

# COMMUNITY REPORT



LEARNING IN THE FACE  
OF A PANDEMIC





# Online Registration

2021-22 school year registration opens in February



[kUSD.edu/registration](https://kUSD.edu/registration)



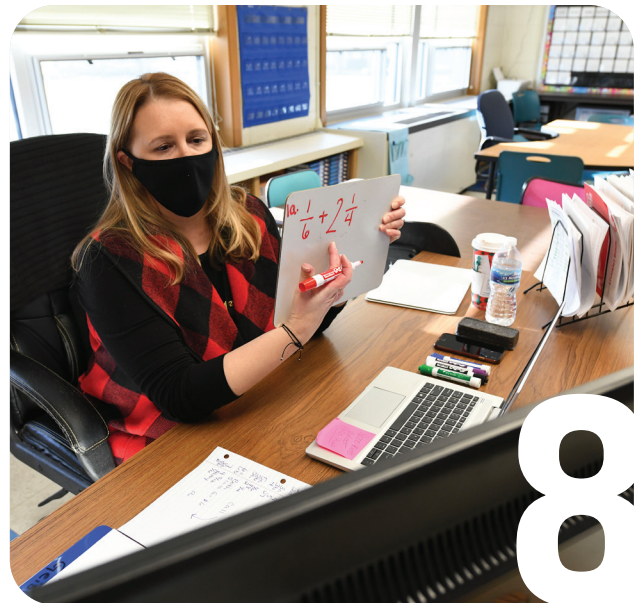
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Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

*Dr. Sue Savaglio-Jarvis*



Tom Duncan  
School Board President

*Tom Duncan*

It goes without saying that this has been one of the most challenging years in education, as well as every other professional and personal sector in our world. Since the onset of the COVID-19 pandemic, schools across the nation have completely shut down, reopened virtually and in-person, and rolled out plans for the 2020-21 school year while navigating what has proven to be a very divisive situation.

It has been heart-wrenching for us to come to terms with the fact that there is no perfect plan for educating during a pandemic because the success and safety of our students always comes first. Although the pandemic wreaked havoc on the education world, it also brought with it silver linings that will forever positively impact learning.

This year's Community Report: Learning in the face of a pandemic, is intended to provide stakeholders with a glimpse into our world. To show the impact it has had, but also the beauty that can result from chaos.

Please, take a moment to see for yourself how a lot of work and dedication by our staff at all levels, combined with a tremendous amount of support from our families and community, has resulted in truly spectacular outcomes. We cannot thank you enough for your continued support.

Together, we will get through this.



## KUSD SCHOOL BOARD:

Front row: Yolanda Adams, treasurer; Tom Duncan, president;  
Mary Modder, vice president; Back row: Todd Battle, member;  
Tony Garcia, member; Rebecca Stevens, member; Dan Wade, clerk

# ANNUAL REPORT



Created in 1967, the district includes  
the City of Kenosha, Village of  
Pleasant Prairie, and Town and  
Village of Somers.

largest  
school  
district in  
Wisconsin

# 20,759

STUDENTS

(Based on 2019-20 WISE dash data)

9,844 - 4K-5 GRADES • 4,578 - 6-8 GRADES • 6,337 - 9-12 GRADES

American Indian or Alaska Native .....	34
Asian .....	343
Black or African American .....	2,865
Hispanic of any race .....	6,008
Native Hawaiian/Pacific Islander .....	15
Two or more races .....	1,407
White .....	10,087

11,823 - Economically disadvantaged • 2,721 - Students with disabilities

# 3,538

EMPLOYEES

Administrative support professionals .....	151
Administrative, supervisory, technical .....	168
Educational support professionals .....	304
Facilities .....	200
Interpreters .....	6
Non-FTE hourly wage schedule .....	1,001
Teachers .....	1,708

\*all listed as head count, not full-time equivalent

**DEGREES** Bachelor's (all teachers) .....1,708  
Master's (teachers only) .....1,003  
PhD (all employees) .....8





# PATHWAY TO SUCCESS

## ATTENDANCE

**92.7%**

2019-20  
districtwide

## ATHLETICS

**2,485** high school athletes **1,234** middle school athletes

## FINE ARTS

**1,885**

band participants  
(grades 5-12)

**1,645**

choir participants  
(grades 6-12)

**1,222**

orchestra participants  
(grades 4-12)

**484**

high school theater  
class enrollment

**3,007**

secondary art  
enrollment



**RECOGNITION**

for Outstanding Support  
of Music Education

## ADVANCED PLACEMENT

**3,018**

Advanced Placement  
course enrollments

**54.5%**

of students enrolled  
in AP courses took  
the AP exam

**57.5%**

of exams taken  
received a passing  
score of 3, 4 or 5

## GRADUATION

**87.7%**

COHORT 2019  
4-YEAR RATE

Average  
credits  
earned

**26.1**

(23.5 credits required to graduate)

Community  
service distinction  
diplomas earned

**36.1%**

## YOUTH APPRENTICESHIP

**71** participating businesses • **134** students participated

### Certifications

**418** industry credentials earned

**155** graduates earned more than one industry credential

**Transcripted credit cost savings  
at Gateway Technical College**

**\$432,685**

Bradford High School: **\$70,346**

LakeView Technology Academy: **\$63,079**

Harborside Academy: **\$8,313**

Reuther Central High School: **\$1,354**

Tremper High School: **\$192,881**

Indian Trail High School and Academy: **\$96,712**



# FINANCIAL REPORT

(data reflects actuals of  
the 2019-20 fiscal year)

## OPERATIONAL FUND EXPENDITURES

**\$268,397,674**

How operational funds were spent:

Salaries and benefits: **\$220,595,783** or **82.19%**

Purchased services: **\$33,309,259** or **12.41%**

Supplies: **\$10,999,450** or **4.10%**

Capital/short-term debt/  
insurance/other: **\$3,493,181** or **1.30%**

Funds 10 (General) and 27 (Special Ed) without interfund transfers

## TOTAL TAX LEVY

**\$87,178,619**

General fund: **\$71,682,744** or **82.23%**

Referendum debt: **\$7,013,409** or **8.04%**

Non-referendum debt: **\$6,982,466** or **8.01%**

Community services: **\$1,500,000** or **1.72%**

## GROSS TOTAL FUND EXPENDITURES

**\$393,545,350**

## EQUALIZED PROPERTY VALUE

**\$10,149,242,668**

District comprised of property from:

City of Kenosha: **\$6,158,701,889** or **60.68%**

Village of Pleasant Prairie: **\$3,109,322,479** or **30.64%**

Village of Somers: **\$789,062,700** or **7.77%**

Town of Somers: **\$92,155,600** or **0.91%**





**LEARNING  
IN THE FACE OF  
A PANDEMIC**





In March 2020, KUSD changed forever. The district was shut down amidst a global pandemic with no way to prepare or knowledge of what was to come. Our classrooms were abandoned without warning. We were separated from our students and staff at home with no end of the whirlwind in sight.

As the pandemic lingered on throughout the spring months, it soon became clear there would be no traditional graduation ceremonies, prom or assemblies. There would be no championship sports or concerts. We would not return to school to finish out the 2019-2020 school year.

