |
| ZOOM.US 888-799-9666 | $ | 167.19 |
| JOHNSON PLASTICS PLUS | $ | 160.50 |
| ZOOM.US | $ | 158.15 |
| OFFICEMAX/DEPOT 6358 | $ | 154.83 |
| STUDER EDUCATION B | $ | 150.00 |
| PEARDECK.COM | $ | 149.99 |
| HOTEL | $ | 148.00 |
| FRESH THYME #704 | $ | 141.69 |
| WSCA | $ | 140.00 |
| SPECTRUM | $ | 138.91 |

**KUSD Purchasing Card Program  - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2021

| Merchant Name | Total | |
|---|---|---|
| JOANN STORES #2468 | $ | 137.68 |
| TEACHERSPAYTEACHERS.COM | $ | 137.16 |
| MENARDS RACINE WI | $ | 136.17 |
| IFIXIT.COM | $ | 129.47 |
| PICK N SAVE #874 | $ | 128.06 |
| BECKER ARENA | $ | 128.00 |
| DISPLAYS2GO | $ | 127.84 |
| NZ MFG INC | $ | 127.77 |
| AMZN MKTP US*V315D8LK3 | $ | 125.95 |
| OMAHA ZOO ONSITE | $ | 125.00 |
| HOBBY LOBBY #350 | $ | 122.97 |
| PARTY CITY 5174 | $ | 122.43 |
| EB IXL LIVE VIRTUAL-M | $ | 120.00 |
| HBRSUBSCRIPTION | $ | 120.00 |
| GRIZZLY INDUSTRIAL PHONE | $ | 117.98 |
| HARDWARE DISTRIBUTORS   I | $ | 116.91 |
| SQ *NOT A PROBLEM! | $ | 110.71 |
| SIGNUPGENIUS | $ | 107.89 |
| OTC BRANDS  INC | $ | 101.51 |
| TITAN DISTRIBUTORS INC | $ | 99.99 |
| WPY*PACIFIC EDUCATIONAL G | $ | 99.75 |
| D W  DAVIES & CO INC | $ | 98.73 |
| CROWN AWARDS INC | $ | 96.79 |
| NEW READERS PRESS | $ | 93.50 |
| MIKES BRASS AND WOODWIND | $ | 90.00 |
| TOWN & COUNTRY GLASS | $ | 89.32 |
| TOOL REPAIR PARTS | $ | 85.92 |
| AMZN MKTP US*HY4GG4QT3 | $ | 84.68 |
| GFS STORE #1919 | $ | 80.09 |
| WIAA | $ | 78.50 |
| WISBCA | $ | 75.00 |
| ODORFREE/SD INTERNATIONAL | $ | 75.00 |
| FEEL-GOOD TEACHING | $ | 73.98 |
| SMARTSIGN | $ | 69.85 |
| HOBBY LOBBY #283 | $ | 67.01 |
| AMZN MKTP US*G43CZ59B3 | $ | 63.40 |
| MAILCHIMP | $ | 62.99 |
| WALMART.COM AV | $ | 62.93 |
| WALMART.COM AS | $ | 62.45 |
| GIMKIT PRO - 1 YEAR | $ | 59.88 |
| COSTCO WHSE #1198 | $ | 59.88 |
| AMAZON.COM*764DO66G3 AMZN | $ | 56.88 |
| AMZN MKTP US*GF2ZP5XM3 | $ | 55.74 |
| CESA 6 | $ | 55.00 |
| CLEVER PROTOTYPES, L | $ | 54.95 |
| INSTACART | $ | 54.34 |
| SCHOLASTIC, INC. | $ | 52.75 |

**KUSD Purchasing Card Program  - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2021

| Merchant Name | Total | |
|---|---|---|
| V BELT GLOBAL SUPPLY | $ | 51.97 |
| JPMCKENOSHATAXFEE | $ | 51.73 |
| SHI*SPDENTALBX#1981899 | $ | 49.48 |
| PAYPAL *EZVACUUM | $ | 47.98 |
| JOANN STORES #2079 | $ | 46.06 |
| SHERWIN WILLIAMS 703180 | $ | 45.17 |
| AMAZON.COM*YX65W1ON3 AMZN | $ | 42.45 |
| AMAZON.COM*BD7Q33KC3 | $ | 41.98 |
| WM SUPERCENTER #1167 | $ | 39.38 |
| SMK*WUFOO.COM CHARGE | $ | 39.00 |
| TARGET      00022517 | $ | 38.97 |
| CABLE TIES PLUS | $ | 38.96 |
| AMAZON.COM*EW5YN4RI3 AMZN | $ | 38.88 |
| AMZN MKTP US*C937G6B93 | $ | 36.49 |
| KAHOOT! AS | $ | 36.00 |
| QUIZLET.COM | $ | 35.99 |
| WISCONSIN EDUCATIONAL MED | $ | 32.00 |
| ADOBE STOCK | $ | 31.64 |
| WALGREENS #3738 | $ | 31.63 |
| SI FOR KIDS MAG | $ | 29.95 |
| AMZN MKTP US*O97BF3D23 | $ | 29.91 |
| STATSMEDIC.COM | $ | 29.00 |
| DOLLAR TREE, INC. | $ | 28.65 |
| ALDI 64007 | $ | 27.41 |
| USPS PO 5642800260 | $ | 27.40 |
| SQ *THE LETTERING MACHINE | $ | 25.50 |
| PROMETHEAN INC | $ | 24.00 |
| ANIMOTO INC | $ | 23.20 |
| KENOSHA APPLIANCE PARTS I | $ | 22.11 |
| MEIJER # 284 | $ | 21.25 |
| AMZN MKTP US*YM7ZJ5VL3 | $ | 21.09 |
| CVS/PHARMACY #08777 | $ | 20.03 |
| NATGEO KIDS 8006475463 | $ | 20.00 |
| AMZN MKTP US*HV5BB11X3 | $ | 19.99 |
| DOLLAR GENERAL #10934 | $ | 18.99 |
| THE TABLE GROUP | $ | 12.50 |
| AMZN MKTP US*3H0C88C03 AM | $ | 11.76 |
| AMAZON.COM*CQ0T94KF3 AMZN | $ | 11.52 |
| CALENDLY | $ | 10.00 |
| APPLE.COM/BILL | $ | 9.29 |
| AMZN MKTP US*IA96149C3 | $ | 8.43 |
| CHESTER ELECTRONIC SUPPLY | $ | 7.98 |
| USPS.COM CLICKNSHIP | $ | 7.95 |
| PICK N SAVE #871 | $ | 5.98 |
| USPS PO 5666100158 | $ | 2.60 |
| CESA 6 GMS SERV FEE | $ | 2.20 |
| BEST BUY      00006528 | $ | (10.75) |

**KUSD Purchasing Card Program  - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 15, 2021

| Merchant Name | Total | |
|---|---|---|
| STORYBOARD THAT | $ | (10.99) |
| AUDIBLE US | $ | (40.89) |
| WALMART.COM | $ | (62.93) |
| AMZN MKTP US | $ | (117.35) |
| THE HOME DEPOT 4926 | $ | (598.00) |
| EVERYTHING2GO.COM LLC | $ | (819.00) |
| US Bank Purchasing Card Payment - Individuals | $ | 225,033.81 |

# KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 23, 2021

## Administrative Recommendation

It is recommended that the February 2021 cash receipt deposits totaling $263,949.37, and cash receipt wire transfers-in totaling $34,972,282.55, be approved.

Check numbers 599424 through 600385 (net of voided batches) totaling $3,679,801.51, and general operating wire transfers-out totaling $3,664,686.39, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2021 net payroll and benefit EFT batches totaling $14,320,314.52, and net payroll check batches totaling $14,920.85, be approved.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools


Tarik Hamdan
Chief Financial Officer


Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

March 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 second reading on March 23, 2021.


Dr. Sue Savaglio-Jarvis                     Tanya Ruder
Superintendent of Schools                   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

## 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.

*Kenosha Unified School District*
*Kenosha, Wisconsin*

*School Board Policies*
*Rules and Regulations*

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

March 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

February 23, 2021/Regular Board Meeting
- No board action taken

For the Quarter 4 Parent Learning Preference survey, KUSD received a total of 726 requests from parents with 90.2% requesting to go from virtual to in-person.

For comparison:

- Quarter 2 survey had 860 requests, with 57.7% requesting to go from virtual to in-person
- Quarter 3 survey had 611 requests, with 75.3% requesting to go from virtual to in-person
- Quarter 4 survey had 726 requests, with 90.2% requesting to go from virtual to in-person

The parent request trend from the start of quarter 2 has only been to move more students from virtual to in-person learning with each new survey.

**Administrative Recommendation**

There is no new recommendation at this time.

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

Kristopher Keckler
Chief Information Officer

**March 23, 2021**

**KENOSHA UNIFIED SCHOOL DISTRICT WIAA SPORTS REQUEST TO COMPETE
WITH NON-CONFERENCE SCHOOLS**

**Background**

On September 3 and October 27, 2020, the Kenosha Unified School District Board of Education voted to move forward with fall, winter and spring sports for the 2020-21 school year. WIAA sport specific guidelines are followed, and updates are made on a continual basis to align with WIAA policy changes.

**Non-Conference Competition**

Kenosha Unified School District, Franklin School District, Oak Creek School District and Racine Unified School District make up the Southeastern Athletic conference. The SEC is considered a small conference given that it is comprised of only 8 schools. Pre-COVID, schools within the conference scheduled non-conference games with surrounding districts such as Central High School, Wilmot and surrounding Milwaukee schools.

