



REGULAR MONTHLY BOARD MEETING

August 22, 2017

7:00 PM

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

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Regular School Board Meeting
August 22, 2017
Educational Support Center
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Awards/Recognition	
A. Focus School Identification - Curtis Strange Elementary School	
IV. Administrative and Supervisory Appointments	
V. Introduction and Welcome of Student Ambassador	
VI. Legislative Report	
VII. Views and Comments by the Public	
VIII. Response and Comments by Board Members (Three Minute Limit)	
IX. Remarks by the President	
X. Superintendent's Report	
XI. Consent Agenda	
A. Consent/Approve	4
Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations	
B. Consent/Approve	6
Minutes of 7/25/17 Special Meeting and Executive Session and 7/25/17 Regular Meeting	
C. Consent/Approve	17
Summary of Receipts, Wire Transfers and Check Registers	
XII. Old Business	
XIII. New Business	
A. Discussion/Action	24
Building Lifelong Trust	
B. Discussion/Action	49
Request to Add New Athletic Programs - High School Lacrosse and Middle School Cross Country	

C. Discussion/Action Gang Prevention Education Program	53
D. Discussion/Action Reports of Contracts in Aggregate of \$25,000	63
E. Discussion/Action Request to Submit the Academic Parent-Teacher Team School Continuation Grant and Planning and Implementation Grant Application for the Upcoming School Year (2017-2018) and Next School Year (2018-19)	67
F. Discussion/Action Provision Governing the Transportation of Students Attending Public and Private Schools for the 2017-2018 Year	71
G. Discussion/Action Hearing Officers	75
H. Discussion/Action Annual Restraint and Seclusion Report	76
I. Discussion/Action Donations to the District	86
XIV. Other Business as Permitted by Law Tentative Schedule of Reports, Events and Legal Deadlines For School Board (August/September)	87
XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District
Kenosha, WI
August 22, 2017

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Andre	Darlene	EBSOLA CA	Grade 3	Instructional	08/28/2017	1	\$47,696.00
Appointment	Becker	Charley	Washington Middle School	English	Instructional	08/28/2017	1	\$41,517.00
Appointment	Benson	Laura	Special Education/Student Support	Department Secretary - Office of Special Education/ Student Support	Instructional	07/24/2017	1	\$19.36
Appointment	Bullmore	Abigail	EBSOLA DL	Dual Spanish	Instructional	08/28/2017	1	\$46,580.00
Appointment	Castellon	Eliza	EBSOLA DL	Dual Spanish	Instructional	08/28/2017	1	\$43,332.00
Appointment	Champagne	Charlita	Mahone Middle School	Night Custodian- 2nd Shift	Service	08/28/2017	1	\$20.62
Appointment	Chatman	Chanette	EBSOLA CA	Grade 4	Instructional	08/28/2017	1	\$52,166.00
Appointment	Conyers	Deborah	McKinley Elementary School	L.D.	Instructional	08/28/2017	1	\$41,517.00
Appointment	Craig	Michelle	EBSOLA CA	Cross Categorical	Instructional	08/28/2017	1	\$59,987.00
Appointment	Curley	Teresa	Whittier Elementary	Principal	AST	08/28/2017	1	\$89,015.00
Appointment	Dake	Nicole	Bradford High School	Cross Catergorical	Instructional	08/28/2017	1	\$41,517.00
Appointment	Debruin	Katelyn	Stocker Elementary School	Guidance	Instructional	08/28/2017	0.49	\$22,824.20
Appointment	Detienne	Natalie	Bradford High School	Biology/Life Science	Instructional	08/28/2017	1	\$41,517.00
Appointment	Dima	Andrea	Bradford High School	Spanish	Instructional	08/28/2017	0.83	\$38,661.40
Appointment	Dresen	Lisa	Somers Elementary School	Kindergarten	Instructional	08/28/2017	1	\$48,779.00
Appointment	Duke	Abigail	Jefferson Elementary	Cross Categorical	Instructional	08/28/2017	1	\$41,517.00
Appointment	Eppers	Corinna	Indian Trail High School & Academy	School Secretary	Secretarial	07/31/2017	1	\$19.36
Appointment	Estrada	Gen Ling	EBSOLA DL	Dual Spanish	Instructional	08/28/2017	1	\$46,963.00
Appointment	Evans	Royette	Washington Middle School	At Risk (Alternative Education)	Instructional	08/28/2017	1	\$63,340.00
Appointment	Gates	Michelle	Washington Middle School	Intervention Specialist	Instructional	08/28/2017	1	\$75,631.00
Appointment	Gentile	Michael	Tremper High School	Cross Categorical	Instructional	08/28/2017	1	\$46,580.00
Appointment	Gierach	Suzanne	Special Education/Student Support	C.D.S.	Instructional	08/28/2017	1	\$46,580.00
Appointment	Grochowski	Christine	Bradford High School	Marketing	Instructional	08/28/2017	0.5	\$32,787.50
Appointment	Hahn	Cody	KTEC West/Wilson Elementary	Physical Education	Instructional	08/28/2017	1	\$41,517.00
Appointment	Hanson	Sara	4K Program	4K Program	Instructional	08/28/2017	1	\$52,166.00
Appointment	Harlow	Ryley	Tremper High School	Cross Categorical/IEP Case Management	Instructional	08/28/2017	1	\$41,517.00
Appointment	Hertogs	Sydney	Roosevelt Elementary School	Grade 1	Instructional	08/28/2017	1	\$41,517.00
Appointment	Jankowski	Deborah	KTEC East	Guidance	Instructional	08/28/2017	1	\$79,891.00
Appointment	Johnson	Sherry	Prairie Lane Elementary	E.C.	Instructional	08/28/2017	1	\$41,517.00
Appointment	Kateley	Alexis	Whittier/Jeffery Elementary	Music	Instructional	08/28/2017	1	\$41,517.00
Appointment	Kauffman	Matthew	Roosevelt Elementary School	Cross Catergorical	Instructional	08/28/2017	1	\$41,517.00
Appointment	Kittle	Dawn	Chavez	Head Start	ESP	08/31/2017	1	\$14.53
Appointment	Koll	Marie	Somers Elementary School	Grade 2	Instructional	08/28/2017	1	\$41,517.00
Appointment	Leonard	Amanda	Lincoln Middle School	Cross Catergorical	Instructional	08/28/2017	1	\$41,517.00
Appointment	Letten	Tracey	Bose/Harvey Elementary Schools	Music	Instructional	08/28/2017	1	\$50,596.00
Appointment	MacKenzie	Robyn	Bose Elementary School	Head Secretary	Instructional	08/11/2017	1	\$19.36
Appointment	Marsteller	Susan	Vernon Elementary School	Grade 2	Instructional	08/28/2017	1	\$51,049.00
Appointment	Mazzolini	Nicole	Indian Trail High School & Academy	English	Instructional	08/28/2017	1	\$41,517.00
Appointment	McRoberts	Lavonne	Harvey Elementary	C.D.S. IDEA	Instructional	08/28/2017	1	\$41,517.00
Appointment	Medina	Brunilda	EBSOLA DL	Dual Spanish	Instructional	08/28/2017	1	\$41,517.00
Appointment	Miller	Monica	Curtis Strange Elementary	Music	Instructional	08/28/2017	1	\$46,056.00
Appointment	Myers	Nicholas	Reuther High School	Physical Education	Instructional	08/28/2017	1	\$41,517.00
Appointment	Olson	Kimberly	Jeffery Elementary	Cross Catergorical	Instructional	08/28/2017	1	\$41,517.00
Appointment	Pecore	Ryan	EBSOLA - CA	Grade 2	Instructional	08/28/2017	1	\$41,517.00
Appointment	Perkins	Jennifer	KTEC East	Science/Math	Instructional	08/28/2017	1	\$49,722.00