Despite these voids, challenges and adjustments, the learning and connections never stopped. Teachers and students communicated through emails, slideshows, videos and social media. We opened our homes and personal lives to webcams and live streams for a chance to connect. We found unique, beautiful ways to share messages of hope with the world outside.

To celebrate our resilient Class of 2020, graduations were transformed into parades, drive-thru celebrations and virtual ceremonies. Over the spring and summer months, educators spent countless hours learning new tools for teaching and learning as we paved the way to a new school year that would heavily rely on technology. We were determined to persist.

The 2020-2021 school year started off like no other. Our families were given a choice to elect virtual or in-person learning, although our learning environments would look different.

Whether in-person or virtual, our staff, students and families have paved the way for a new age of education that would heavily rely on technology, patience and perseverance and would impact the way we teach and learn for years to come.





## VIRTUAL LEARNING

Harvey Elementary School first grader Ladamien Pittman is learning virtually from home this school year and says the adjustment is “different, but the same.” By that, he explained that while he’s obviously not in the school building, he still feels like he’s learning just like he did in the classroom.

“I pretty much just learn a lot every day just like I did when I went to school,” he said. “Virtual school feels just like normal school, except we have options, and I like that.”

Those options include turning off his microphone or camera, joining a breakout room with friends, learning at his own pace “for the most part” and of course, wearing pajamas.

But it’s not always positive. Just like all things in life, virtual school has its challenges, too. At times, Ladamien has experienced poor internet connections, widespread community outages, glitches that make his teacher “sound like a robot,” or frozen video presentations. But does he let those things get him down?

“I don’t even worry about it anymore,” he said. “I just tell my teacher when things like that happen and we just figure it out.”

It turns out, Ladamien’s positive outlook doesn’t fall far from the family tree.

“This is new for everybody, so you can’t expect it to be flawless,” Ladamien’s mother, Trina Pittman, said. “But all that aside, you can tell the teachers are trying really hard to keep the kids engaged, and they’re keeping them motivated and wanting to learn.”

Just like his teachers, Ladamien had to learn new skills in order to learn in a virtual setting, such as typing on a keyboard, uploading assignments to SeeSaw and keeping himself on task in the freedom of his own home. In fact, the family has its Alexa home device set to remind the boys when it’s time to get back to school after lunch, just in case.

**“I feel like everybody is my friend.”**

**Ladamien Pittman**  
First grade virtual learner

“They own it,” Trina said about her sons learning virtually. “They know how to navigate from class to class, they keep on schedule, and they get through the day independently.”

Ladamien’s family had to adjust for virtual learning in order to accommodate for his brother, Ladonte “DJ” Pittman Jr., a fourth grader at Harvey, to both learn at home. The boys’ parents work opposite shifts, so they’re able to cover the time needed to be at home with the children, which offers its perks as well.

“It’s nice hearing them interact with their teachers and watching them raise their hands and just engaging in class and offering their opinions in discussions,” Trina said.

“It’s not something we as parents get to see when they’re at school.”

Trina also said her and her husband’s relationships with their sons’ teachers have improved in the virtual setting.

“I feel like I communicate more with them,” she said. “If I have any questions or concerns, I’m able to send them a message and I get a response, sometimes instantly. It’s nice to be able to communicate with them, especially during this time when everything is so new.”

While some families worried about the social effects virtual learning would have on their children, making connections is no problem for Ladamien.

“I feel like everybody is my friend,” he said.

“Almost every class I go in, everybody in the class becomes my friend at some point.”

Ladamien and his brother also are reminded of the support of their family through daily reminders, some of which decorate their project boards that separate their workspaces at the kitchen table, such as “You are amazing,” “You got this,” “Smart guy,” “Do your best,” and “perseverance” – an important word for everyone to embrace during a global pandemic and year of unknowns. When Ladamien was asked if these messages help him remember his family has his back, he said, “Yes, I always feel that!”



## IN-PERSON LEARNING

Reuther Central High School senior Ignacio Rojas Jr. chose in-person learning to avoid getting stuck staring at a computer screen all day.

"I figured in-person would just be easier for me," Rojas said. "I did not want to get sick, but I did not want to be sitting at home in front of a computer all day either. I don't learn well that way."

Little did he realize at the time, he would still be doing a lot on computers in order to work alongside virtual students learning at home. In order to accommodate both in-person and virtual students at the middle and high school levels, teachers commonly align their assignments to work for both sets of students.

Additionally, high school classes are blended with teachers teaching in-person and virtual students simultaneously.

Despite the increased time spent on technology, Ignacio still prefers the in-person learning environment and is glad he chose it.

"I like seeing my friends and teachers," he said.

Ignacio also enjoys art class, because it is very hands-on – something he and fellow student Marcial Garcia have in common.

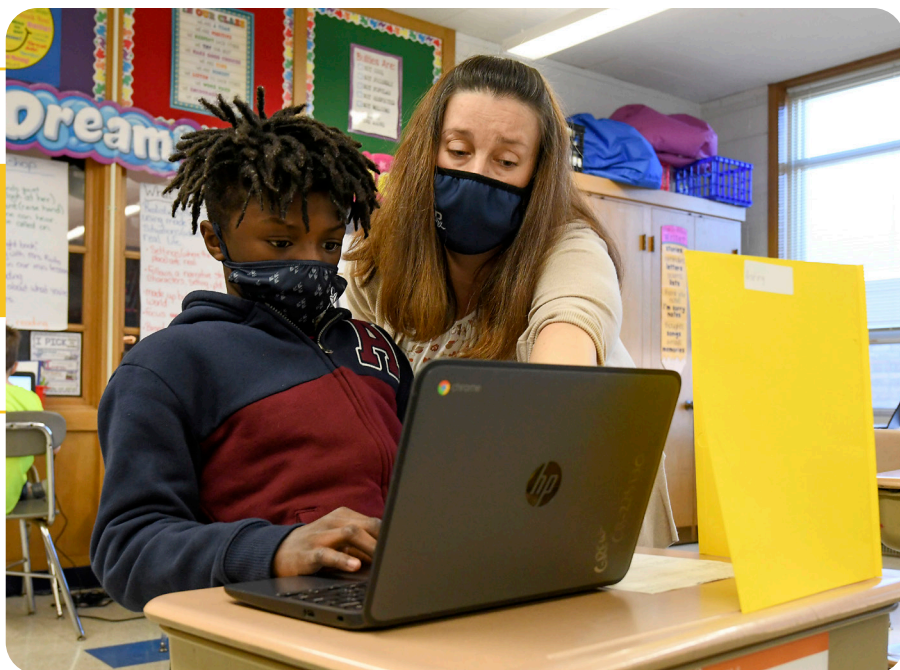
"I like my art class because we are doing stuff in there – hands-on projects – and I enjoy the break away from computers," said Marcial, a senior at Reuther.

Dealing with computer problems and not being able to use the water fountains are among the daily inconveniences Marcial experiences, but wearing a mask and socially distancing were things his warehouse job had already prepared him for. Despite the many changes made to in-person learning, the option is still a choice both Marcial and Ignacio are glad they made.

"I like that it still feels kind of normal," Marcial said. "The pandemic did ruin some things for me, but at least I am with my friends."