Throughout this current school year both Franklin and Oak Creek have scheduled out of conference competition to **supplement** their conference season schedule. Overall, Racine's participation in the conference has been minimal and inconsistent. Hence, Kenosha athletes have had minimal opportunities to compete outside of District with Franklin and Oak Creek each having only 2 high schools.

In the fall and winter, administrations recommendation was to limit competition to within the conference to reduce the risk of exposure to COVID for our athletes. Since the initial recommendation the use of safety guidelines and expectations are now consistently followed throughout the state and all competitions are played outdoors. Access to vaccinations continues to increase and it is likely that a vaccine approved for students will be forthcoming in the summer months. Finally, in March 2020 spring sports were cancelled with a modified schedule provided in July of 2020. District athletes are eager to begin competing beyond the limited competition that is available within the SEC.

All athletic personal will continue to enforce safety guidelines provided by WIAA to ensure the health and well-being of our players, coaches, referees and other team staff members. In addition, all COVID-19 exposures and cases will be handled in accordance with District procedures and will be addressed on a case by case basis.

# Recommendation

Administration requests that the Board of Education approve non-conference competition for all spring sports 2021 and for all WIAA sports in 2021-2022.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. Bryan Mogensen
Coordinator of Athletics, Physical Education,
Health, Recreation and the Senior Center

**March 23, 2021**

## LAKEVIEW TECHNOLOGY ACADEMY COURSE REQUESTS

### Background

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing the addition of four new courses to the information technology pathway to remain in alignment with course offerings at Gateway Technical College. At this time, no courses are being eliminated.

### Course Change Requests

| COURSE NAME | ACTION | SCHOOLS | APPENDIX |
|---|---|---|---|
| Computer Programming C | Add | Lakeview Technology Academy | A |
| Fundamentals of Blueprint and Shop Safety | Add | Lakeview Technology Academy | B |
| Java Programming 2 | Add | Lakeview Technology Academy | C |
| Javascript | Add | Lakeview Technology Academy | D |

### Recommendation

Administration recommends that the Board of Education approve the addition of Computer Programming C, Fundamentals of Blueprint and Shop Safety, Java Programming 2 and Javascript courses for the 2021-22 school year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Cheryl Kothe
Coordinator of Career and Technical Education

Dr. Bethany Ormseth
Principal, LakeView Technology Academy

**COURSE CHANGE PROPOSAL**

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

Date Initiated:  12/22/20     Administrator Name:  Dr. Bethany Ormseth

Department and School:  Information Technology—LakeView Technology Academy

Course Name:  Computer Programming C

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

Credits:  .75     *Check if honors:*  ☐

Recommended Prerequisites (if any):  Intro to Programming and Database Concepts

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

This course is one of three being requested for the 2021-22 school year in an effort to further develop our IT/Computer Science Pathway in the areas of game programming and web stack development. The addition of these courses will result in our IT/Computer Science graduates having completed 80 percent of Gateway Technical College Certifications in both game programming and web stack development.

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

Learn the principles of object-oriented programming using C++.  Topics include:  formatted 1/10 streams, variables, constants, references, functions, decisions, loops, classes, objects, inheritance, memory management, libraries, and error handlers.

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

1.  Describe basic programming constructs in C++.
2.  Explore applications using selection structures.
3.  Explore applications using repetition structures.
4.  Explore the concept of ADT.
5.  Create solutions using arrays.
6.  Examine the enumeration data type.
7.  Discuss object-oriented technology.
8.  Construct applications using object-oriented techniques.
9.  Demonstrate the use of pointers.
10. Develop applications using file input output streams.
11. Create reusable functions and procedures.
12. Demonstrate how C++ deals with inheritance.

13. Demonstrate how C++ deals with polymorphism.

14. Explain the creation of exceptions.

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

Attachment A

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

A.  Teaching Staff:  $572.28 (T&L Budget)    D.  Facilities/Space:  $0

B.  Textbooks/Kits:  $93 per student (T&L Budget)    E.  Professional Learning:  $0

C.  Supplementary:  $0

**Gateway Technical College**

# 10-152-124  Computer Programming C

## Course Outcome Summary

## Course Information

| | |
|---|---|
| **Description** | Learn the principles of object oriented programming using C++. Topics include: formatted 1/10 streams, variables, constants, references, functions, decisions, loops, classes, objects, inheritance, memory management, libraries, and error handlers. |
| **Career Cluster** | Information Technology |
| **Instructional Level** | Associate Degree |
| **Total Credits** | 3 |
| **Total Hours** | 72 |

## Types of Instruction

| Instruction Type | Credits/Hours |
|---|---|
| Lecture/Lab/Presentation | 2.0 CR/ 36 HRS |
| In Class Lab | 1.0 CR/ 36 HRS |

## Course History

| | |
|---|---|
| **Last Revision Date** | 9/18/2020 |

## Pre/Corequisites

Prerequisite          152-126 Intro to Programming and Database Concepts

## Course Competencies

**1.      Describe basic programming constructs in C++.**
*Domain    Affective        Level       Valuing*

**Assessment Strategies**
1.1.      in the classroom or simulated lab setting
1.2.      using presentation software
1.3.      using software provided
1.4.      using a computer at home or in a lab
1.5.      using instructor provided problem set
1.6.      using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*

1.1.    learner discusses variables
1.2.    learner discusses constants
1.3.    learner discusses operators
1.4.    learner discusses input/output objects
1.5.    learner uses basic programming constructs in C++ applications

**Learning Objectives**

1.a.    Discuss variables.
1.b.    Discuss constants.
1.c.    Discuss operators.
1.d.    Discuss input/output objects.
1.e.    Use basic programming constructs in C++ applications.

## 2.    Explore applications using selection structures.
*Domain    Cognitive        Level        Analysis*

**Assessment Strategies**

2.1.    in the classroom or simulated lab setting
2.2.    using presentation software
2.3.    using software provided
2.4.    using a computer at home or in a lab
2.5.    using instructor provided problem set
2.6.    using specifications given by instructor

**Criteria**

*Your performance will be successful when:*

2.1.    learner explores if condition
2.2.    learner explores if-else condition
2.3.    learner explores if else-if else condition
2.4.    learner explores conditional operator
2.5.    learner explores switch case statement.

**Learning Objectives**

2.a.    Explore if condition.
2.b.    Explore if-else condition.
2.c.    Explore if else-if else condition.
2.d.    Explore switch-case statement.
2.e.    Explore conditional operator.

## 3.    Explore applications using repetition structures.
*Domain    Cognitive        Level        Analysis*

**Assessment Strategies**

3.1.    in the classroom or simulated lab setting
3.2.    using presentation software
3.3.    using software provided
3.4.    using a computer at home or in a lab
3.5.    using instructor provided problem set
3.6.    using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*

3.1.    learner explores for loop
3.2.    learner explores while loop
3.3.    learner explores do-while loop
3.4.    learner explores nested loop
3.5.    learner explores break statement
3.6.    learner continue statement
3.7.    learner uses loops in C++ applications

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**Learning Objectives**

3.a.   Explore for loop.
3.b.   Explore while loop.
3.c.   Explore do-while loop.
3.d.   Explore nested loops.
3.e.   Explore continue statement.
3.f.   Explore break statement.
3.g.   Use loops in C++ applications.

## 4.   Explore the concept of ADT.

*Domain*   Cognitive      *Level*      *Comprehensi
                                        on*

**Assessment Strategies**

4.1.   in the classroom or simulated lab setting
4.2.   using presentation software
4.3.   using software provided
4.4.   using a computer at home or in a lab
4.5.   using instructor provided problem set
4.6.   using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*

4.1.   learner explores structure
4.2.   learner explores union
4.3.   learner utilizes ADT in C++ applications
4.4.   learner discusses class
4.5.   learner explains difference between class and structure

**Learning Objectives**

4.a.   Discuss structure.
4.b.   Discuss union.
4.c.   Discuss class.
4.d.   Explain class vs structure.
4.e.   Use ADT in C++ applications.

## 5.   Create solutions using arrays.

*Domain*   Cognitive      *Level*      *Synthesis*

**Assessment Strategies**

5.1.   in the classroom or simulated lab setting
5.2.   using presentation software
5.3.   using software provided
5.4.   using a computer at home or in a lab
5.5.   using instructor provided problem set
5.6.   using specifications given by instructor

**Criteria**

*Your performance will be successful when:*

5.1.   learner creates programs using arrays
5.2.   learner develops program logic involving arrays

**Learning Objectives**

5.a.   Create solutions of business problems using single dimensional arrays.
5.b.   Create solutions of business problems using multi dimensional arrays.

## 6.   Examine the enumeration data type.

*Domain*   Cognitive      *Level*      *Analysis*

**Assessment Strategies**

6.1.     in the classroom or simulated lab setting
6.2.     using presentation software
6.3.     using software provided
6.4.     using a computer at home or in a lab
6.5.     using instructor provided problem set
6.6.     using specifications given by instructor

**Criteria**

*Your performance will be successful when:*

6.1.     learner explores enumeration
6.2.     learner utilizes enumeration
6.3.     learner discusses typedef
6.4.     learner discusses enumeration

**Learning Objectives**
6.a.     Discuss typedef.
6.b.     Discuss enumeration.
6.c.     Examine enumeration.
6.d.     Explore restrictions on enumerations.