Kenosha Unified School District

Kenosha, WI

August 22, 2017

The Office of Human Resources recommends the following actions:

Appointment	Petersen	Rachel	Jeffery Elementary	Cross Categorical	Instructional	08/28/2017	1	\$41,517.00
Appointment	Read	Matthew	Bradford High School	C.D.S.	Instructional	08/28/2017	1	\$41,517.00
Appointment	Roman	Alisha	Indian Trail High School & Academy	Guidance-Comprehensive High School	Instructional	08/28/2017	1	\$46,580.00
Appointment	Rudin	Kyle	Indian Trail High School & Academy	Family and Consumer Ed	Instructional	08/28/2017	0.75	\$31,137.75
Appointment	Ruffolo	Florinda	Reuther High School	ESP Clerical Guidance	ESP	08/31/2017	1	\$14.53
Appointment	Schicantek	Rebecca	Bradford High School	Math	Instructional	08/28/2017	1	\$41,517.00
Appointment	Schwenzen	Jill	Bradford High School	Assistant Principal	AST	08/07/2017	1	\$90,829.00
Appointment	Sens	Karen	Harborside Academy	Biology/Life Science	Instructional	08/28/2017	1	\$41,517.00
Appointment	Stachow	Rebecca	Bullen Middle School	Intervention Specialist	Instructional	08/28/2017	1	\$55,519.00
Appointment	Stanfield	Holly	Bradford High School	Theater	Instructional	08/28/2017	0.51	\$32,285.55
Appointment	Stevenson	Rachel	Community & Parenting	Community School Relations	Secretarial	07/01/2017	1	\$17.56
Appointment	Strass	Carly	Frank Elementary	E.D. IDEA	Instructional	08/02/2017	1	\$41,517.00
Appointment	Tackett	Abigail	Department of Special Ed	Speech Therapist	Instructional	08/28/2017	1	\$75,631.00
Appointment	Taylor	Jordan	Information Services	Technology Support Technician	AST	07/10/2017	1	\$42,099.20
Appointment	Tennant	Nicole	EBSOLA DL	Dual Spanish	Instructional	08/28/2017	1	\$61,105.00
Appointment	Tessmann	Terri	KTEC West	Science	Instructional	08/28/2017	1	\$79,891.00
Appointment	Thul	Bryan	KTEC East	Physical Education	Instructional	08/28/2017	1	\$41,517.00
Appointment	Toff	Joanna	Bose/Harvey Elementary Schools	Physical Education	Instructional	08/28/2017	1	\$41,517.00
Appointment	Turner	Olivia	Harvey Elementary	Multi-age 1/2	Instructional	08/28/2017	1	\$41,517.00
Appointment	Ulezelski	Diane	Washington Middle School	Art	Instructional	08/28/2017	1	\$62,222.00
Appointment	Valeri	Elise	Harborside Academy	Spanish	Instructional	08/28/2017	1	\$41,517.00
Appointment	Vanderwagen	Julie	Strange Elementary School	Grade 3	Instructional	08/28/2017	1	\$51,503.00
Appointment	Voegeli	Noah	Mahone Middle School	Grade 6	Instructional	08/28/2017	1	\$41,517.00
Appointment	Wieszort	Teresa	EBSOLA DL	ESL Other Language	Instructional	08/28/2017	1	\$72,069.00
Appointment	Wright	Timothy	Somers Elementary School	Intervention Specialist	Instructional	08/28/2017	0.6	\$24,910.20
Appointment	Zidek	Suzanne	KTEC West	Guidance	Instructional	08/28/2017	1	\$67,600.00
Resignation	Conner	Sabrina	Bullen Middle School	I.S.S.	ESP	07/14/2017	1	\$15.35
Resignation	Hoerter	Kathy	Pleasant Prairie Elementary School	Special Education	ESP	08/08/2017	1	\$15.35
Resignation	Johnson	Lisa	Dept of Sp Ed	Medicaid Billing Specialist	AST	07/21/2017	1	\$21.03
Resignation	Kalcic	April	Headstart	Family Service Provider	ESP	07/26/2017	1	\$15.05
Resignation	Kaplan	Jennifer	Somers Elementary School	Special Education	ESP	09/08/2017	1	\$14.35
Resignation	Krekling	Kevin	Harborside Academy	Cross Categorical	Instructional	07/10/2017	1	\$44,310.00
Resignation	Krupp	Andrew	Psychologist	Student Support/Guidance	Instructional	07/24/2017	1	\$45,705.00
Resignation	Kryl	John	Fine Arts	Music	Instructional	07/12/2017	0.84	\$32,888.52
Resignation	Leinberger	Joshua	Harborside Academy	Physics	Instructional	08/08/2017	1	\$39,153.00
Resignation	Lennertz-Stone	Jenna	Roosevelt Elementary School	Kindergarten	Instructional	07/12/2017	1	\$43,121.00
Resignation	Maly	Jenimae	Ktec (West)	Art	Instructional	07/26/2017	1	\$45,317.00
Resignation	Moreno	Michael	Tremper High School	ESL Other Language	Instructional	08/03/2017	1	\$45,317.00
Resignation	Rosenthal	Rachel	Harborside Academy	Cross Categorical	Instructional	07/28/2017	1	\$42,724.00
Resignation	Wild	Alison	Bradford High School	ESL Other Language	Instructional	07/10/2017	1	\$53,368.00
Resignation	Wood	Thomas	Bradford High School	Work Experience Special Education	Instructional	08/28/2017	1	\$51,190.00
Retirement	Minga	Terri	Strange Elementary School	Special Education (IDEA)	ESP	06/09/2017	1	\$17.66
Retirement	Rhodes	Diane	Indian Trail High School & Academy	Special Education	ESP	06/11/2017	1	\$16.62
Retirement	Sterba	Diane	Indian Trail High School & Academy	Security	ESP	08/03/2017	1	\$23,364.18
Separation	Abbott	Daniel	Information Services	Technology Support Technician	AST	07/18/2017	1	\$20.24
Separation	Gorski	Steven	Bradford High School	Math	Instructional	08/03/2017	1	\$42,673.00
Separation	Greig	Alyson	Vernon Elementary School	Grade 3	Instructional	07/12/2017	1	\$43,121.00