## THE EVOLUTION OF INSTRUCTION

The role of the teacher has evolved throughout the years in many ways, but this year's teachers are finding themselves emerged in an entirely new approach that challenges them in new ways. What hasn't changed, however, is their dedication to serving their students, even if it means breaking out of their comfort zone and completely transforming the way they do their job.

"I am not sure if the public truly understands how much work teachers do behind the scenes in preparing daily for in-person learners and virtual learners," Grewenow Elementary School grade 4/5 multiage teacher Maria Rivito said.

Rivito's teacher team at Grewenow includes fourth grade math teacher Joel Dutton, fourth grade social studies and science teacher Linda Iwen, fifth grade social studies and science teacher Jason Shike and fifth grade math teacher Heidi Geisler. The team plans together and helps cover each other's intervention blocks so the 4/5 class still gets their grade-level content exclusively by their respective teachers.

All five teach reading, but they work together to plan lessons and discuss how they're going to teach the material.

"We generate more ideas this way instead of planning independently," Geisler said. "We problem-solve together

and generate solutions. We are supportive of each other's efforts and bounce ideas off each other and offer suggestions." They also plan each lesson as if they may go virtual at any moment.

Geisler said during this time, teachers are working harder than ever. In fact, she finds herself "ultra preparing" for lessons by mentally walking through each one while thinking about where students may have questions and trying to address them prior to actually teaching the lesson.

"We are doing our utmost to try to engage students by providing them with engaging lessons and activities because students learning at home have a lot of distractions," she said. "These students have to be resilient in not allowing those distractions to interfere with their learning."

In addition to instruction, teachers are constantly trying to keep students and families updated on missing assignments, how to find those assignments online, and problem-solving tech issues, Rivito said. It has also forced them to become more tech savvy in order to keep both in-person and virtual students engaged without the option of small group or movement activities.

"In the beginning of this year, I found it a bit difficult to teach a lesson within the time given and still have time for students to work since I teach a virtual writing lesson to fourth and fifth graders," Rivito said.

However, she also feels like she's starting to master this practice and feels

more confident in the time management needed to support both learning environments.

For Geisler, teaching virtual summer school helped get a better understanding of how to teach using a virtual learning platform and better prepared her for the virtual apps and resources she would need to use and support her students with.

In their weekly team meetings and conversations after school, the Grewenow group also discusses what's working and what isn't and shares strategies to help colleagues better reach each student.

"It seems to be a daily problem-solving activity," Rivito said. "We are actively seeking ideas and strategies to best assist each other and students."

The teacher team also has found success in using exit slips to evaluate students. After a lesson, the teachers issue the exit slips to check whether each student was able to understand the concept and skills taught in each lesson. This practice also allows teachers to know if something needs to be retaught or if extra support is needed for students who may be struggling.

The teacher team pays close attention to how each student is performing academically but is also analyzing the types of behaviors they are witnessing in their classes. Geisler admits that sometimes it's difficult to get some students to participate and finds it much more challenging to connect with 30 students on a personal level virtually, but she's proud of the work her students put into each day.

"I have seen some students rise to the challenge of being prepared, attentive and responsible," Geisler said. "Students are showing up on time for their classes, having homework finished and submitting assignments on time, also listening to and participating in the lesson. This is not an easy task to do when you're 10 or 11."





## Rocking the virtual command center

The role of a teacher during the COVID-19 pandemic is one who wears many hats. For LakeView Technology Academy science teacher Timothy Overocker, those hats include juggling new jobs beyond what he's experienced in previous years of his teaching career, including being a counselor, nurse, and a live reality TV show producer, cameraman and host, to name a few, he said.

At the secondary level, teachers are expected to teach both virtual and in-person students simultaneously. Overocker quickly found that his students in both formats were more engaged if they could see him presenting his content, so he set up a green screen to unbox his teaching and place himself directly into his content for students.

"My students love that I modeled my digital presence off of online video game streamers," he said. "My online students are not just seeing a static webcam of the classroom."

Additionally, Overocker created what his students refer to as his "command center" with four monitors, a projector, five cameras, a vintage document stand, wireless keyboard, mouse and headphones. He also uses a video production software to manage the cameras and green screen to simulcast his lessons.

"It's kind of like the 'Wizard of Oz' and the man behind the curtain," Overocker said.

His at-home students interface with the class through their screens, and his in-person students get the same interface as

their virtual peers do through the classroom projector. The only real difference between the two groups is how they get support – the in-person students have the physical means to ask questions, but the virtual students are offered digital equivalents they can, and do, use when they need help.

The tech adjustments were the easiest part, Overocker said, because he's slowly been moving to virtual platforms for years. However, he did have to strengthen his student communication and instruction to make them clearer for both learning platforms.

Each class begins with time to chat and build community, seeing and sharing what's going on in their lives and in their classroom, and small group opportunities pair virtual and in-person students "to build the reality that we are still one class," Overocker said.

"Everybody has a different amount of chaos going on in their lives, and I need to accept that today might be rough for any given student," he said.

To strengthen the connections with his students, Overocker offers one-on-one help and small group support during his Friday prep time. In the beginning of the year, he would identify students with similar struggles or issues and schedules a time to work them out together. Now, students are reaching out on their own to ask for help.

"It is beautiful in the way it works," he said. "They know it is a low-risk, no judgment intervention that gets quick results."

Overocker also finds himself communicating with parents faster and more often than ever before, resulting in stronger at-home support and improved student outcomes, he said.

Those supports, along with the support of his principal, Dr. Bethany Ormseth, are crucial to navigating through this very challenging year, especially during a time when teachers are scrutinized and often criticized through negative, hurtful comments on social media, he said.

"I cannot do what I do to reach my students, where and how they are, without the understanding and support of my administrator," he said. "She has given us the strength, flexibility, and support. This year is challenging enough, but honestly, her support makes it much, much easier."

In addition, Overocker is surrounded by teachers doing their best every day, which is something many community members aren't seeing first-hand. Educators are living and persevering through times that will go down in history while writing the future of education.

"Continually in education, once teachers learn to meet a challenge, those skills never go away," he said. "I feel we will be seeing virtual attendance and activities in one way or another for a long time."

**"Everybody has a different amount of chaos going on in their lives, and I need to accept that today might be rough for any given student."**

**Timothy Overocker**  
LakeView Technology Academy teacher











## CLASSROOM SUPPORT

The role of the educational support professional is traditionally a jack of all trades. They are individuals who provide support in a variety of ways for both the teaching staff and the students. During the pandemic, the role has not strayed from those roots but, like most school staff, has adjusted its focus.

This year, Somers Elementary School ESP Evonne Raith finds herself centering on one thing in particular more than ever – kindness. She also is relying heavily on social-emotional learning for all students and is determined to do all she can to help alleviate at least some of the stresses they face on a daily basis.

“Being open-minded and flexible is key,” Raith said.

During Spring 2020, Raith met with her kindergarten class each week via Zoom meetings, and each Friday, she met with a student one-on-one who was especially struggling with the pandemic and the challenges it caused. While it is always difficult to see students on a computer screen, Raith said she understands and appreciates how excited they were to see her, even when it wasn’t in person.

“I always want my students to know that I am smiling under my mask and am so proud of their accomplishments,” Raith said.

Raith has discovered new skills in adjusting to the enhanced school environment and finds it crucial to maintain constant communication with the teachers she supports and be ready to jump into action when she’s needed.