**7.     Discuss object oriented technology.**
*Domain*     Affective     *Level*     Valuing

**Assessment Strategies**
7.1.     in the classroom or simulated lab setting
7.2.     using presentation software
7.3.     using software provided
7.4.     using a computer at home or in a lab
7.5.     using instructor provided problem set
7.6.     using specifications given by instructor

**Criteria**

*Your performance will be successful when:*

7.1.     learner defines class
7.2.     learner defines object
7.3.     learner discusses properties of class
7.4.     learner discusses static members of class
7.5.     learner discusses non-static members of class
7.6.     learner discusses access modifiers
7.7.     learner discusses methods of class

**Learning Objectives**
7.a.     Discuss class.
7.b.     Discuss objects.
7.c.     Discuss methods of class.
7.d.     Discuss properties of class.
7.e.     Discuss static members of class.
7.f.     Discuss non-static members of class.
7.g.     Discuss access modifiers.

**8.     Construct applications using object oriented techniques.**
*Domain*     Cognitive     *Level*     Synthesis

**Assessment Strategies**
8.1.     in the classroom or simulated lab setting
8.2.     using presentation software
8.3.     using software provided
8.4.     using a computer at home or in a lab
8.5.     using instructor provided problem set
8.6.     using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*
8.1.    learner constructs classes
8.2.    learner transforms everyday objects into classes

**Learning Objectives**
8.a.    Construct classes.
8.b.    Transform everyday objects into classes.

## 9.    Demonstrate the use of pointers.
*Domain*    Cognitive        *Level*    Application

**Assessment Strategies**
9.1.    in the classroom or simulated lab setting
9.2.    using presentation software
9.3.    using software provided
9.4.    using a computer at home or in a lab
9.5.    using instructor provided problem set
9.6.    using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*
9.1.    learner discusses pointers
9.2.    learner demonstrates usage of pointers
9.3.    learner explores pointers to functions
9.4.    learner demonstrates pointers to pointers
9.5.    learner demonstrates reference operator
9.6.    learner demonstrates dereference operator
9.7.    learner demonstrates pointer arithmetics
9.8.    learner explains pointers vs arrays

**Learning Objectives**
9.a.    Discuss pointers.
9.b.    Demonstrate reference operator.
9.c.    Demonstrate dereference operator.
9.d.    Discuss usage of pointer variables.
9.e.    Explain pointers vs arrays.
9.f.    Demonstrate pointer arithmetics.
9.g.    Demonstrate pointers to pointers.
9.h.    Discuss pointers to functions.

## 10.    Develop applications using file input output streams.
*Domain*    Cognitive        *Level*    Synthesis

**Assessment Strategies**
10.1.    in the classroom or simulated lab setting
10.2.    using presentation software
10.3.    using software provided
10.4.    using a computer at home or in a lab
10.5.    using instructor provided problem set
10.6.    using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*
10.1.    learner creates programs to write to a file
10.2.    learner creates programs to read from a file
10.3.    learner discusses streams
10.4.    learner describes file streams
10.5.    learner describes I/O streams

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10.6. learner describes file operations in C++
10.7. learner describes working with binary files

**Learning Objectives**
10.a. Describe file streams.
10.b. Describe I/O streams.
10.c. Describe file operations in C++.
10.d. Describe working with binary files.
10.e. Code programs using file handling techniques.

## 11. Create reusable functions and procedures.
*Domain    Cognitive        Level      Synthesis*

**Assessment Strategies**
11.1. in the classroom or simulated lab setting
11.2. using presentation software
11.3. using software provided
11.4. using a computer at home or in a lab
11.5. using instructor provided problem set
11.6. using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*

11.1. learner creates constructors
11.2. learner creates destructors
11.3. learner creates overloaded methods

**Learning Objectives**
11.a. Create constructor.
11.b. Create destructor.
11.c. Create overloaded constructor.
11.d. Create overloaded destructor.
11.e. Create overloaded functions.

## 12. Demonstrate how C++ deals with inheritance.
*Domain    Cognitive        Level      Application*

**Assessment Strategies**
12.1. in the classroom or simulated lab setting
12.2. using presentation software
12.3. using software provided
12.4. using a computer at home or in a lab
12.5. using instructor provided problem set
12.6. using specifications given by instructor

**Criteria**

*Criteria - Performance will be satisfactory when:*

12.1. learner discusses inheritance
12.2. learner discusses multiple inheritance
12.3. learner demonstrates inheritance
12.4. learner demonstrates virtual functions
12.5. learner describes diamond problem
12.6. learner demonstrates pure virtual functions

**Learning Objectives**
12.a. Discuss inheritance.
12.b. Discuss multiple inheritance.
12.c. Discuss diamond problem.
12.d. Demonstrate virtual functions.
12.e. Demonstrate pure virtual functions.
12.f. Demonstrate inheritance with templates.

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**13.** **Demonstrate how C++ deals with polymorphism.**
*Domain*     *Cognitive*       *Level*      *Application*

**Assessment Strategies**
13.1.     in the classroom or simulated lab setting
13.2.     using presentation software
13.3.     using software provided
13.4.     using a computer at home or in a lab
13.5.     using instructor provided problem set
13.6.     using specifications given by instructor

**Criteria**

*Your performance will be successful when:*

13.1.     learner demonstrates polymorphism
13.2.     learner demonstrates friend
13.3.     learner demonstrates method overriding
13.4.     learner demonstrates operator overloading
13.5.     learner demonstrates method overloading
13.6.     learner demonstrates templates

**Learning Objectives**
13.a.     Demonstrate operator overloading.
13.b.     Demonstrate friend class.
13.c.     Demonstrate friend functions.
13.d.     Demonstrate method overloading.
13.e.     Demonstrate method overriding.
13.f.     Demonstrate templates.

**14.** **Explain the creation of exceptions.**
*Domain*     *Cognitive*       *Level*      *Synthesis*

**Assessment Strategies**
14.1.     in the classroom or simulated lab setting
14.2.     using software provided
14.3.     using a computer at home or in a lab
14.4.     using instructor provided problem set
14.5.     using specifications given by instructor

**Criteria**

*Your performance will be successful when:*

14.1.     learner explains exception handling
14.2.     learner discusses standard exceptions

**Learning Objectives**
14.a.     Explain exceptions.
14.b.     Discuss standard exceptions.

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**COURSE CHANGE PROPOSAL**

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

Date Initiated: 12/22/20    Administrator Name: Dr. Bethany Ormseth

Department and School: Engineering/Manufacturing—LakeView Technology Academy

Course Name: Fundamentals of Blueprint and Shop Safety

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

Credits: .75    *Check if honors:* ☐

Recommended Prerequisites (if any):

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

This course is the last of the courses needed at LakeView in order for Engineering/ Manufacturing graduates to earn Gateway Technical College certification as a CNC Operator. This accolade will be possible for Engineering/Manufacturing graduates the year it is installed.

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

This course provides students with the skills to read and interpret information found on shop prints. Rectangular coordinate and inch/metric systems will be covered and will allow students to perform math calculations to obtain necessary dimensions and tolerances shown by symbols, notes, and various views. Students will also study general shop safety for a machining environment, raising the awareness of workers to the hazards around them and identifying work and personal safety practices. Other safety topics will be covered, including MSDS sheets, personal protective equipment, and lock out tag out. Students who successfully complete this course will be eligible to complete an additional exam to receive MSSC certification.

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

1. Develop skills to visualize a 3D part given a 2D drawing.
2. Create simple blueprint sketches of objects.
3. Determine missing part dimensions.
4. Interpret part information from shop prints.
5. Interpret geometric dimensioning and tolerancing (GD & T).
6. Interpret metric and European units of measurement.
7. Adhere to safe work practices.
8. Analyze Safety Data Sheets (SDS).
9. Demonstrate lock-out, tag-out process.

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

Attachment A

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

A. Teaching Staff:  $572.28 (T&L Budget)

B. Textbooks/Kits:  $2407.50 (T&L budget; one time purchase)

C. Supplementary:  $0

D. Facilities/Space:  $0

E. Professional Learning:  $0

**Gateway Technical College**

# 31-444-337  Fund. of Blueprint and Shop Safety

## Course Outcome Summary

### Course Information

| | |
|---|---|
| **Description** | This course provides students with the skills to read and interpret information found on shop prints. Rectangular coordinate and inch/metric systems will be covered and will allow students to perform math calculations to obtain necessary dimensions and tolerances shown by symbols, notes and various views. Students will also study general shop safety for a machining environment, raising the awareness of workers to the hazards around them and identifying work and personal safety practices. Other safety topics will be covered, including MSDS sheets, personal protective equipment, and lockout tag out. Students who successfully complete this course will be eligible to complete an additional exam to receive MSSC certification. |
| **Career Cluster** | Manufacturing |
| **Instructional Level** | Technical Diploma |
| **Total Credits** | 3 |
| **Total Hours** | 108 |

### Types of Instruction

| Instruction Type | Credits/Hours |
|---|---|
| Lecture/Presentation/Discussion | 2.0/72.0 |
| On Campus Lab | 1.0/36.0 |

### Course History

| | |
|---|---|
| **Last Revision Date** | 4/23/2015 |

### Course Competencies

**1.**  **Develop skills to visualize a 3D part given a 2D drawing.**
*Domain*  Cognitive     *Level*     Creating

**Assessment Strategies**
1.1.    Skill Demonstration
1.2.    Written Product

**Criteria**

*Learner will be successful when:*

1.1.    Learner practices identifying foreshortened views

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1.2.      Learner transfers dimensions from Orthographic Drawings to Pictorial Drawings
1.3.      Learner identifies the top, front, and side views on an orthographic projection
1.4.      Learner identifies features on various views using first angle projection