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 25, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 25, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:30 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, 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.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Items Relating to Students Requiring Confidentiality by Law and Personnel: Position Assignments.

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

Roll call vote. Ayes: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Noes: None. Unanimously approved.

1. Personnel: Position Assignments

Mrs. Teresa Curley arrived at 6:31 P.M. and answered questions from Board members. Mrs. Curley was excused at 6:42 P.M.

Ms. Jill Schwenzen arrived at 6:43 P.M. and answered questions from Board members. Ms. Schwenzen was excused at 6:51 P.M.

2. Items Relating to Students Requiring Confidentiality by Law

Mr. Geiger, Regional Coordinator of Leadership and Learning – Secondary, arrived at 6:52 P.M. and presented an expulsion modification request to board members.

Dr. Savaglio-Jarvis and Mr. Geiger were excused from the meeting at 6:57 P.M.

Mrs. Snyder moved to approve the expulsion modification request to add the option for consideration to attend the Hillcrest Bridges Program. Mr. Wade seconded the motion. Unanimously approved.

Meeting adjourned at 6:58 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 27, 2017

A regular meeting of the Kenosha Unified School Board was held on Tuesday, July 25, 2017, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:04 P.M. with the following Board members present: Mr. Falkofske, Mr. Kunich, Ms. Stevens, Mr. Wade, Mrs. Snyder, Mr. Garcia, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, 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.

Mrs. Tanya Ruder, Chief Communication Officer, presented the Semper Fidelis All-American Award.

Dr. Savaglio-Jarvis presented two Administrative Appointments.

Mr. Kunich moved to approve Mrs. Teresa Curley as Principal at Whittier Elementary School. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Ms. Jill Schwenzen as the Assistant Principal at Bradford High School. Mrs. Snyder seconded the motion. Unanimously approved.

There was not a student ambassador.

There was no legislative report.

Views and/or comments were made by the public.

There were no responses from Board members.

There were no remarks by the Board President.

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

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 6/27/17 Special Meeting and Executive Session and 6/27/17 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 June 2017 cash receipt deposits totaling \$1,863,839.94, and cash receipt wire transfers-in totaling \$56,563,274.10, be approved.

Check numbers 552209 through 553500 totaling \$9,324,419.58, and general operating wire transfers-out totaling \$425,974.37, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2017 net payroll and benefit EFT batches totaling \$19,512,090.43, and net payroll check batches totaling \$4,308.54, be approved.”

Consent-Approve item XI-D – Policy and Rule 3643 – Emergency School Closings submitted by Mr. Kristopher Keckler, Chief Information Officer, and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified administration continues to review and monitor the calendar modifications related to school closings across the district. The number of instructional days lost to inclement weather has decreased in recent years.

Based on a School Board request from a few years ago, the practice to “bank” instructional days to ensure fulfillment of the Wisconsin requirement for instruction minutes was expanded from 2 full days to 3 full days. This request was based mainly from the information relevant to identified school closings.

For the last few years, KUSD has not utilized all of these days. As noted in the chart below, the previous 8 years produces an average of less than 2 days utilized each year for district-wide closings. The proposal is to reduce the current practice of banking days from 3 to 2.

At its June 27, 2017, meeting the Board of education approved the revision to Policy & Rule 3643 Emergency School Closing as a first reading. Administration recommends that the School Board approve the revised Policy & Rule 3643 Emergency School Closings as a second reading at its July 25, 2017, meeting.”

Mr. Kunich moved to approve the consent agenda. Mr. Falkofske seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Collective Bargaining Agreement between the Board of Education for the Kenosha Unified School District and the Kenosha Education Association (KEA) submitted by Mrs. Annie Petering, Chief Human Resources Officer; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“On July 11, 2017, representatives from administration and the Board engaged in a negotiation session with the KEA. Both parties exchanged proposals and reached a

tentative agreement agreeing to the maximum total base wage increase of (1.26%) effective July 1, 2017, which will be distributed across-the-board to the members of the bargaining unit. The duration of the collective bargaining agreement is for one year, effective July 1, 2017 through June 30, 2018. See attached tentative agreement for terms and conditions of the collective bargaining agreement.