“While I have always tried to be ready to adapt, I am now more confident in my ability to change and adapt last-minute,” Raith said. “I am asking ‘what do you need’ and jumping in to make packets for our virtual learners, disinfecting the classroom and tools we use each day, and supporting our students in any way they need at the time.”

Ultimately, Raith looks forward to getting all students back in class soon with their friends and teachers safely and looks forward to the time “we can see each other’s faces and give great big hugs.”



# LIFELONG TECHNOLOGY ENHANCEMENTS

When the COVID-19 pandemic closed our schools, we soon realized education would be forever changed. One of the biggest changes included the implementation of virtual options for teaching, learning and collaborating.

KUSD quickly moved to a dedicated 1:1 technology program for students, which provides every student with an assigned device for educational purposes. Additionally, students have the option to request a mobile wireless hot spot if they do not have internet at home. This plan transformed the options and access available to teachers and students.

“The district’s move to 1:1 devices has helped to break down some of the artificial barriers that had existed previously,” Tremper High School Instructional Coach Blake Topel said. “Now students can make requests of teachers and receive the feedback they desire in real time.”

In turn, it also enhances each teacher’s ability to proactively communicate reminders and clarifications to all students without the need to wait for the next class session, Topel said. Additionally, it provides teachers with the ability to provide differentiated instruction, meet different learning styles and provides more equitable opportunities for all students’ learning.

“With every student having access to a device in school or at home, it has empowered students and teachers with new paths to academic and technological knowledge that will be needed to thrive and grow in our constantly changing society,” Tremper Instructional Technology Teacher Jeff Wirsch said.

This access and newly enhanced life skills also allows students to advocate for themselves by contacting staff if they are having difficulty with technology or school work and staying organized through a Google Classroom platform, among other things, Tremper Library Media Teacher Lorena Danielson said. The digital platform also allows students to review a previously recorded

lesson for better understanding, ask questions in a chat they may not feel comfortable asking in front of a class and work at their own pace.

For Danielson, her role moved quickly into a professional development role as she found herself teaming up with Wirsch to provide bi-weekly lessons on tools teachers could use in their virtual classrooms to help successfully deliver instruction. She also found herself assisting in providing important information and motivation to students and parents via Tremper’s social media presence.

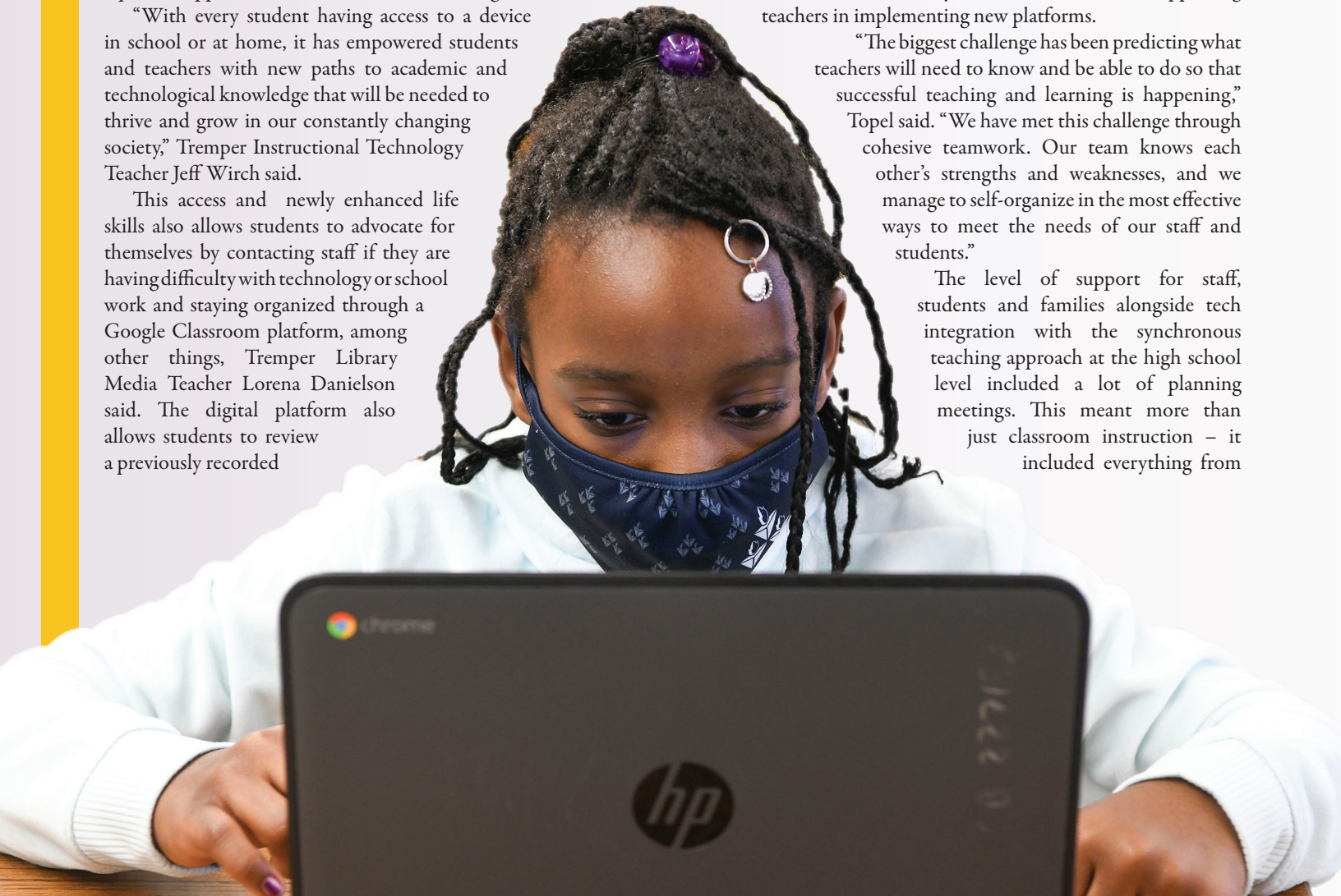
“It was and is important for us to still provide as much as we could to students during this very challenging, unknown period,” Danielson said.

For example, the team found ways to feature senior shoutouts on social media, create virtual convocation programs, provided tools for parents to help their children navigate online learning, and showcased staff videos to show what Tremper staff were doing to keep healthy, stay safe, continue learning, and be active during their time apart.

Topel also found himself offering more brief coaching supports to focus on the in-the-moment technology needs of students and teachers, and providing support to substitutes in the building. Much of this is done using Google Classroom effectively, managing the technology structures available to provide seamless instructions for all students in the hybrid environment, and supporting teachers in implementing new platforms.

“The biggest challenge has been predicting what teachers will need to know and be able to do so that successful teaching and learning is happening,” Topel said. “We have met this challenge through cohesive teamwork. Our team knows each other’s strengths and weaknesses, and we manage to self-organize in the most effective ways to meet the needs of our staff and students.”

The level of support for staff, students and families alongside tech integration with the synchronous teaching approach at the high school level included a lot of planning meetings. This meant more than just classroom instruction – it included everything from





parent-teacher conferences to paperless classroom materials to engaging students who can't be seen because their cameras are off.