**Learning Objectives**

1.a.     Complete foreshortened view exercise in the CNC machine shop
1.b.     Recognize different views and identify them on a blueprint
1.c.     Recognize different views and identify them on an actual 3D work piece
1.d.     Transfer dimensions from 3D prints to orthographic projections on assigned prints
1.e.     Interpret orthographic projections on engineering drawings

## 2.     Create simple blueprint sketches of objects.

*Domain*    *Cognitive*     *Level*     *Creating*

**Assessment Strategies**

2.1.      Drawing/Illustration
2.2.      Skill Demonstration

**Criteria**

*Learner will be successful when:*

2.1.      Learner sketches isometric drawing according to instructor specifications
2.2.      Learner sketches drawing using object, extension, dimension and hidden lines according to blueprint standards
2.3.      Learner draws a simple part with a key way, drilled and counter bored holes according to instructor specifications to be used in the Production Applications class
2.4.      Learner draws a simple part using a basic feature control frame with a position tolerance

**Learning Objectives**

2.a.     Sketch multiple basic isometric drawings from actual 3D parts
2.b.     Sketch multiple basic orthographic projections from actual 3D parts
2.c.     Draw four remaining principal views of objects provided by instructor
2.d.     Practice drawing hidden lines on actual 3D work pieces provided by instructor

## 3.     Determine missing part dimensions.

*Domain*    *Cognitive*     *Level*     *Applying*

**Assessment Strategies**

3.1.      Skill Demonstration
3.2.      Observation

**Criteria**

*Learner will be successful when:*

3.1.      Learner calculates missing dimensions on basic multiview drawings
3.2.      Learner calculates missing dimensions regarding precedence of lines
3.3.      Learner defines included angles
3.4.      Learner labels angular hole locations
3.5.      Learner understands different types of dimensioning

**Learning Objectives**

3.a.     Identify the precedence of lines on given prints
3.b.     Calculate missing dimensions on prints with chain dimensioning
3.c.     Calculate missing dimensions on prints with broken chain dimensioning
3.d.     Demonstrate the superiority of datum dimensioning over chain and broken chain dimensioning
3.e.     Practice angular calculations on given prints
3.f.     Determine location of part features according to established specifications

## 4.     Interpret part information from shop prints.

*Domain*    *Cognitive*     *Level*     *Applying*

**Assessment Strategies**

4.1.      Drawing/Illustration

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4.2.     Skill Demonstration

**Criteria**

*Learner will be successful when:*

4.1.     Learner recognizes counterbores and countersinks
4.2.     Learner labels surface roughness symbols
4.3.     Learner is able to recite the alphabet of lines
4.4.     Learner reproduces a working title block on an engineering drawing
4.5.     Learner will be able to recognize bolt circles
4.6.     Learner will recognize bosses, pads and flanges
4.7.     Learner will demonstrate an understanding of tolerances

**Learning Objectives**
4.a.     Calculate countersink depths on given prints
4.b.     Calculate counterbore depths on given prints
4.c.     Obtain the correct dimensions to calculate over all length on given work pieces
4.d.     Draw a title block
4.e.     Memorize the alphabet of lines
4.f.     Figure tolerances for different dimensions on an engineering drawing

**5.     Interpret geometric dimensioning and tolerancing (GD&T).**
*Domain     Cognitive          Level      Applying*

**Assessment Strategies**
5.1.     Skill Demonstration
5.2.     Written Product

**Criteria**

*Learner will be successful when:*

5.1.     Learner memorizes the 14 GD and T characteristic symbols
5.2.     Learner labels the parts of a feature control frame
5.3.     Learner will be able to define maximum material condition and its relationship to the bonus tolerance
5.4.     Learner can properly describe the datum system and how it relates to the feature control frame
5.5.     Learner recites the basic rules of GD and T
5.6.     Learner is able to compare a planar surface with a feature of size

**Learning Objectives**
5.a.     Label geometric tolerances with the correct symbols
5.b.     Label a print with multiple feature control frames
5.c.     Memorize Rule number One of GD and T
5.d.     Describe the terms "maximum material condition, least material condition and regardless of feature size"
5.e.     Interpret MMC on an engineering drawing
5.f.     Memorize the significant seven questions of GD and T

**6.     Interpret metric and European units of measurement.**
*Domain     Cognitive          Level      Applying*

**Assessment Strategies**
6.1.     Class Participation Activity
6.2.     Skill Demonstration

**Criteria**

*Learner will be successful when:*

6.1.     Learner differentiates correctly between metric and European units of measurement
6.2.     Learner calculates metric measurement correctly given a European measurement
6.3.     Learner calculates European measurement correctly given a metric measurement
6.4.     Learner converts metric tolerances to inch tolerances
6.5.     Learner estimates metric dimensions from given inch dimensions

**Learning Objectives**

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6.a.     Calculate European measurement given metric measurement.
6.b.     Calculate metric measurement given European measurement.
6.c.     Recite the procedure for converting tolerances

**7.     Adhere to safe work practices.**
*Domain     Affective          Level       Organizing*

**Assessment Strategies**
7.1.     Skill Demonstration
7.2.     Class Participation Activity

**Criteria**

*Learner will be successful when:*

7.1.     Learner performs a written product on safe work practices
7.2.     Learner demonstrates safe lifting techniques
7.3.     Learner operates machines will all guards in place
7.4.     Learner wears appropriate clothing and removes any loose items like jewelry
7.5.     Learner wears the correct Personal Protective Equipment (PPE)

**Learning Objectives**
7.a.     Use personal protective equipment required in shops.
7.b.     Describe safe lifting techniques.
7.c.     Practice safe lifting techniques.
7.d.     Practice machine start-up.
7.e.     Perform shop housekeeping tasks.

**8.     Analyze Safety Data Sheets (SDS).**
*Domain     Cognitive          Level       Analyzing*

**Assessment Strategies**
8.1.     Demonstration
8.2.     Skill Demonstration

**Criteria**

*Learner will be successful when:*

8.1.     Learner demonstrates an internet search for OSHA
8.2.     Learner explains the information that is contained on the SDS report for a certain material
8.3.     Learner memorizes the 11 basic sections of the of the hazard communication safety data sheet located on the OSHA website
8.4.     Learner conducts an internet search and points out the SDS portion of the OSHA site

**Learning Objectives**
8.a.     Explain the Globally Harmonized System of Classification and Labelling of Chemicals (GHS).
8.b.     Write a procedure on how to navigate the SDS portion of the OSHA website
8.c.     Look up and perform an SDS report on a material of your choice located in the campus machine shop

**9.     Demonstrate Lock-Out, Tag-Out process.**
*Domain     Cognitive          Level       Applying*

**Assessment Strategies**
9.1.     Skill Demonstration
9.2.     Class Participation Activity

**Criteria**

*Learner will be successful when:*

9.1.     Learners summary of lock out tag out identifies the key points
9.2.     Learner defines OSHA standard for the control of hazardous energy 1910.147
9.3.     Learner will ensure the lock out tag out device identifies the individual users
9.4.     Learners explanation and demonstration of lock out procedure presents sound reasoning as they describe the necessary steps to complete the process

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9.5.     Learners explanation and demonstration of tag out procedure presents sound reasoning as they describe the necessary steps to complete the process.

**Learning Objectives**

9.a.     Demonstrate a proper lock out procedure on a CNC machine
9.b.     Demonstrate a proper tag out procedure on a CNC machine
9.c.     Label the correct information on the tag out

**COURSE CHANGE PROPOSAL**

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

Date Initiated:  12/22/20     Administrator Name:  Dr. Bethany Ormseth

Department and School:  Information Technology—LakeView Technology Academy

Course Name:  Java Programming 2

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

Credits:  .75     *Check if honors:*  ☐

Recommended Prerequisites (if any):  Java Programming 1

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

This course is one of three being requested for the 2021-22 school year in an effort to further develop our IT/Computer Science Pathway in the areas of game programming and web stack development. The addition of these courses will result in our IT/Computer Science graduates having completed 80 percent of Gateway Technical College Certifications in both game programming and web stack development.

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

This course focuses on the advanced language features of Java. Topics will include Java servlets, database access with Java Database Connectivity (JDBC), Java Server Pages and JavaBeans. A portion of the class deals with application design issues in a web environment as well as connecting to a backed database server. Labs and hands-on projects are required elements to this class and provide the student with experience working with the more advanced features of the Java language.

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

1. Design GUI applications in Java using advanced GUI components.
2. Develop java applications using mixed layout managers.
3. Develop java applications using java i/o and stream classes.
4. Code java database applications.
5. Develop client-side web applications.
6. Develop server-side web applications using java server-side technologies.
7. Develop server-side database driven web applications.
8. Design an entity relationship model for the database application.
9. Develop a web project using Java server side technologies.

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

Attachment A

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

A.  Teaching Staff:  $572.28 (T&L Budget)          D.  Facilities/Space:  $0

B.  Textbooks/Kits:  $93 per student (T&L Budget)          E.  Professional Learning:  $0

C.  Supplementary:  $0

**Gateway Technical College**

# 10-152-174  Java Programming  2

## Course Outcome Summary

### Course Information

| | |
|---|---|
| **Description** | This course focuses on the advanced language features of Java. Topics will include Java servlets, database access with Java Database Connectivity (JDBC), JavaServer Pages and JavaBeans. A portion of the class deals with application design issues in a web environment as well as connecting to a backed database server. Labs and hands-on projects are a required element to this class and provide the student with experience working with the more advanced features of the Java language. |
| **Career Cluster** | Information Technology |
| **Instructional Level** | Associate Degree |
| **Total Credits** | 3 |
| **Total Hours** | 72 |

### Types of Instruction

| Instruction Type | Credits/Hours |
|---|---|
| Lecture/Presentation/Discussion | 2.0/36.0 |
| In-Class Lab | 1.0/36.0 |

### Course History

| | |
|---|---|
| **Last Revision Date** | 2/20/2019 |

### Pre/Corequisites

Prerequisite          10-152-184 (Minimum Grade C)

### Course Competencies

1.      **Design GUI applications in Java using advanced GUI components.**
        *Domain    Cognitive          Level          Creating*

        **Assessment Strategies**
        1.1.      Java GUI lab.
        1.2.      Individual course project.

        **Criteria**

*Learner will be successful when:*

1.1. learner solves the assigned business problems per instructor specifications using java GUI classes.
1.2. learner designs a user interface for java application using code.