The KEA was scheduled to ratify the attached agreement with its members on July 21, 2017.

It is the administration's recommendation that the Board adopt the attached agreement as the collective bargaining agreement between the Kenosha Unified School District and the Kenosha Education Association."

Mr. Kunich moved to approve the collective bargaining agreement between the Kenosha Unified School District and the Kenosha Education Association. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Increase for Non-Represented Full-Time Equivalent Employees Other Than Certified Teaching Personnel submitted by Mrs. Petering, Mr. Hamdan, and Dr. Savaglio-Jarvis, excerpts follow:

"On July 11, 2017, representatives from administration and the Board engaged in a negotiation session with the KEA on behalf of full-time and part-time certified teaching personnel. Both parties exchanged proposals and reached a tentative agreement for the maximum total base wage increase of 1.26%.

If the Board approves the collectively bargained agreement allowing for 1.26% total base wage increase for teachers, other non-represented full-time equivalent (FTE) employees' wages should also be considered. The term full-time equivalent refers to all regular (not time sheet) employees in the following groups: AST, carpenters, painters, educational support personnel, interpreters, secretary and service.

Administration recommends that the Board approve a 1.26% base wage increase for all full-time equivalent employees as referenced above effective July 1, 2017."

Ms. Stevens moved to approve a 1.26% base wage increase for all full-time equivalent employees as referenced above effective July 1, 2017. Mr. Falkofske seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mrs. Julie Housaman, Chief Academic Officer; Mr. Hamdan; and Dr. Savaglio-Jarvis, excerpts follow:

"School Board Policy 3420 requires that "all contracts and renewals of contracts in aggregate of \$25,000 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 \$25,000 that have been added to the Contract Management Database subsequent to June 27, 2017 with approval of the purchasing agent are shown in the database in coral color.

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

- Rosetta Stone Advantage (Tell Me More) - Language learning software for use in middle schools to supplement Spanish instruction as an elective to learn one of six world languages, and to provide independent learning option outside of school - \$129,099.
- Ellevation - Provides ESL educators tools to enhance instruction, increase productivity, and improve teacher collaboration. Cost includes software and teacher training - \$36,500.”

Ms. Stevens moved to approve the contracts/agreements with Rosetta Stone Advantage (Tell Me More) in the amount of \$129,099 and with Ellevation in the amount of \$36,500. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Renewal of Southeastern Wisconsin School Alliance Membership submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“For the past fourteen (14) years, the District has participated in the Southeastern Wisconsin School Alliance (SWSA) which provides school leaders and parents with objective, non-partisan information and training needed to be strong advocates for educational excellence. The SWSA serves 31 urban and suburban school districts with a combined enrollment of more than 200,000 students.

The mission of the Southeastern Wisconsin Schools Alliance is to advocate for and inform education policy in support of world class public schools to benefit all students and the economic vitality of the region. The SWSA meets at least once a month and the annual membership fee is \$3,200.

Administration recommends that the Board approve the attached resolution and membership in SWSA for the 2017-2018 fiscal year and authorization of Board Officers and District Administration to execute any and all documents related to the renewal.”

Ms. Stevens moved to approve the attached resolution and membership in SWSA for the 2017-2018 fiscal year and authorization of Board Officers and District Administration to execute any and all documents related to the renewal. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Act 55 Notice of Academic Standards submitted by Mrs. Christine Pratt, Coordinator of Science; Mrs. Susan Mirsky, Coordinator of English/Language Arts; Mrs. Jennifer Lawler, Coordinator of Mathematics; Mr. Che Kearby, Coordinator of Educator Effectiveness and Social

Studies; Ms. Luanne Rohde, Director of Early Education; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“On July 12, 2015, the Wisconsin 2015-17 State Budget Bill, Act 55, was signed into law. It requires Kenosha Unified School District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography and history that have been adopted by the school board and that will be in effect during each school year. Accordingly, the district academic standards that will be in effect in these specific content areas for the 2017-18 school year are listed below. Electronic links to the detailed version of the applicable standards are provided pursuant to section 120.12(13) and section 118.30(1g)(a)1 of the state statutes.

Additionally, with regards to emphasizing content-area literacy in all subjects, the Kenosha Unified School District has adopted the Common Core Standards for Disciplinary Literacy. A link to this additional resource is: <http://dpi.wi.gov/standards/literacy-all-subjects>.

Administration recommends that the Board of Education approve the annual declaration and parent notice of the district’s student academic standards that will be in effect for the 2017-18 school year at the July 25, 2017, board meeting.”

Ms. Stevens moved to approve the annual declaration and parent notice of the district’s student academic standards that will be in effect for the 2017-18 school year. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Edward Kupka, Coordinator of Student Support, presented the Academic and Career Planning (ACP) Update submitted by Mr. Kupka, Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“Wisconsin State Law PI 26 states that every student in grades 6 through 12 statewide will have an Academic and Career Plan (ACP) and process to learn more about themselves and the opportunities they want to pursue after graduation by fall 2017.

ACP is well under way in Kenosha Unified School District. Students in grades 6 through 12 will learn more about themselves and their interests. Students will be able to match their interests to careers and have opportunities to explore these careers through their high school education.

Career Cruising is the computer software tool Kenosha Unified and the state of Wisconsin has chosen. ACP refers to both a process that helps students integrate their academics with career development activities, and a product that is created and maintained to document and support these activities. Students sign in on their Career Cruising online account. Through Career Cruising, students explore their interests, get to know themselves, plan for courses that are connected to careers/colleges, and then experience a job or college visit that helps refine their plans. These experiences have been organized through the Business in Education Partnership Program at the high

schools, college visits by grade levels at the middle schools and career day events across all grade levels.

Students will be able to obtain transcripts through Career Cruising that are sent to colleges electronically. Students in grades 9 – 11 have access to ACT preparation through Career Cruising. Since fall 2015, counselors have assisted students with Career Cruising exploration and shared how parents can access their child's Career Cruising profile. In grades 8 and 10, counselors have met individually with students and their parent(s)/guardian(s) in ACP conferences. The goal is for every staff member to help students make connections with themselves to classroom experiences that foster college and career readiness.