"The learning curve to pull this off has been steep, but I'm so proud of our staff's positive demeanor," Wirsch said. "The amount of technological growth each of them has made is off the charts."

At Tremper, it has no doubt been a team effort, with everyone doing their part to support each other, whether it's collaborating on curriculum, sharing new tech knowledge or covering classes.

"It truly has taken every person in our building to go above and beyond," Wirsch said. "Our planning team has tried to stay ahead and be innovative to come up with the best plan for a road we have never traveled before."

This teamwork also includes the students' cooperation and support, which Wirsch said has been reassuring as they have been patient and wonderful helpers while the teachers navigate teaching online and in-person simultaneously.

While spaces like the library don't currently serve as comfortable, calming physical spaces students use for studying, books, makerspace activities, lessons and more, Danielson strives to still provide as much as possible in a virtual way – students can check out books through holds, explore an extensive audio and ebook collection via Overdrive and have access to 24/7 online databases for research and classwork. Additionally, important digital literacy lessons are still being taught and may arguably be more important than ever before.

"The pandemic and the move to synchronous education has validated the importance of the library's digital literacy, information literacy, and internet safety principles taught to all students at Tremper," Danielson said. "We continue to discuss and practice having a positive digital footprint and online identity as schools and businesses move to online environments."

Educators across the district, and likely across the world, have come to cringe at the word "pivot" this school year, but they have become masters at adjusting and evolving to whatever it is they need to do to successfully reach their students, despite what their comfort zone may have previously allowed. They have propelled forward in their knowledge and confidence in using technology to effectively teach.

"There were those who had neither used Google Classroom nor a Promethean board, let alone launch a virtual meeting, and yet, here we are, doing just that period by period and day by day as though that is the way it has always been," Topel said. "That is an impressive positive."

Teachers also are integrating more and more tech skills into their curriculum, which is important for students' futures, Wirsch said. While being a 1:1 district doesn't solely increase learning, how we integrate our technology with our curriculum does have a powerful impact over time.

"Equitable access to technology has forever changed the way we teach and learn," Topel said. "Think back to your first cellphone – could you have imagined how a cellphone would change the way you interact with the world as it does today? Now that students and teachers have the ready access to the tools they need, these tools will be used in ways that we as of yet cannot imagine."

## 1:1 SCHOOL DISTRICT



### MOBILE DEVICES DISTRIBUTED TO STUDENTS

~20,000

### DEDICATED HOT SPOTS TO PROVIDE INTERNET ACCESS TO STUDENTS

2,850





# NURSES EQUIP DISTRICT THROUGH EXPERTISE

## Decisions and preparation

This spring, KUSD was thrust into the new world of pandemic planning and preparedness following the outbreak of COVID-19. The district was challenged to embrace and adapt new strategies for learning while simultaneously trying to keep students and staff safe.

District committees were formed and staff worked diligently to develop plans addressing a multifaceted problem. School nurses serving on the committees advocated for the health safety protocol necessary to make the Return 2020 plan successful.

One of the first tasks was reviewing and refining learning platforms in the best interest of all students and staff. There were two areas of focus - virtual and in-person learning. On one hand, students with physical or psychological health concerns required the safety virtual learning could provide. On the other hand, many students struggled with virtual learning during the spring shutdown for a multitude of reasons, so in-person learning with modifications was deemed necessary.

While the district understood that dual platforms would create challenges, flexibility was key when considering each student's unique physical, psychological, and academic needs. Multi-disciplinary meetings were held to brainstorm solutions to a vast number of unprecedented issues so learning could safely resume.

School nurses played an integral role in the development of safety measures outlined in the Return 2020 plan as they worked closely with the Kenosha County Division of Health to include important measures to mitigate the spread, such as staff and student self-screening. They also helped develop plans for busing, entering/exiting school buildings, passing in hallways, physical distancing in classrooms, lunchroom settings, food distribution, water fountains/refill stations, and decluttering to allow for more space in all schools.







## Isolation rooms

Embracing the very real possibility that students may become ill at school, the creation and implementation of isolation rooms was a high priority for school nurses and principals.

In the design phase, careful consideration was given to room placement within the building to reduce the potential exposure to others. This room was strategically kept separate from health rooms that serve students daily with needs such as medicine distribution, minor injuries, and more.

In addition, it was determined that staff in isolation rooms would be outfitted with specialized personal protective equipment (PPE), including non-contact thermometers, N95 masks, full body gowns, gloves, and face shields. This allows students to effectively be assessed without risking the health and safety of staff providing screenings and waiting with sick students for parents/guardians to pick them up.

To aid school staff without full-time nurses to work in isolation rooms, an easy to follow assessment and treatment tree was formulated. In addition, the education and counseling of students, parents/guardians, and staff became crucial nursing duties on a daily basis.

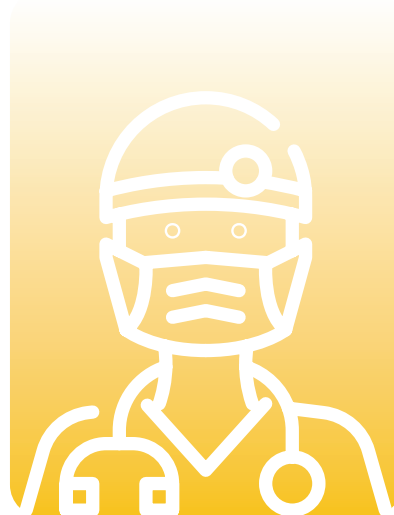
## PPE and hygiene

While it was determined that isolation room staff would be fully outfitted with PPE, committees also tasked with determining how to protect staff and students from the virus. These discussions were hinged on recommendations from the Centers for Disease Control and Prevention (CDC).

Proper hand-washing is always promoted in the district, and additional signage was added to help provide reminders to all about the importance of this simple task as well as the proper way to wash to ensure germs are removed from hands. To further support proper hand hygiene, hand sanitizer stations were installed outside of each classroom and department for an added layer of protection for staff and students.

The district also implemented a mask requirement in line with CDC recommendations and state orders. This became a primary strategy to hinder the spread of germs. To help meet this requirement, staff and students were provided multiple cloth masks for their use throughout the school year. Staff were also provided face shields for an optional added layer of protection.

The nurses supported PPE efforts through research to determine what was essential and what modified PPE was available for staff working with the very young, speech-impaired, cognitively disabled, or exceptionally sick students. The hardest part was battling limited supplies due to world demands.



## Cleaning and disinfecting

In light of the pandemic, cleaning requirements multiplied and large scale disinfecting needs propelled various committees to collaborate. School nurses worked with facilities leaders and building custodians to create an efficient yet thorough cleaning and disinfecting plan intended to help lower the risk of spread.

Protexus sprayers were purchased to quickly and effectively disinfect large areas. Supplemental sanitation supplies were decided upon for high touch areas, such as desks, door handles, push bars, and stairwell railings. Cleaning supplies were also added to all classrooms for use on an as-needed basis. The combination of these efforts are designed to mitigate the spread of the virus. In the instance of a positive case, affected rooms are disinfected upon notification by school staff.

This has certainly been a year of unforeseen challenges, and school nurses have provided a great deal of expertise and support throughout the planning, implementation and maintenance phases of the Return 2020 plan and 2020-21 school year.