**Learning Objectives**

1.a. Design user interfaces for java desktop applications.
1.b. Design user interfaces for java network applications.

## 2. Develop java applications using mixed layout managers.
*Domain    Cognitive         Level         Creating*

**Assessment Strategies**

2.1. Layout managers lab.
2.2. Individual course project.

**Criteria**

*Learner will be successful when:*

2.1. learner solves the assigned business problems per instructor specifications using java layout manager classes.

**Learning Objectives**

2.a. Develop interactive java programs using java panels.
2.b. Develop interactive java programs using advanced layouts.

## 3. Develop java applications using java i/o and stream classes.
*Domain    Cognitive         Level         Creating*

**Assessment Strategies**

3.1. Java i/o and stream classes lab.
3.2. Individual course project.

**Criteria**

*Learner will be successful when:*

3.1. learner solves the assigned business problems per instructor specifications using java i/o classes.
3.2. learner solves the assigned business problems per instructor specifications using java stream classes.

**Learning Objectives**

3.a. Develop interactive java application to read data from file.
3.b. Develop interactive java application to append data to file.
3.c. Develop interactive java application to write data to file.
3.d. Develop interactive java application using java stream classes.

## 4. Code java database applications.
*Domain    Cognitive         Level         Creating*

**Assessment Strategies**

4.1. Java database connectivity lab.
4.2. Individual course project.

**Criteria**

*Learner will be successful when:*

4.1. learner solves the assigned business problems per instructor specifications using java database connectivity (JDBC).

**Learning Objectives**

4.a. Code java application to establish connection with the database using appropriate database drivers.
4.b. Code java application to read data from the database.
4.c. Code java application to write data to the database.
4.d. Code java application to update data in the database.
4.e. Code java application to delete data from the database.

**5.**      **Develop client-side web applications.**
*Domain*     *Cognitive*       *Level*      *Creating*

**Assessment Strategies**
5.1.      Client-side web applications lab.
5.2.      Individual course project.

**Criteria**

*Learner will be successful when:*
5.1.      learner solves the assigned business problems per instructor specifications using client-side web development technologies.
5.2.      learner solves the assigned business problems per instructor specifications using HTML forms.
5.3.      learner solves the assigned business problems per instructor specifications using form validation.

**Learning Objectives**
5.a.      Develop HTML documents for client-side web development.
5.b.      Develop CSS documents for styling HTML documents.
5.c.      Develop javascript documents for client-side event-handling.

**6.**      **Develop server-side web applications using java server-side technologies.**
*Domain*     *Cognitive*       *Level*      *Creating*

**Assessment Strategies**
6.1.      Server-side web applications Lab.
6.2.      Individual course project.

**Criteria**

*Learner will be successful when:*
6.1.      learner solves the assigned business problems per instructor specifications using java server-side technologies.

**Learning Objectives**
6.a.      Develop java server side applications using Java Server Pages.
6.b.      Develop java server side applications using Java Servlets.
6.c.      Develop java server side applications using Java Server Faces.
6.d.      Develop java server side applications using JavaBeans.
6.e.      Develop java server side application using JSTL (Java Standard Tag Library).

**7.**      **Develop server-side database driven web applications.**
*Domain*     *Cognitive*       *Level*      *Creating*

**Assessment Strategies**
7.1.      Server-side database driven applications lab.
7.2.      Individual course project.

**Criteria**

*Learner will be successful when:*
7.1.      learner solves the assigned business problems per instructor specifications using java server-side technologies.

**Learning Objectives**
7.a.      Develop java server side application to perform Data Definition Language operations on database.
7.b.      Develop java server side application to perform Data Manipulation Language operations on database.
7.c.      Develop java server side application to perform Data Query Language operations on database.

**8.**      **Design an Entity Relationship Model for the database application.**
*Domain*     *Cognitive*       *Level*      *Creating*

**Assessment Strategies**
8.1.      Entity relationship model lab.

8.2.      Individual course project.

**Criteria**

*Learner will be successful when:*

8.1.      learner solves the assigned business problems per instructor specifications using ER-Modeling tool.

**Learning Objectives**
8.a.      Design Entity Relationship (ER) model for the database.
8.b.      Design cardinalities in database design.
8.c.      Design primary keys and foreign keys in Entity Relationship (ER) model.

## 9.      Develop a web project using java server side technologies.
*Domain    Cognitive        Level      Creating*

**Assessment Strategies**
9.1.      Web project lab.
9.2.      Individual course project.

**Criteria**

*Learner will be successful when:*

9.1.      learner solves the assigned business problems per instructor specifications using java server-side technologies.
9.2.      learner accurately documents the code.

**Learning Objectives**
9.a.      Develop client-side web interface for a multi-tier application.
9.b.      Develop server-side for a multi-tier application.
9.c.      Code server-side to perform CRUD (Create, Read, Update, Delete) operations on database.

**COURSE CHANGE PROPOSAL**

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

Date Initiated:  12/22/20     Administrator Name:  Dr. Bethany Ormseth

Department and School:  Information Technology—LakeView Technology Academy

Course Name:  JavaScript

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

Credits:  .75     *Check if honors:*  ☐

Recommended Prerequisites (if any):  Web Programming 1

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

This course is one of three being requested for the 2021-22 school year in an effort to further develop our IT/Computer Science Pathway in the areas of game programming and web stack development. The addition of these courses will result in our IT/Computer Science graduates having completed 80 percent of Gateway Technical College Certifications in both game programming and web stack development.

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

This course will introduce students to how to add intuitive, dynamic, and animated interaction between their web pages for its visitors. Using HTML5 as a base, we will be using JavaScript, Ajax, and jQuery library to react to user actions and change webpage structure, content, and appearance. Through this course students will learn how to dynamically refine design appearance, control and manipulate HTML elements via the DOM API, and create content within a medium that is used for both desktop and mobile device computing.

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

1. Explore newest standards of Web elements and structure
2. Examine JavaScript and jQuery Basics and its interaction with Web Object Models.
3. Articulate the concepts of HTML5 and JavaScript programming.
4. Create reusable JavaScript Functions and Objects.
5. Add user interaction to manipulate Web Objects.
6. Implement control for Web page behavior with selectors and methods.
7. Create user interactivity to Web pages with events and functions.
8. Design interactive Web pages using jQuery Library.
9. Analyze jQuery transitions and custom animation tools.
10. Implement extended functionality using jQuery interfaces and JavaScript objects.

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

Attachment A

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

A.  Teaching Staff:  $572.28 (T&L Budget)          D.  Facilities/Space:  $0

B.  Textbooks/Kits:  $93 per student (T&L Budget)     E.  Professional Learning:  $0

C.  Supplementary:  $0

**Gateway Technical College**

# 10-152-097  Javascript

## Course Outcome Summary

### Course Information

| | |
|---|---|
| **Description** | This course will introduce students how to add intuitive, dynamic and animated interaction between their web pages and visitors. Using HTML5 as a base, we will use JavaScript, AJAX, and jQuery library to react to user actions and change webpage structure, content, and appearance. Through this course, students will learn how to dynamically refine design appearance, control and manipulate HTML elements via the DOM API, and create content within a medium that is used for both desktop and mobile device computing. |
| **Career Cluster** | Information Technology |
| **Instructional Level** | Associate Degree |
| **Total Credits** | 3 |
| **Total Hours** | 72 |

### Types of Instruction

| Instruction Type | Credits/Hours |
|---|---|
| Lecture | 2.0/36.0 |
| lab | 1.0/36.0 |

### Course History

| | |
|---|---|
| **Last Revision Date** | 12/21/2020 |

### Course Competencies

**1.     Explore newest standards of Web elements and structure**
*Domain     Cognitive          Level      Analyzing*

**Learning Objectives**
1.a.      Describe the World Wide Web Consortium (W3C).
1.b.      Identify the standards of an HTML5 document.
1.c.      Explain HTML5 tags to display content.
1.d.      Explain the multitier client/server architecture.
1.e.      Describe the anatomy of an HTML document.

**2.     Examine JavaScript basics and its interaction with Web Object Models**
*Domain     Cognitive          Level      Analyzing*

**Learning Objectives**

2.a.     Explain the document object model (DOM).
2.b.     Discuss how to create and use variables.
2.c.     Describe the tree structure of the DOM.
2.d.     Explain how to traverse through the DOM tree.
2.e.     Explain how to manipulate and change the HTML elements using the DOM functions.

**3.     Articulate the concepts of HTML5 and JavaScript programming**
*Domain     Cognitive          Level       Understandin*
                                            *g*

**Learning Objectives**

3.a.     Explain the difference between a client-side scripting and server-side scripting language.
3.b.     Explain the process of parsing and rendering an HTML document.
3.c.     Describe the internal JavaScript programs embedded inside an HTML document.
3.d.     Describe the external JavaScript program in a separate .js file.
3.e.     Explain the syntax of JavaScript statements.
3.f.     Explain how to call a JavaScript function.