The Wisconsin Department of Public Instruction (DPI) provided direction to school districts stated in the PI 26 law (APPENDIX A) and shared that districts are incorporating ACP practices into school action plans through the district Education for Employment (E4E) plans.

Training will be provided in July 2017 for district teams to create or update the E4E plans which will be developed by our district ACP leadership team.

A district ACP leadership team has been identified and meets regular to provide support to school teams on implementing effective ACP, to provide guidance on implementation structures including time allocation, and to provide input on marketing and communication information to schools, students and families.

This is an informational report.”

Dr. Savaglio-Jarvis presented Policy 6100 – Mission, Vision, Core Values and Strategic Directions, 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 will continue throughout the next several years. The initial work focused on developing the mission, vision, core values and strategic goals. These five goals will drive the work of the district. The board of education approved revised Policy 6100 on Sept. 22, 2015. Since that time, strategic goal teams and reactor groups have met to develop score cards containing objectives, initiatives, measures and an implementation plan that support the strategic goals. These scorecards will guide the work of the district for the next three to five years.

One change was made based on feedback from the 2017 reactor groups which resulted in the word Directions being replaced with the word Goals. Therefore, our previous five Strategic Directions now become five Strategic Goals.

Policy 6100 is presented this evening for affirmation by the board of education.

Administration recommends that the board approve revised Policy 6100 - Mission, Vision, Core Values and Strategic Goals as a simultaneous first and second reading on July 25, 2017.”

Mr. Kunich moved to approve revised Policy 6100 - Mission, Vision, Core Values and Strategic Goals as a simultaneous first and second reading. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Pathway to Success/Strategic Goals: Objectives, Initiatives and Scorecards submitted by Dr. Bethany Ormseth, Principal at LakeView Technology Academy; Mr. Hamdan; Mr. Keckler; Mr. Kurt Sinclair, Principal at Bradford High School; Mr. William Haithcock, Principal at Harborside Academy; Mr. Martin Pitts, Regional Coordinator of Elementary School Leadership; Mrs. Petering; Mrs. Jennifer Navarro; Coordinator of Professional Learning; Mrs. Debra Giorno, Assistant Principal at Bullen Middle School; Ms. Patricia Demos; Community School Relations Coordinator; Mrs. Ruder; Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

“In 2015, Dr. Sue Savaglio-Jarvis, Superintendent for KUSD, began the strategic planning process for Kenosha Unified School district when the board of education together with leadership to draft the mission, vision, core values and strategic goals. By mid-year, the board had voted upon each item and the work began for district staff and others to outline what each of the strategic goals would look like.

The initial district and community-wide meeting was held on February 17, 2016, at Brass Community School. At this meeting, facilitators from Waukesha Technical College assisted with this step to provide a common starting point and framework for each of the five groups. Each group then met separately on different dates and locations to accomplish their assigned tasks.

Each of the five strategic goals created a design team. The design team included the development of the objectives, initiatives, measures, and a draft timeline of implementation. By the end of March 2017, all five strategic goals had been filtered through several reactor groups made of us staff and/or community stakeholders. And, each of the five goals had been shared at one or two district standing committees to garnish input and feedback which refined the final objectives and initiatives. Upon approval, beginning in the fall of 2017, each facilitator will design an implementation team that will work on the action plan and steps meeting the expected timeline and outcomes.

It is the recommendation of Administration that the board of education approve strategic goals (1, 2, 3, 4, and 5) and attached scorecards so that the implementation phase may begin in the fall of 2017.”

Mr. Falkofske moved to approve Pathway to Success/Strategic Goal 1: Objectives, Initiatives and Scorecards so that the implementation phase may begin in the fall of 2017. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Falkofske moved to approve Pathway to Success/Strategic Goal 2: Objectives, Initiatives and Scorecards so that the implementation phase may begin in the fall of 2017. Mr. Wade seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Pathway to Success/Strategic Goal 3: Objectives, Initiatives and Scorecards so that the implementation phase may begin in the fall of 2017. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kunich moved to approve Pathway to Success/Strategic Goal 4: Objectives, Initiatives and Scorecards so that the implementation phase may begin in the fall of 2017. Mr. Garcia seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Pathway to Success/Strategic Goal 5: Objectives, Initiatives and Scorecards so that the implementation phase may begin in the fall of 2017. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Keckler presented Policy 5435 – Electronic Devices and 2017 Cell Phone Summary submitted by Mr. Keckler and Dr. Savaglio-Jarvis, excerpts follow:

“In an email request from February 10, 2017, School Board member Rebecca Stevens inquired about obtaining some feedback related to KUSD Policy 5435 Electronic Devices and specifically the use of cell phones. The proposal was to survey various target audiences that have different perspectives and utilization of cell phones within the classroom and school environment. School Board members and school administrators were asked to submit questions for review and inclusion between February 10 and February 24, 2017. This period provided an opportunity to gather ideas for questions related to this survey, in particular for the use of cell phones within the educational environment and school locations.

To increase the range of responses, this survey was delivered to four relevant groups: KUSD instructional staff, KUSD students in grades 6-12, KUSD parents and guardians, and the general community. Several of the survey questions were consistent among those four groups, but also integrated specific questions depending on cell phone use and experiences for some of the target audiences. The multiple survey response participation levels are summarized in the table below. Please note that the surveys for staff, students, and parents utilized anonymous links delivered through secure channels to allow for a single response per user, while the community link was available to the general public. Though still anonymous, this link would allow for multiple submissions (possible duplication) as well as redundant participants who may or may not have submitted a response through a secure channel.

Looking at a confidence level of 95%, the 757 responses from the 1,777 KUSD teachers and instructional administrators established a margin of error of 2.7%. Comparatively, the 474 responses from KUSD secondary parents and guardians resulted in a 4.4% margin of error and the 2,603 responses from the KUSD secondary students produced a 1.7% margin of error. Appendix A presents the level of overall participation as well as the grouping breakdowns for the KUSD staff and students.