# FLEXIBILITY IS KEY

Given the far-reaching of the COVID-19 pandemic, professional learning opportunities for the 2020-21 school year were carefully developed to ensure staff were prepared to support students with both academic and social-emotional development. To achieve this critical objective, professional learning opportunities that aligned with it were reviewed, developed and implemented.

## Districtwide sessions

As part of its ongoing efforts, the district prioritized equity work in its professional learning endeavors. Equity recognizes the individuality of students and provides a variety of supports to meet their learning needs. A system that promotes this goal is the Framework for Equitable Multi-Level Systems of Supports. These sessions were held in June with more than 200 administrators and teachers in attendance. This group of trained individuals further shared what they learned with colleagues at their respective buildings.

Administrators received additional training in August from the Racial Equity Institute to deepen their knowledge of equity issues. The workshop helped administrators identify and evaluate system structures that produce equitable outcomes.

## Support sessions for virtual instruction

The pandemic greatly changed the way classrooms operate, making engagement more essential than ever. To address this, the district outlined a deliberate approach to instruction/student engagement and professional learning with an emphasis on three specific outcomes: 1) enhance teachers' skill and use of technology in lessons, regardless of whether they teach in a virtual or in-person setting, 2) provide content-based tools that increase student engagement, and 3) offer ongoing support for teachers.

In summer 2020, the district held two major technology-based sessions, including TechTunity and MobileMind. More than 400 teachers attended the TechTunity sessions facilitated by teacher-leaders. This learning opportunity allowed teachers to meet virtually to explore various tools. The feedback was overwhelmingly positive resulting in multiple sessions being held.

Educators also explored MobileMind, which is a self-paced learning platform with modules designed to develop teachers' knowledge and use of Google-based applications.

In addition, the district partnered with the University of Wisconsin-Madison School of Education Professional Learning and Community Education team to design custom professional learning modules for elementary and secondary teachers focused on designing virtual learning experiences. These modules provided support for teachers in daily lesson planning, identifying learning outcomes, aligning formative assessments, and developing engaging asynchronous and synchronous learning activities.

## Content support

With content instruction being more critical than ever, several summer professional learning experiences were offered with support sessions continuing into the school year. These sessions focused on ways to create flexible, adaptable assignments, curriculum mapping, and techniques for assessment in different environments. Summer sessions averaged more than 100 teachers at the elementary level and over 15 teachers at the secondary level. Monthly "office-hour" sessions continue to offer teachers the chance to ask questions, share ideas, and solve problems.

## Social and Emotional Learning

Connection and trust are as central to instruction as curriculum and assessment. It's essential that teachers support students by evoking excitement about learning, as well as establishing strong, caring relationships while providing opportunities to connect with peers.

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

To assist teachers in integrating SEL into lessons, professional learning was provided in self-paced learning modules on the

three Signature SEL Practices: welcoming inclusion activities, engaging strategies, and optimistic closure.

The COVID-19 pandemic has underscored SEL as an essential part of high-quality education — highlighting our relationships, resiliency, and collective problem-solving as fundamental to teaching and learning.

Through a variety of professional learning, staff were far better prepared to enter the 2020-21 school year during a pandemic than they had been in the prior spring when things quickly unfolded and changed daily. The tools and skills acquired will be used for years to come.

## Curriculum-related tools purchased due to the pandemic

Kits were provided both for virtual learners and to minimize the sharing of items between students in the classroom. Examples include STEM kits, sewing kits, elementary math kits, art kits, masks for band and singing, tuners for instruments, multiple online textbook subscriptions, Gizmos and Raz-Kids

### Hours logged by staff preparing for virtual learning and Social and Emotional Learning (SEL) :

5,304	MobileMind mini course completions
1,993	SEL Module 1 - What is Social Emotional Learning?
1,949	SEL Module 2 - CASEL 3 Signature Practices
1,864	SEL Module 3 - Staff and Student Regulation
1,340	SeeSaw Creating a Virtual Learning Community
3,020	Google Classroom
3,815	Designing Activities for Engagement





# UNITING TO FEED FAMILIES

On Friday, March 13, 2020, the district announced it would begin implementing Governor Tony Evers' Safer at Home order developed in response to the COVID-19 pandemic on Monday, March 16.

To ensure all students would have access to food while at home, the food services management team worked quickly and tirelessly to develop a daily meal distribution plan providing cold breakfasts and lunches as needed starting March 16. This program aligned with the summer meal program in which any individual in Kenosha ages 18 and younger were able to participate.

Initially, the meals were produced in the district's central kitchen, located at the Educational Support Center, 3600 52nd St., and distributed at three locations, including the Educational Support Center, Boys and Girls Club of Kenosha County and Shalom Center.

On March 18, the ELCA Outreach Center was added as a pick-up site. By March 24, more than 3,000 meals were being distributed daily, and St. Paul's Lutheran Church and the Lincoln Park Orbibiletti Center were added to the list of sites.

By Monday, March 30, KUSD's production manager, Kathy Bible, had rewritten menus and re-engineered the central kitchen production area in order to box meals in an effort to enhance safety

for families and staff. This change allowed sites to move to a biweekly distribution with families picking up meals for Monday and Tuesday on Mondays and meals for Wednesday, Thursday and Friday on Wednesdays. A final community partner, the Kenosha Community Health Center, was added to help with distributing the 4,400 daily meals being picked up by families throughout Kenosha.

Through the efforts of many, a total of 201,208 meals were distributed by mid-June. Food services continues to remain extremely flexible as they plan for the unplannable in the face of a global pandemic that continues to plague our world well into the 2020-21 school year. The needs of students propel them to be creative in their distribution methods and inspire them to go above and beyond no matter the situation.



# Thank you!

In the midst of a great deal of uncertainty and anxiety in our world, the district received numerous offers of help. The community partners noted to the left together with the following food services and facilities staff were able to support our community during a time of great need:

## Central kitchen staff:

Kathy Bible  
Kristy Altora  
Jackie Altreuther  
Ericka Beiser  
Kelly Boak  
Cindy Dimitrijevic  
Heidi Ida\*  
Kari Mayfield\*  
Marie Monestime  
Marna Newport  
Christy Schneiberg  
Jaimie Scott  
Norjaie Thomas  
Carolyn Vassar  
*\*Also worked distribution*