**4.     Create reusable JavaScript Functions and Objects**
*Domain     Cognitive          Level       Creating*

**Learning Objectives**

4.a.     Utilize JavaScript built-in functions.
4.b.     Utilize JavScript built-in objects.
4.c.     Write JavaScript functions that do not accept parameters.
4.d.     Write JavaScript functions that accept parameters.
4.e.     Write JavaScript functions that return data.
4.f.     Create custom JavaScript objects.
4.g.     Write JavaScript constructor functions.

**5.     Add user interaction to manipulate Web Objects**
*Domain     Cognitive          Level       Applying*

**6.     Implement control for Web page behavior with selectors and methods**
*Domain     Cognitive          Level       Applying*

**7.     Create user interactivity to Web pages with events and functions**
*Domain     Cognitive          Level       Applying*

**8.     Implement extended functionality using JavaScript objects**
*Domain     Cognitive          Level       Applying*

**9.     Create JavaScript arrays and control flows**
*Domain     Cognitive          Level       Creating*

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**Kenosha Unified School District**
**Kenosha, Wisconsin**

**March 23, 2021**

**HEAD START FEDERAL GRANT REQUEST**

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2021-2022 school year. The funding for this grant is $2,297,394 for Head Start Operations. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

**Grant Title**
Federal Head Start Grant

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

**Grant Time Period**
July 1, 2021 to June 30, 2022

**Purpose**
The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low income preschool children and their families.  This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2021.  Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

**Number of Students Served**
330 eligible Head Start Students

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

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

**Fiscal Impact Statement**
Attachment A

**Changes in Program Service**
There are no changes in service locations for the 2021-2022 school year.
For the 2021-2022 school year Head Start will continue to serve children and families at:

| Head Start Locations 2021-2022 |
|---|
| **Two Sessions (AM and PM)** |
| Bose Elementary School |
| Brass Community School |
| C. Strange Elementary School |
| Cesar Chavez Learning Station |
| Edward Bain School of Language and Art – Creative Arts |
| Frank Elementary School |
| McKinley Elementary School |
| Wilson Elementary School |
| **One Session (AM or PM)** |
| Grewenow Elementary School –AM Session |
| Jefferson Elementary – PM Session |
| Jane Vernon Elementary School – AM Session |
| McKinley Elementary School – AM Session |

**Self-Assessment Results**
The results of Head Start's annual self-assessment from January 2021 identified the need to strengthen the support for instruction of our Dual Language Learners in the Head Start Program. The program will explore the possibility of adding a .49 instructional ESL teaching position to support teachers in working with our dual language learners within the classroom, provide professional learning to staff in understanding how dual language learners learn best, and provide other instructional support for the dual language learners and their families. Funding for increasing this position to a full time position will be considered during the application and budget process over the next few months. Providing an ESL teacher with the capability of speaking Spanish would be ideal because the majority of dual language learners are Spanish speaking families.

**Current Status:**
- As of February 2021, Head Start has 284 students enrolled. Enrollment efforts to market and target students to meet the 330 slots available will continue.
- Head Start has increased the number of students with completed physical exams from 21% in September, 2020 to 49% in January, 2021.
- Head Start has increased the number of students with completed dental exams from 20% in September, 2020 to 30% in January, 2021.
- As of January, 2021, 23 children (48%) have received dental follow up work, such as having cavities filled.

**Head Start Five Year Grant Goals:**

The Management Team consists of the Head Start leadership positions of Director of Early Education, Education and Disability Coordinator, Mental Health/Family Services Coordinator, Health Coordinator, and ERSEA Coordinator. This team will continue to lead and monitor the work on the goals for this five-year grant:
- Increase the social-emotional competence of children to ensure success in kindergarten.

- Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.

Progress towards these goals:
- Face to face and online Pyramid Modules trainings are being offered to staff needing to be trained. This year 17 staff members have been trained in Pyramid Model.
- The Mental/Health Coordinator and Family Service Providers were trained in the Triple P Parenting Curriculum and will be certified to conduct parenting classes with families in March.
- Family Service Providers were trained in Positive Solutions, the parenting curriculum associated with Pyramid Model, last year. This year they are offering monthly virtual modules for parents using this curriculum. The topic for December was relationship building between parent and child. There were 73 families that participated in this virtual offering.
- ChildPlus is being used to document and track children who scored in the monitoring or concern zone on the Ages and Stages: Social Emotional Questionaire (ASQ:SE). Follow up with the families on areas of concern is being done by the Mental/Health Coordinator, Family Service Providers and the Education Manager.
- The monthly communication tool that Family Service Providers and teachers use to regularly review and discuss child and family data has been updated to include a section specifically about mental health and social emotional needs of the child and family.
- The Head Start attendance plan has been updated to include family efforts and program efforts to increase children's attendance.

**Evaluation Plan**
- The Head Start program meets a community need with the services that it provides. This will be evidenced through a Head Start waiting list for families that qualify.
- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains. The progress of every child is reported to parents/guardians three times during the school year. The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.
- Semi-annual Program Reports are presented to the Policy Council and School Board to provide information to monitor the success of the program.
- A Program Plan Report is submitted to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) are shared with the Policy Council and School Board.
- Monthly informational calls are made to the Head Start Region V office in Chicago.
- The Head Start program conducts an annual self-assessment to determine strengths and areas that are in need of improvement.

- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

**Staff Persons involved in preparation of the grant application:**
Luanne Rohde, Director of Early Education
Samantha McGovern, Education & Disabilities Coordinator
Bridget Cardinali, Health Coordinator
Alexandria Haubrich, ERSEA Coordinator
Katelyn DeBruin, Mental Health/ Family Services Coordinator
Head Start Policy Council

**Administrative Recommendation**
Administration recommends that the school board approve the 2021-2022 Head Start Federal Grant.

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

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

| Attachment A |
| --- |

# Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

**Title:** Head Start Federal Grant    **Budget Year:** 2021-2022

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

## REQUEST

Approval from the Board of Education is requested to submit and implement the 2021-2022 Head Start Federal Grant. The amount of $2,297,394 will fund the operating costs of the KUSD Head Start Program. This funding amount includes $2,266,079 for operations, and $31,315 for Training and Technical Assistance.

## RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start program provides comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. The grant will service 330 high-risk children who will be three and four years of age on or before September 1, 2021. Funds will be utilized to serve the children and their families in all program component areas as required by the Head Start Act and through the Head Start Performance Standards.

## IMPACT

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

## BUDGET IMPACT

| Object Level | Descriptive | Amount |
| --- | --- | --- |
| 100's | Salaries | $1,136,165 |
| 200's | Fringes | $805,070 |
| 300's | Purchased Services | $158,600 |

| 400's | Non-Capital Objects | $94,865 |
| 500's | Capital Objects | $0 |
| | Indirect Cost | $102,694 |
| | **TOTAL** | **$2,297,394** |

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

| FUNDING SOURCES |
| --- |
| Select Funding Sources: |
| Head Start Federal Grant |

**Kenosha Unified School District**
**Kenosha, Wisconsin**
**March 23, 2021**

## HEAD START FEDERAL GRANT COST-OF-LIVING ADJUSTMENT (COLA) REQUEST

On March 11, 2021 the Kenosha Unified School District Head Start Program received notification of a Supplemental Federal Head Start Cost-of-Living Adjustment (COLA) award in the amount of $27,646. Application for the separate Cost-of-Living (COLA) Adjustment is required to be submitted to Head Start Region V.

Approval from the Board of Education is requested to submit and implement the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) Grant for the 2021-2022 school year. The funding of this grant is $27,646 to be used to increase staff salaries. As stated in the program instruction memorandum, COLA funds are to be used to fund increases in staff salaries and fringe benefits and to pay for higher operating costs. KUSD Head Start will use this grant to off-set the increased cost of employee salaries for the 2021-2022 school year. This grant is given annually.

**Grant Title**
Supplemental Head Start Federal Cost-of-Living (COLA) Grant

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

**Grant Time Period**
July 1, 2021 to June 30, 2022

**Fiscal Impact**
See attachment A: Fiscal Impact statement.

**Program Services**
All Head Start staff are employed through the Kenosha Unified School District and follow the contract agreements for their work classification. The anticipated increase in each staff salary is estimated to be 3% for the 2021-2022 fiscal year. The monies that are provided in the Supplemental Cost-of-Living (COLA) Grant will be dedicated toward the cost of these anticipated increases in salaries for the 2021-2022 school year.

**Administrative Recommendation**
Administrations recommends that the school board approve the 2021-2022 Head Start Federal Cost-of-Living Adjustment Grant.

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

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

# Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

**Title:** Cost of Living Adjustment (COLA) Supplement    **Budget Year:** 2021-2022

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

| REQUEST |
| --- |
| Approval from the Board of Education is requested to submit and implement the Supplemental Cost of Living Adjustment Grant for the 2021-2022 school year. Funding is $27,646 designed to fund cost of living adjustments for salaries and benefits for Head Start staff. |

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

| IMPACT |
| --- |
| All Head Start staff are employed through Kenosha Unified School District and follow the contract agreements for their work classification. The monies that are provided in this cost of living adjustment will be dedicated to offset the increased costs in salaries and health insurance benefits for Head Start staff for the 2021-2022 school year. The amount of this funding will become a permanent part of the Head Start grant funding in the future. |

| BUDGET IMPACT | | |
| --- | --- | --- |
| **Object Level** | **Descriptive** | **Amount** |
| 100's | Salaries | $27,646 |
| 200's | Fringes | |
| 300's | Purchased Services | |

| | | | |
|---|---|---|---|
| 400's | Non-Capital Objects | | |
| 500's | Capital Objects | | |
| | Indirect Cost | | |
| | | **TOTAL** | **$27,646** |

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

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**Kenosha Unified School District**
**Kenosha, Wisconsin**

**March 23, 2021**

**REQUEST TO SUBMIT AND IMPLEMENT THE**
**SCHOOL-BASED MENTAL HEALTH SERVICES GRANT**
**TO THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

## Type of Project

The School-Based Mental Health Services (SMHS) Grant Program appropriates funds for the development or expansion of a district-wide kindergarten through twelfth grade comprehensive program for student mental health in collaboration with a community mental health provider. The Wisconsin Department of Public Instruction (WI-DPI) will award funds to school districts across the state on a competitive basis. Applicants that have demonstrated needs for additional resources to support comprehensive school-based mental health have created a plan with evidence-based strategies to address those needs, and those who demonstrate readiness to implement the plan will be prioritized.