There really wasn't any noticeably high percentage of agreement from all four groups on any single topic. Most often, the student group held a more favorable opinion to use cell phones on school grounds and the classroom when compared to staff, parents, and the community.

This is an informational report only."

Board members asked their questions and voiced their concerns in regards to Policy 5435 – Electronic Devices and the 2017 Cell Phone Summary.

There was unanimous consent to have a working session to discuss Policy 5435 – Electronic Devices and the Cell Phone Survey. Mrs. Coleman asked that Board members submit their suggested changes prior to the working session.

Mrs. Coleman presented Policy 5431 – Student Dress Code submitted by Dr. Savaglio-Jarvis, excerpts follow:

"The School Board President has placed Board Policy 5431 – Student Dress Code (Appendix A) on tonight's agenda for discussion in response to a request by a school board member."

Board members asked their questions and voiced their concerns in regards to Policy 5431 – Student Dress Code.

Mrs. Coleman suggested that Policy 5431 – Student Dress Code be discussed at a Board working session.

Mrs. Coleman introduced Review of School Board Policies: 1400 – Gifts, Grants and Bequests, 1500 – Solicitations/Fundraising, 1510 – Advertising/Promotions, 2810 – Incident Reporting, 3422 – Exclusivity Agreement with Vendors, 3900 – Insurance Management, 6740 – Student Fundraising Activities, 6741 – Raffles, 1331 – Use of Facilities, and 1350 – Equipment Use by Community Groups submitted by Mr. Michael Falkofski, School Board Treasurer, and Ms. Rebecca Stevens, School Board member, excerpts follow:

"As a district we must ensure that all the money raised on behalf of students is used solely for the students. As a Board we must insist that the District's policies are followed to the letter.

The first goal of this review was to look at how existing policies dealt with the money raised by Student Related Activity Groups. As you will see in the items we outlined, the tools for financial oversight already exist. The issue is the current policies are not being followed. The review does list some additional items such as ensuring that Student Related Activity Groups are certified non-profit organizations. Having a non-profit status will ensure they have to file an annual report with the IRS.

The second goal is to ensure that all possible vendors have an opportunity to submit bids to school related activity groups. Again, it appears that existing policy covers some of our concerns. However, we could use policy updates that ensure

vendors are in good standing with the IRS and personal finances. We also must have more oversight on how vendors are selected to ensure there is a fair process for selecting vendors.

We must be diligent in ensuring that District policies regarding oversight of School Related Activity Groups are being followed. We cannot allow these groups to create their own rules for the profit of individuals.”

Board members asked their questions and voiced their concerns to the noted School Board Policies.

Mr. Hamdan, Mrs. Salo, and Mrs. Amber Danielski, of Schenck, S.C., were present to answer questions.

There was unanimous consent to have the noted School Board Policies reviewed by legal counsel and then discussed at a Board working session.

Mrs. Snyder presented the Donations to the District.

Mrs. Snyder moved to approve the Donations to the District. Mr. Kunich seconded the motion. Unanimously approved.

Meeting adjourned at 9:32 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
August 22, 2017

CASH RECEIPTS	reference	total
July 2017 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,938,158.56
Johnson Bank	<i>account interest</i>	163.82
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	461.08
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	37,256.43
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	28,535.53
WI Department of Revenue	<i>exempt computer state aid</i>	374,713.00
HHS	<i>head start grant</i>	176,365.01
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	55,049.81
Total Incoming Wire Transfers		3,610,703.24
July 2017 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	593,427.41
TOTAL JULY CASH RECEIPTS		\$ 4,204,130.65

CASH DISBURSEMENTS	reference	total
July 2017 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,203,521.03
WI Department of Revenue	<i>state payroll taxes</i>	77,400.54
WI Department of Revenue	<i>state wage attachments</i>	50.00
IRS	<i>federal payroll taxes</i>	760,925.89
Delta Dental	<i>dental insurance premiums</i>	252,073.61
Diversified Benefits Services	<i>flexible spending account claims</i>	32,627.18
Employee Trust Funds	<i>wisconsin retirement system</i>	3,712,948.64
NVA	<i>vision insurance premiums</i>	15,371.36
Various	<i>TSA payments</i>	81,918.60
<i>Subtotal</i>		12,136,836.85
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	223,639.74 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	294.69
Various	<i>returned checks</i>	626.61
<i>Subtotal</i>		391,227.71
Total Outgoing Wire Transfers		\$ 12,528,064.56

July 2017 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01014DP, 01015DP</i>	\$ 3,165.38
General operating and food services	<i>Check# 553501 thru Check# 554542 (net of void batches)</i>	14,546,849.64
Total Check Registers		\$ 14,550,015.02