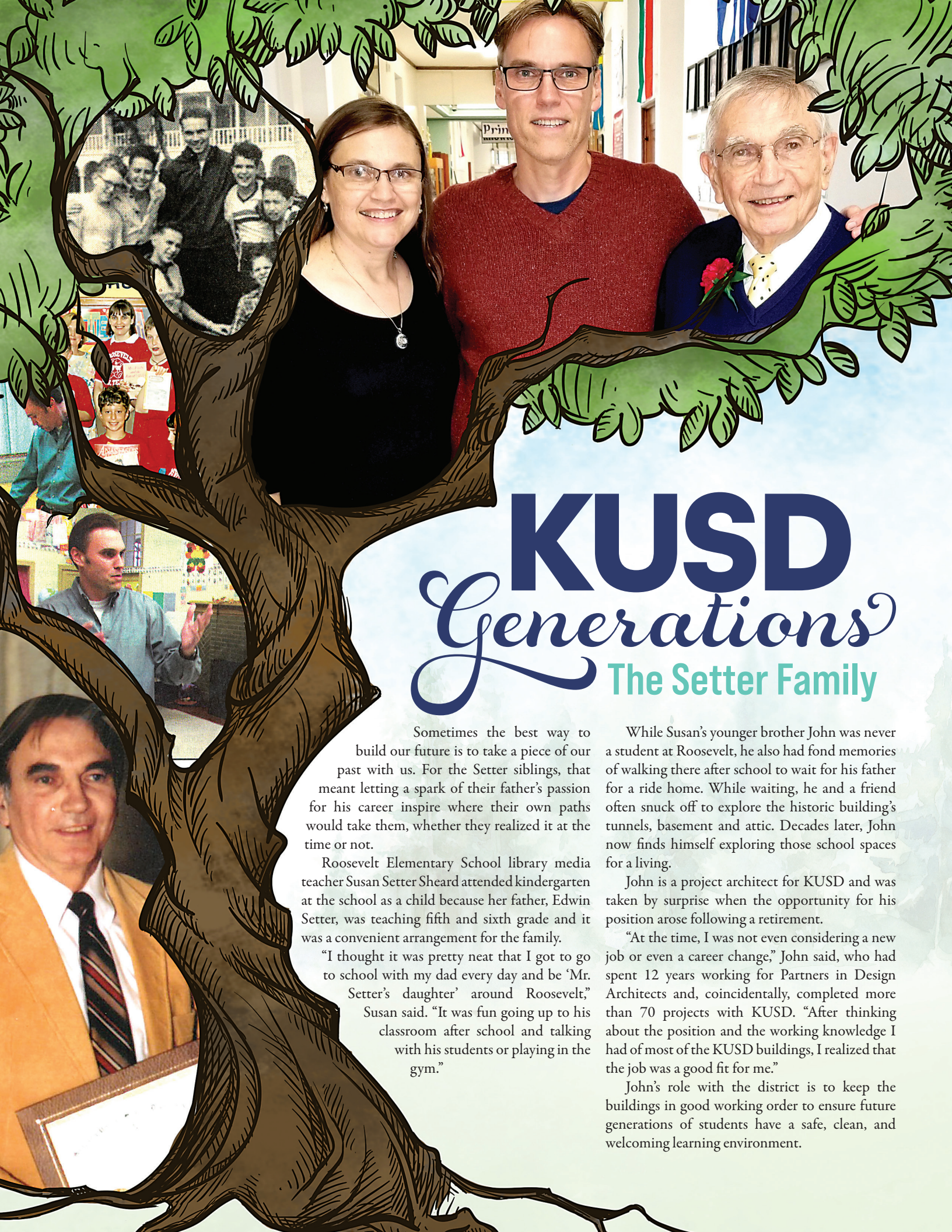
## KUSD distribution staff:

Emily Riedler  
Laura Gulatz  
Amanda Kriske  
Belinda Petkovic  
Ruth Bolyard  
Lourdes Thompkins  
Maria St. Ange  
Katrina Rosenfeldt  
Anita Piccolo  
Lisa Kreuser

## Warehouse staff:

Eduardo Rosales  
Angelo DeBartolo  
Christopher Oldani  
Marty Fox  
Greg Demicchi  
Cory Wood





# KUSD

## *Generations*

### The Setter Family

Sometimes the best way to build our future is to take a piece of our past with us. For the Setter siblings, that meant letting a spark of their father's passion for his career inspire where their own paths would take them, whether they realized it at the time or not.

Roosevelt Elementary School library media teacher Susan Setter Sheard attended kindergarten at the school as a child because her father, Edwin Setter, was teaching fifth and sixth grade and it was a convenient arrangement for the family.

"I thought it was pretty neat that I got to go to school with my dad every day and be 'Mr. Setter's daughter' around Roosevelt," Susan said. "It was fun going up to his classroom after school and talking with his students or playing in the gym."

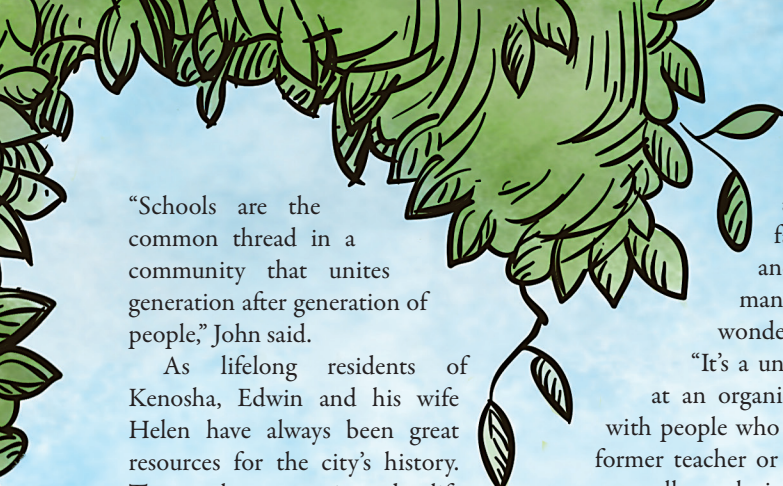
While Susan's younger brother John was never a student at Roosevelt, he also had fond memories of walking there after school to wait for his father for a ride home. While waiting, he and a friend often snuck off to explore the historic building's tunnels, basement and attic. Decades later, John now finds himself exploring those school spaces for a living.

John is a project architect for KUSD and was taken by surprise when the opportunity for his position arose following a retirement.

"At the time, I was not even considering a new job or even a career change," John said, who had spent 12 years working for Partners in Design Architects and, coincidentally, completed more than 70 projects with KUSD. "After thinking about the position and the working knowledge I had of most of the KUSD buildings, I realized that the job was a good fit for me."

John's role with the district is to keep the buildings in good working order to ensure future generations of students have a safe, clean, and welcoming learning environment.





"Schools are the common thread in a community that unites generation after generation of people," John said.

As lifelong residents of Kenosha, Edwin and his wife Helen have always been great resources for the city's history. They also experienced life-changing events, such as the Great Depression, World War II and more. In fact, prior to his teaching career, Edwin served in the U.S. Army, was deployed to Japan, and attended the War Crimes Tribunal while he was in Tokyo in 1947.

That history also played a large part in keeping these generations of Setters inspired and passionate about the work they do each day. Among the historical knowledge Edwin and Helen possess, the simple love and appreciation for all things history is also something he has passed down to their children and grandchildren.

Susan helps with the school's Safety Patrol – something her father led during his tenure there – and is an unofficial historian of the school, serving on the Roosevelt Anniversary Celebration Committee that organizes celebrations for the school's milestone anniversaries, which also happens to mark the age of her father who spent 30 years of his teaching career at the school. Edwin was born Oct. 23, 1928, and Roosevelt was dedicated on Oct. 5, 1928.

"I feel the best way to learn history is to talk to those who experienced it," Susan said. "Our current principal, Jered Kotarak, said it well, 'Once you've been a part of the Roosevelt family, you are always part of the Roosevelt family.' I feel it is important to remember and celebrate our past and present Roosevelt staff and students and all our accomplishments."

One of Edwin's most memorable accomplishments at Roosevelt was in the form of a compliment from then-principal Lyle Jacobson, when he said, "Everyone should have an Ed Setter at their school."