## Description of Need

The SMHS Grant will focus on the following priorities and goals:

- Expand school-based mental health services to an additional eleven district schools. This will increase the number of students receiving school-based mental health services provided by Professional Services Group (PSG). As a long-standing community partner, PSG collaborates closely with teachers, support staff, and administration to assist with observations of students, offer professional learning in the area of social-emotional learning and trauma responsive-practices, and provide guidance in developing interventions for students. Schools include:

| HIGH SCHOOLS | Bradford, Indian Trail, LakeView*, Reuther, Tremper |
|---|---|
| MIDDLE SCHOOLS | Bullen, Lance*, Lincoln, Mahone, Washington |
| CHARTER/ SPECIALTY SCHOOLS | Brompton*, Dimensions*, Harborside, Hillcrest, Kenosha School of Technology Enhanced Curriculum—East*, Kenosha School of Technology Enhanced Curriculum—West* |

| | |
|---|---|
| **ELEMENTARY SCHOOLS** | Bose, Brass, Edward Bain School of Language Arts—Creative Arts, Edward Bain School of Language Arts—Dual Language, Forest Park, Frank, Grant, Grewenow, Harvey, Jefferson, Jeffery*, McKinley, Nash*, Pleasant Prairie, Prairie Lane*, Roosevelt, Somers, Southport, Stocker, Strange, Vernon*, Whittier*, Wilson |

*Proposed additional schools for 2021-22

- Expand the use of Panorama for Social-Emotional Learning.  Two schools (Stocker and Edward Bain School of Language Arts—Creative Arts) are piloting this research-based online tool designed to measure how student growth and engagement in social-emotional topics.  Panorama also has a rich online professional learning platform called Playbook.  Teachers are able to access this collection of resources that are directly linked to selected social and emotional mindsets; skills; attitudes; and feelings such as grit, growth mindset, social awareness, self-management, and other social-emotional skills and supports.

- Expand Zones of Regulation training to school counselors, social workers, psychologists, therapists, and program support teachers.  Zones training provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts.  The training is conducted by the author of *The Zones of Regulation:  A Curriculum Designed to Foster Self-Regulation and Emotional Control*.  Leah Kuypers, M.A. Ed., OTR/L earned a bachelor's degree in occupational therapy from the University of Wisconsin—Madison.  She is a graduate certificate in autism and has a master's in education from Hamline University in St. Paul, Minnesota.  She has practiced as an occupational therapist/autism specialist in school and clinical settings for the past 12 years, specializing in self-regulation and social learning.

- Provide lesbian, gay, bisexual, and transgender plus (LGBTQ+) training for administrators and student support staff.  Gay Straight Advocates for Education (GSAFE) training provides audiences with a foundational understanding of terminology and concepts related to LGBTQ+ youth and use local and national data to highlight needs and support district-specific strategies.  Training focuses on building the competency and confidence of staff as well as whole districts to develop and implement Centers for Disease Control and Prevention-recommended best practices for creating safe and supportive school environments for this youth population.

According to the National Alliance on Mental Illness, 1 in 5 children experience a mental health condition; only 20 percent of children ages 14 and up with a mental health condition will drop out of school. Suicide is the second leading cause of death for 15 to 24 year olds. This has become an ever-increasing challenge for students, families, and schools, presenting an additional barrier for many students to learning and future success.

In 2019-20 the Youth Risk Behavior Survey (YRBS) was given to high school students in Kenosha Unified School District at Bradford, Indian Trail, Reuther, and Tremper. Many of the student responses highlight the increasing concerns of students and the need for preventative and intervening services among the students in the Kenosha Unified School district. For example:

- A total of 35 percent of students (1,225 respondents) indicated that during the past 12 months they have felt so sad or hopeless almost every day for 2 weeks or more in a row that they stopped doing 1 of their usual activities.

- A total of 17 percent of students (595 respondents) answered they have seriously considered attempting suicide within the last 12 months.

- A total of 14 percent of students (490 respondents) indicated that during the past 12 months they had made a plan about how they would attempt suicide.

- A total of 8 percent of students (280 respondents) reported they actually attempted suicide 1 or more times in the past 12 months.

- A total of 45 percent of students (1,575 respondents) answered they feel like they don't belong at school.

In 2018 the Human Rights Campaign and researchers at the University of Connecticut found that:

- A total of 77 percent of LGBTQ teenagers surveyed report feeling depressed or down over the past week.

- A total of 95 percent of LGBTQ youth report trouble sleeping at night.

- LGBTQ youth of color and transgender teenagers experience unique challenges and elevated stress. Only 11 percent of youth of color surveyed believe their racial or ethnic group is regarded positively in the U.S., and over 50 percent of trans- and gender-expansive youth said they can never use school restrooms that align with their gender identity.

- More than 70 percent of LGBT youth report feelings of worthlessness and hopelessness in the past week.

- Only 26 percent of LGBT youth say they always feel safe in their school classrooms, and just 5 percent say all of their teachers and school staff are supportive of LGBTQ people.

- A total of 67 percent of LGBT youth report that they have heard family members make negative comments about LGBTQ people.

Data collected with Panorama at Edward Bain School of Language Arts—Creative Arts—and Stocker Elementary reflects that emotional regulation is the most challenging skill for students who were surveyed.

- Only 38 percent of students surveyed responded favorably when asked how well they are able to regulate their emotions.

- Compared with schools across the country, this score is near the tenth percentile on this topic.

- When disaggregating the data, results were nearly identical across all demographics with virtually no gaps (gender, race, grade level, special education status, and in person versus virtual learning).

Because of this, addressing barriers to learning, including mental health challenges, through comprehensive learning, social, emotional, and mental health supports, has become an essential function of schools. College-and-career readiness requires that graduates are not only academically prepared but also socially and emotionally competent. Therefore, addressing these challenges and the barriers to learning cannot be optional as social-emotional development, mental health, and academic achievement have a critical connection in the success of all students.

The 2021-23 SMHS Grant Program offered by the WI-DPI will greatly support Kenosha Unified School District in expanding direct and indirect mental health services already in place at 28 district schools through the district's partnership with community mental health provider partner, Professional Services Group, Inc. Students at approximately ten additional schools will benefit from the opportunities offered through this grant program. School-based mental health services will continue to support the overall work being done in Kenosha Unified School District to address student and staff mental health. The grant will offset program administrative costs; and Professional Services Group, Inc., will continue to provide services to all students, regardless of their ability to pay.

The expansion of Panorama to additional schools will allow staff and students to identify areas of social-emotional growth and target interventions that are skill and student specific. Panorama also allows the district to view student-specific results disaggregated by gender, race, disability, English language learner status, grade, etc.

<p style="text-align: center;">**Grant Information**</p>

**2021-23 ANTICIPATED FUNDING**

The total amount of the request is $75,000 per year.  The actual amount awarded will be on a two-year cycle, with the same amount being available each year.

**TITLE**

School-Based Mental Health Services Grant Program

**FUNDING SOURCE**

WI-DPI

**TIME PERIOD**

SMHS grants are funded in two-year cycles, aligned with the biennial budget.  The application will be funded beginning July 1, 2021, and run through June 30, 2023.  Grantees will receive the same amount in each of the two years (i.e., $75,000 in year 1 and $75,000 in year 2).  Grantees will not be able to request a different amount in the second year of funding.  Grantees do not have to reapply for the grant in the second year; however, grant awards are issued separately for each year.

**APPLICATION DUE DATE**

May 3, 2021

## Recommendation

Administration recommends that the school board approve Kenosha Unified School District's seeking the grant for SMHS in the amount of $75,000 in year 1 and $75,000 in year 2 and implement it if awarded from the WI-DPI.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Jenny Schmidt
Director of Special Education and Student Support

Mr. Edward Kupka
Coordinator of Student Support

**March 23, 2021**

## TEACHING AND LEARNING BUDGET ASSUMPTION

### Background

Kenosha Unified School District is comprised of nearly 20,000 students, 40 schools and 1800 teachers. As the third largest public school District in Wisconsin, it is critical that systemic structures are closely monitored to ensure that policies and procedures are implemented with fidelity. The District's mission statement, "Provide excellent, challenging learning opportunities and experiences that prepare each student for success" encompasses an expectation that at each school, each administrator and each teacher is focused on achievement for each student. The implementation of Multi-Level Systems of Support (MLSS) framework has emerged as the methodology for improving outcomes for all students. Using this framework, high-quality instruction is tailored to student needs and implemented using a data-based decision-making process. MLSS is implemented in Districts across Wisconsin and the nation to respond to students experiencing gaps in learning or students who are ready to deepen their learning of grade level standards.