TOTAL JULY CASH DISBURSEMENTS **\$ 27,078,079.58**

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending July 17, 2017

Merchant Name	Total
HOTEL	\$ 24,040.67
CONVERGINT	\$ 19,005.00
ALIRLINE	\$ 9,006.92
MENARDS KENOSHA WI	\$ 8,929.71
HIGHWAY C SVC	\$ 7,456.92
VIKING ELECTRIC-CREDIT DE	\$ 7,362.52
VIKING ELECTRIC-MILWAUKEE	\$ 6,009.46
KITCHEN CUBES LLC	\$ 5,865.00
ASG GLOBAL INC	\$ 5,017.20
HALLMAN LINDSAY PAINTS	\$ 4,502.78
HAJOCA KENOSHA PC354	\$ 4,091.87
SQ *AUDENBY ELECTRI	\$ 4,000.00
AMAZON MKTPLACE PMTS	\$ 3,585.58
BOSCH PACKAGING SERVICE S	\$ 3,515.72
TEXAS IB SCHOOLS	\$ 3,380.00
IN *GAPPA SECURITY SOLUTI	\$ 3,377.50
WW GRAINGER	\$ 3,309.58
HEAT & POWER PRODUCTS INC	\$ 3,278.03
THE TRANE COMPANY	\$ 3,269.00
GLENROY, INC.	\$ 3,118.27
3654 INTERSTATE	\$ 2,800.73
HILTI INC	\$ 2,545.47
REINDERS - SUSSEX CS	\$ 2,503.19
QUALIFIED HARDWARE	\$ 2,478.60
AT&T*BILL PAYMENT	\$ 2,181.79
PAYPAL *DINKLESBAND	\$ 2,179.80
JOHNSTONE SUPPLY	\$ 2,152.82
INT*BACCALAUREATE ORG	\$ 1,990.00
L AND S ELECTRIC	\$ 1,796.00
CLASS 1 AIR INC	\$ 1,765.75
RESTAURANTS & CATERING	\$ 1,577.80
INDUSTRIAL CONTROLS	\$ 1,575.62
WATCO INDUSTRIAL FLO	\$ 1,525.20
PENSKE TRK LSG 567528	\$ 1,405.79
AMAZON.COM	\$ 1,377.56
VEHICLE MAINT. & FUEL	\$ 1,371.01
SIX FLAGS GREAT AMERICA	\$ 1,243.74
REINDERS - BRISTOL	\$ 1,230.84
HERITAGE COSTUMES	\$ 1,135.81
WASBO FOUNDATION INC	\$ 1,120.00
DISCOUNT DANCE SUPPLY	\$ 1,107.85
MARK S PLUMBING PARTS	\$ 1,106.71
JOANN FABRIC #2468	\$ 1,058.84
OHIO HEAD START ASSOC	\$ 1,050.00
B&H PHOTO 800-606-6969	\$ 1,035.84
MILWAUKEE BREWERS BOX OFF	\$ 1,019.00
IN *MARYN SOLUTIONS LLC	\$ 1,000.00

LOCKMASTERS USA INCORPORA	\$	989.40
PROVANTAGE	\$	928.28
ULINE *SHIP SUPPLIES	\$	919.01
BAUDVILLE INC.	\$	892.84
AMAZON.COM AMZN.COM/BILL	\$	875.27
N AMER COUNCIL FR ONLN	\$	875.00
REI*GREENWOODHEINEMANN	\$	818.68
HAJOCA ABLE DIST 353	\$	801.47
WHOLE HOG JANITORIAL LLC	\$	789.70
PBBS EQUIPMENT CORP	\$	778.31
AMERICAN VAN EQUIPMENT	\$	767.75
BOSCH PACKAGING SERVICE	\$	760.36
FIRST SUPPLY LLC #2033	\$	749.07
GEARSOURCE	\$	745.34
FASTENAL COMPANY01	\$	728.62
1ST-IN-PADLOCKS.COM, LLC	\$	721.80
ARO LOCK & DOOR	\$	700.00
NU EVENT REGISTRATION	\$	695.00
WILLIAM AND MARY SCHOOL	\$	685.00
MUSIC THEATRE INTN'L	\$	685.00
THE COSTUMER	\$	658.16
DICKOW CYZAK TILE CARP	\$	652.95
EXPEDIA 7276420807520	\$	637.49
UW MADISON WCER CC SVC	\$	625.00
AUTISM SOCIETY OF AMERIC	\$	600.00
REC PLEX SITE	\$	600.00
IN *NC3	\$	598.00
PSO*BANDSHOPPE SUPERTM	\$	570.75
ZORO TOOLS INC	\$	564.32
FARM & FLEET STURTEVANT	\$	557.57
BECKER BOILER CO INC	\$	552.69
ACTFL AMRCN CNCL TCHNG FR	\$	540.00
WM SUPERCENTER #1668	\$	512.47
USPS.COM POSTAL STORE	\$	491.75
EXPEDIA 7274882807757	\$	486.28
SAMSClub #6331	\$	483.67
RACINE ZOOLOGICAL SOCIETY	\$	482.16
KRANZ INC	\$	471.25
WWW.KENNYPRODUCTS.COM	\$	460.00
CHR*CHRISTIANBOOK.COM	\$	442.70
SMARTSIGN	\$	435.00
DHARMA TRADING CO.	\$	431.51
CHESTER ELECTRONIC SUPPLY	\$	421.79
GOOD ARMSTRONG TRAINING	\$	420.00
GRUENHAGEN CONFERENCE	\$	413.00
FLUID HANDLING INC	\$	396.05
SHIFFLER EQUIPMENT	\$	395.09
MOLLIE/ULTIMATEINST...	\$	391.61
EB 2017 STUDENT AMBAS	\$	387.00
SAMS CLUB #6331	\$	378.13
TOWN & COUNTRY GLASS INC	\$	370.02
GOODWILL RETAIL #037	\$	369.15
SAMSClub.COM	\$	366.60
IN *IMAGINE U, LLC	\$	348.00
PROJECT LEAD THE WAY, INC	\$	347.50