"I'll never forget that," Edwin said.

Edwin also was recognized with

Distinguished Service and Elementary Teacher of the Year awards. John and Susan have seen their father's impact first-hand and are humbled by how many still remember him as a wonderful teacher.

"It's a unique experience working at an organization where I can talk with people who know my father as their former teacher or colleague," John said. "I can really see the influence my father has had on so many people in Kenosha."

For Susie, her father's contributions directly influenced her pursuit of a career in education.

"You could say it was a natural choice,"

*"It's a unique experience working at an organization where I can talk with people who know my father as their former teacher or colleague. I can really see the influence my father has had on so many people in Kenosha."*

*John Setter  
KUSD project architect*

she said. "When I hear comments about my dad and know the positive impact he had on so many students, it motivates me to be the best I can be for my students today."

Susan began her teaching career at St. Mary's School before pursuing a master's degree in Library Information Science and got her first library position at Bain School. Shortly after, she jumped at the opportunity to fill an opening in the library at Roosevelt to be back in the building where her father had built his legacy.

"I hold a special affection for the history of Roosevelt School, because it's been a large part of my family's history," Susan said. "I am very proud to follow in my dad's footsteps. He is my greatest role model as a teacher."

While John admittedly wasn't intending

to pursue a career with KUSD when he became an architect, he now serves as a historian of the school buildings and enjoys incorporating historical references in his designs and renovations. For example, during the Nash Elementary School project, John worked closely with Vince Ruffolo, who was a member of the Kenosha Nash Car Club, to include historical references that are located throughout the school. John designed the mural that hangs in the Nash lobby which includes many historic images provided by Vince. The building design also includes the Nash emblem on the outside of the building, used many of the Nash car colors in the building's paint scheme, and even facilitated an actual Nash Metropolitan automobile into the library to illustrate the significant role Charles Nash and the spirit of the auto industry played in the history of Kenosha.

Additionally, John has been involved in many restoration projects throughout the district, including the replacement of Roosevelt's windows, which are now energy efficient and "brought back the original beauty of the building," Susan said.

While Edwin never thought John's architect career would land him in a career with the district, he has great respect for the work his son does in preserving the history of the schools and being a part of the district's growth. Additionally, he has great pride for his daughters, Susan and Theresa, who both earned degrees in education from the University of Wisconsin-Whitewater, his

alma mater, and pursued the "rewarding field of teaching". Theresa's contributions as the pastoral musician at St. Mary's Catholic Church supplements those of her siblings as they all work to serve the community they love.

"I know my children are making a positive impact in the work they do," Edwin said.

"Teaching has its challenges but so many more rewards. My children, as well as I, know that being a part of the Kenosha Unified school system is a very satisfying and rewarding experience. ...It gives you an opportunity to impact the young lives of so many. I am proud that my children feel the same way."



# TECHNOLOGY SPARKS GROWTH

Twenty years ago, when Steve Lockrem and Tony Barsuli were newer district employees in the four-person electronics shop, about 50% of their workload involved repairing small electronic equipment such as televisions, boom boxes, laminators and overhead projectors. At the time, KUSD had roughly a half dozen analog cameras that saved video on an attached video recorder, and the only telephones that existed were in offices and operated through the phone company.

Today, the two of them, along with their colleagues Jason Baer and Zac Curtiss, are responsible for installing, troubleshooting, and repairing a wide array of low voltage systems central to the safe and effective operations of the district.

The design and construction of Mahone Middle School in 2001 and 2002 was the starting point for many systems and technologies being added and enhanced throughout the district over the past two decades. Mahone was the first school where integrated camera and card access systems were installed, as well as one of the first to transition to a Voice over Internet Protocol telephone system.

Our present-day district has phones installed in every classroom, 3,000 integrated cameras, and card readers that are accessed by more than 4,000 employees daily. These systems, and many others the electronics crew work on, were developed and are maintained in conjunction with the Information Services Department. This is due to the combination of hardware supported by software and data storage.

The electronics team also installs and maintains a variety of other systems, including fire alarms, clocks, intercoms, sound systems, and various security platforms, such as gunshot detectors, gun recognition systems in high schools, and motion sensor systems. With the various systems and tens of thousands of different devices, the electronics crew is always busy repairing, replacing and installing systems.

What was once a repair shop for small electronic devices of years ago is now a high-tech in-house operation that plays a crucial role in supporting our students and staff.

*2019-20 Tremper High School renovations*





# EMPHASIZING EQUITY

KUSD recognizes that excellence requires a commitment to equity, which is why in August 2019, the District Equity Team, consisting of administrators in various roles, was created. To develop a shared understanding and focus, the team participated in the Association of Wisconsin School Administrators' Leading for Equity Academy, as well as partnered with Dr. Alisia Moutry of 4AM Consulting, LLC and the Midwest and Plains Equity Center.

The Equity Team's mission is to empower the KUSD community to recognize the unique gifts and talents of every student and to ensure that regardless of identity, each student receives the support they need, when they need it, so they may thrive in school, their future career and our community.

## SEVEN COMMITMENTS:

**Equity analysis:** KUSD stakeholders, the Board of Education and staff, will examine policies, programs, and procedures to identify and eliminate racial disparities and the marginalization of any group while promoting equity for all students and staff.

**Equitable access:** KUSD will intentionally allocate resources to ensure equitable access to high-quality curriculum, support, facilities and other educational resources for every student even when it means differentiating resource allocations.

**Culture of excellence:** KUSD will increase the achievement of all students while eliminating the predictability of achievement based upon race, family income, disabilities, gender identity, and home language through instructional practices that honor and build upon the assets of every student, as well as using materials that reflect the diversity of students and staff and are geared towards the understanding and appreciation of culture, class, language, ethnicity, and other differences.

**Professional learning:** KUSD professional learning opportunities will increase staff's understanding of institutional racism and social justice to transform instructional planning and practice to eliminate educational disparities between groups of students.

**Welcoming environment:** KUSD will use an equitable decision making process to guarantee each school and facility creates an inviting culture and inclusive environment that reflects and supports the diversity of the student population, their families and community.

**Equitable workforce:** KUSD will actively recruit, employ, support and retain a culturally competent administrative, instructional, and support workforce that reflects the demographic diversity of our students.

**Partnerships:** KUSD will engage with families and community partners to leverage their culturally specific expertise in developing and achieving high educational outcomes.

Currently, the team is gathering feedback from staff and community and will be presenting a final draft to the Board of Education in the spring of 2021.

Additionally, KUSD leaders will be engaging in equity-focused professional learning throughout the 2020-21 school year. In summer 2020, district administrators engaged in a two-day training hosted by the Racial Equity Institute that provided a historical, cultural and structural analysis of racism.

The team's next steps include developing districtwide equity-focused expectations and assisting building principals with identifying teacher leaders and already existing equity tools and practices within their buildings. The team will then help principals and teacher leaders infuse equity-focused expectations within the work already being done in their buildings. Teacher leaders will also attend the REI Groundwater training in the spring of 2021.

This extremely important work is continuously being developed and reviewed to meet the needs of the district and community we serve.





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- Facilities staff
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- Administrators
- Business staff  
(e.g., finance, information systems, communications, human resources)



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