Leadership for this initiative is currently provided by the District MLSS Guiding Coalition team that is comprised of representation from elementary, middle and high school principals, special education and student support and teaching and learning administrators. This team has provided leadership and support for annual professional learning events for school guiding coalition teams as well as monthly professional learning for principals and coordinators. The District Guiding Coalition team acknowledges that explicit communication of how MLSS is woven throughout all District initiatives including, but not limited to: continuous improvement, equity, professional learning communities, use of assessment data, progress monitoring of interventions, Positive Behavior Interventions (PBIS), and standards-based high quality instruction is essential to provide a clear vision to all constituents. Additionally, the team understands that deep implementation and sustainability of a new initiative requires consistent on-going support and monitoring.

Strong leadership is essential to the long-term success of MLSS. Ultimately, a leader that provides District and school leaders with guidance and support to develop and implement a school-based processes, select resources, communicate the vision and institute systems change is necessary to accelerate growth of the District's MLSS framework. The proposed Coordinator of Learning Systems will direct the creation and communication of a comprehensive vision for a multi-level system of support that aligns the written, taught and assessed curriculum that ensures accessibility to learners who need additional support to achieve grade level standards and for those who need additional challenges to go deeper with the standards.

Additionally, this position will target sustainability of the aforementioned high leverage work processes through collaborative work with School Leadership, Educational Accountability and Teaching and Learning.

The primary functions for this position include:

- Leads the consistent and equitable implementation of response to intervention systems across all District schools.
- Leads principals in establishing collaborative cultures that support equity, growth and the development of adult leaders.
- Leads and implements a systematic professional learning plan for the MLSS process for principals, school-based guiding coalition teams and teachers.
- Facilitates and coordinates with the office of educational accountability to monitor student achievement, participate in activities and assist with district data retreats to evaluate the effectiveness of intervention systems.


Recommendation


Administration recommends that the Kenosha Unified School Board approve the request to add the Coordinator of Learning Systems position to the Teaching and Learning Department using CCEIS funding.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Julie Housaman
Chief Academic Officer

# Kenosha Unified School District

## BUDGET ASSUMPTION SUMMARY - EXPENDITURE

**Title:** Coordinator of Learning Systems     **Budget Year:** 2021-2022

**Department:** Teaching and Learning     **Budget Manager:** Jenny Schmidt

### REQUEST

To add a Coordinator of Learning Systems (1.0 FTE) position.

### RATIONALE/ INSTRUCTIONAL FOCUS

As the third largest public school District in Wisconsin, it is critical that systemic structures are closely monitored to ensure that policies and procedures are implemented with fidelity. The District's mission statement, "Provide excellent, challenging learning opportunities and experiences that prepare each student for success" encompasses an expectation that at each school, each administrator and each teacher is focused on achievement for each student. The implementation of Multi-Level Systems of Support (MLSS) framework has emerged as the methodology for improving outcomes for all students. Using this framework, high-quality instruction is tailored to student needs and implemented using a data-based decision-making process. MLSS is implemented in Districts across Wisconsin and the nation to respond to students experiencing gaps in learning or students who are ready to deepen their learning of grade level standards.

The proposed Coordinator of Learning Systems will direct the creation and communication of a comprehensive vision for a multi-level system of support that aligns the written, taught and assessed curriculum that ensures accessibility to learners who need additional support to achieve grade level standards and for those who need additional challenges to go deeper with the standards. Additionally, this position will target sustainability of the aforementioned high leverage work processes through collaborative work with School Leadership, Educational Accountability and Teaching and Learning.

### IMPACT

This highly skilled leader will work collaboratively with principals, assistant principals and coordinators to plan, develop, implement and monitor a multi-level systematic process that ensures all learners are achieveing at their highest capacity.

### BUDGET ASSUMPTION

| Object Level | Descriptive | Amount |
|---|---|---|
| 100's | Salaries | $95,913.00 |
| 200's | Fringes | $43,654.26 |
| 300's | Purchased Services | $0 |
| 400's | Non-Capital Objects | $0 |
| 500's | Capital Objects | $0 |

| | | TOTAL* | $139,567.26 |
|---|---|---|---|

**\*To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.**

Is this a [ ] One-time or [ X ] Recurring expenditure?

| FUNDING SOURCES |
|---|
| The Coordinator of Learning Systems would be added to the Comprehensive Coordinating Early Intervening Services (CCEIS) grant budget. These are funds reserved in IDEA to address factors that lead to significant disproportionality in the identification, placement and or discipline of students. |

KENOSHA UNIFIED SCHOOL DISTRICT

March 23, 2021

**<u>Wireless Access Point Upgrade Project</u>**

Kenosha Unified has historically been proactive with regards to building and sustaining a quality network and infrastructure system to best meet the organizational and learning needs. In 2017, KUSD worked to install a Wireless Access Point (WAP) in each instructional classroom. Over the years, these APs have provided quality service to wireless devices for staff and students. As with everything technology related, KUSD implemented an RFP to replace those outgoing classroom APs with a new model. KUSD is seeking out new Access Points to improve the wireless classroom environment for staff and students. Even though the current access points have a dual radio (meaning can support both wireless radio bands) KUSD only utilizes the 5ghz radio to "steer" clients to the faster band on the student devices. These new APs have the capabilities of using both radios on the 5ghz band; providing an overall improved wireless environment all while doubling coverage without degrading bandwidth speeds. As students and staff return to "in-person" learning and bringing the 1:1 environment onsite, KUSD will continue to improve the wireless landscape in order to keep up with online curriculum, instructional projects, annual assessments and overall capacity.

The RFP was launched in late February, and closed on March 12, 2021. The primary replacement plan has already identified 1,400 APs, with the potential to add up to approximately 100 more as additional learning spaces may be identified. Installation was also included in this RFP, with a planned completion date of August 20, 2021. The replacement of the wireless network devices coincides with multiple federal and state monies, some of which repeatedly speak to addressing virtual learning needs and network improvements due to the COVID pandemic. Every district has been reviewing their network needs, and planning for similar projects in the coming months and years.

The KUSD Contracts in Aggregate of $50,000 is listed as Appendix A and the purchase rationale is listed as Appendix B.

Administrative Recommendation:
Administration recommends that the Board of Education approve the purchase contract with Advanced Wireless, Inc., for the Wireless Access Point Upgrade Project in the amount of $334,026. Final costs may increase based on further identification of areas and staff requests.

Dr. Sue Savaglio-Jarvis                         Kristopher Keckler
Superintendent of Schools                      Chief Information Officer

Angela Becker
Network Manager

Kenosha Unified School District
Kenosha, Wisconsin

March 23, 2021

## REPORT OF CONTRACTS IN AGGREGATE OF $50,000

School Board Policy 3420 requires that "all contracts and renewals of contracts in aggregate of $50,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent."

The contracts/agreements in aggregate of $50,000 that have been added to the Contract Management Database subsequent to March 23, 2021 with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

Link to Contract Management Database

### Approval of Contract in Aggregate of $50,000

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval. The Purchase/Contract Rationale is attached.

| Vendor | Program/Product | Amount |
|--------|-----------------|--------|
| **Advanced Wireless, INC**  | The purchase of at least 1,400 Wireless Access Points to replace outgoing classroom Access Points. Price includes all associated setup and installation costs. NOTE: Final award amount may increase based on identification of additional locations and staff requests. | **$334,026** |

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Kris Keckler
Chief Information Officer

Mr. Robert Hofer
Purchasing Agent

Angela Becker
Network Manager

![Kenosha Unified School District logo]

**Kenosha Unified**
**School District**

3600 52ND ST., KENOSHA, WI 53144
.P 262-359-6300 • F 262-359-7672

# 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: Advanced Wireless, Inc.

Purchased Good/Program: Replace Outgoing Classroom Access Points

Start Date/Date Needed: Mid - June

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

   Staff and Students will be able to continue to operate in a quality wireless learning environment. Additionally, the new models will produce a stronger, more reliable secure signal to each KUSD device.

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

   Total cost $334,026. The funding source is the Governor's Emergency Education Relief (GEER) Grant Program.

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?

   Once instillation of these access points is complete the KUSD landscape will improve eliminating co-channel interference and provide increased speeds, connectivity and resiliency.
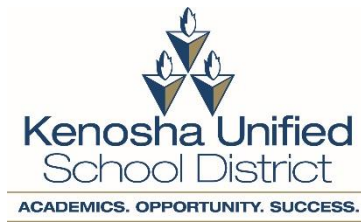
5. START DATE – When is the anticipated start date?

   Mid - June.

**Your response does not establish approval of either a contract or a purchase order.**
Appropriate Leadership Signature _____ Date 3/17/21

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

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March 23, 2021

# DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Educators Credit Union donated $2,875 to the KUSD Spark Awards. The donation will be used toward gifts for the award recipients.

2. Page Kessler donated 10W30 High Performance Oil (Mobil) 132 quarts to the Indian Trail High School & Academy automotive classes. The value of this donation is $587.40.

3. Anna Watson and her extended family donated $500 to EBSOLA Dual Language School. The donation will be used to purchase SEL resources and student supplies.

Administrative Recommendation

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

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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Kenosha Unified School District
Kenosha, Wisconsin

March 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

March 23, 2021

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

**<u>March</u>**

- March 23, 2021 - Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual

**<u>April</u>**

- April 2-11, 2021 – Spring Recess – Schools Closed
- April 13, 2021 – Standing Committee Meetings – 5:00, 6:00, 7:00 & 8:00 P.M. in ESC Boardroom and Virtual
- April 26, 2021 – Organizational Meeting & Regular School Board Meeting – 6:30 & 7:00 P.M. in ESC Boardroom & Virtual

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