BETTY BRINN CHILDREN'S M	\$	340.00
WISCONSIN COACH LINES	\$	336.00
PAT S SERVICES INC	\$	325.00
ARC*SERVICES/TRAINING	\$	324.00
WILLIAM V MACGILL & CO	\$	322.94
OTC BRANDS, INC.	\$	318.81
MENARDS E-COMMERCE	\$	317.91
NASP INC	\$	316.00
VIKING ELECTRIC - KENOSHA	\$	312.90
BEACON ATHLETICS	\$	312.00
STAPLES DIRECT	\$	305.34
PARTY CITY	\$	293.12
G&O THERMAL SUPPLY CO	\$	285.00
SQ *LAKELANDCOM.COM GOSQ.	\$	283.69
WM SUPERCENTER #1167	\$	279.21
KENOSHA ED FOUNDATION	\$	275.00
GOTSOCER EVENTS	\$	275.00
HOBBY LOBBY #283	\$	266.75
NO TEARS LEARNING INC	\$	261.41
ID WHOLESALER	\$	260.00
IN *BRAINSTORM, INC.	\$	259.50
TREETOP PUBLISHING INC	\$	258.72
PODS #58	\$	258.00
VICTORIAN CHOICE	\$	257.95
UW UNION CONFERENCE SERVI	\$	254.15
TRANE SUPPLY-116407	\$	252.16
SHERWIN WILLIAMS 703180	\$	250.82
WI DHFS LEAD AND ASBESTOS	\$	250.00
HOBBY LOBBY #350	\$	243.88
HYDRO-FLO PRODUCTS INC	\$	240.83
MHE*MCGRW-HILL ECOMM	\$	224.89
HALOGEN SUPPLY COMPANY IN	\$	216.90
ROSE BRAND WIPERS	\$	207.63
PAYPAL *PIKERIVER	\$	203.00
ROBERT BROOKE & ASSOCIAT	\$	198.69
#SOCIALSCHOOL4EDU	\$	197.00
EDS ARCHITECTURAL OPENING	\$	195.00
VISTAPR*VISTAPRINT.COM	\$	193.53
THE HOME DEPOT #4926	\$	186.48
NELSON ELECTRIC SUPPLY	\$	183.62
GOODWILL RETAIL #026	\$	174.60
GUTTORMSEN RECREATION CEN	\$	170.00
PLASTICCARD	\$	162.00
ZORN COMPRESSOR & EQUIPM	\$	160.06
SKILLPATH NATIONAL	\$	159.95
ENTERPRISE RENT-A-CAR	\$	155.01
SAN-A-CARE	\$	145.02
AIELLO MIDTOWN FLORIST IN	\$	145.00
PP*ROBINSNESTC	\$	144.00
OFFICEMAX/OFFICEDEPOT6358	\$	141.26
HESCO INC	\$	135.74
IN *WISCONSIN SCHOOL MUSI	\$	127.00
THEHAIRBOWCOMPANY.COM LL	\$	124.69
WAL-MART #1167	\$	124.53
ETSY.COM	\$	121.00

JMB & ASSOCIATES	\$	120.78
CARDINAL STRITCH UNIVERSI	\$	120.00
TEACHER'S DISCOVERY	\$	119.67
TACONY CORPORATION	\$	118.76
MAYFAIR RENT A CAR KENO	\$	118.06
MSC	\$	115.34
BETTYMILLSC	\$	110.98
SSI*SCHOOL SPECIALTY	\$	109.73
FUN AND FUNCTION	\$	103.93
BEST BUY 00011916	\$	99.99
VZWRLSS*MY VZ VN P	\$	89.48
ACTFL	\$	85.00
PP*EPROGASKETB	\$	83.63
KENOSHA PUBLIC MUSEU	\$	78.00
LOWES #02560*	\$	76.02
ESSENTIAL LEARNING PRO	\$	75.78
WASDA	\$	75.00
SPOKANE HRDWR HRDWR HUT	\$	73.30
THINGS REMEMBERED 0581	\$	72.00
OMALINK	\$	70.00
HISTORICAL EMPORIUM	\$	69.85
DANCEWEAR SOLUTIONS	\$	68.04
FACEBK LUHD7CAN72	\$	67.82
PICK N SAVE 00068718	\$	67.51
WALMART.COM 8009666546	\$	64.71
ADOBE	\$	63.28
DOLLAR TREE	\$	63.00
TLF SUNNYSIDE FLORIST OF	\$	59.00
DOLLAR TREE ECOMM	\$	58.82
PREMIER TABLE LINEN	\$	57.42
TRAVELOCITY*7279226384	\$	56.00
MONSTER JANITORIAL LLC	\$	52.55
LAKE SHORE LEARNING MATER	\$	51.74
GILDAN USA	\$	51.66
DOA GAMING	\$	51.00
DAKTRONICS INC	\$	50.00
GUSTAVE A LARSON COMPANY	\$	49.83
LEES RENT IT	\$	45.38
EB 2017 CHAMBER ANNUA	\$	45.00
HOLLAND SUPPLY INC	\$	43.50
BATTERIES PLUS KEN	\$	41.90
EDUCAUSE	\$	40.00
EXPEDIA 7280337710845	\$	40.00
BUS MGMT DAILY	\$	39.95
DG HARDWARE.	\$	39.54
BURLINGTON STORES 1014	\$	38.95
WM SUPERCENTER #2668	\$	38.69
UBER TECHNOLOGIES INC	\$	34.32
BURLINGTON STORES583	\$	33.97
STEIN'S GARDEN & HOME 14	\$	31.80
AMC ONLINE #9640	\$	30.12
ZOOM.US	\$	29.98
SMK*WUFOO.COM CHARGE	\$	29.95
OFFICE DEPOT #3260	\$	27.32
GOOGLE *GOOGLE PLAY	\$	25.00

UBER US JUL12 NJIDQ	\$	23.42
EXPEDIA 7280143457875	\$	20.81
K5 LEARNING	\$	20.73
MARTINO'S - VILLAGE PR	\$	19.97
PIGGLY WIGGLY #004	\$	17.48
EASYKEYSCOM INC	\$	17.02
PARKSIDE TRUE VALUE	\$	16.98
FIRST SUPPLY LLC #2037	\$	16.83
FRANKLINCOVEYPRODUCTS	\$	15.91
BARNES&NOBLE.COM-BN	\$	14.79
SEARS ROEBUCK 7701	\$	10.83
FESTIVAL FOODS	\$	8.16
EXPEDIA 7279756663378	\$	6.64
FACEBK MUHD7CAN72	\$	3.92
EXPEDIA 7276419424737	\$	3.91
LINCOLN CONTRACTOR	\$	(54.45)
EVENTBRITE	\$	(225.00)
PAYPAL *JKIEFER	\$	(825.00)
US Bank Purchasing Card Payment - Individuals	\$	223,639.74

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 22, 2017

Administrative Recommendation

It is recommended that the July 2017 cash receipt deposits totaling \$593,427.41, and cash receipt wire transfers-in totaling \$3,610,703.24, be approved.

Check numbers 553501 through 554542 totaling \$14,546,849.64, and general operating wire transfers-out totaling \$391,227.71, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the July 2017 net payroll and benefit EFT batches totaling \$12,136,836.85, and net payroll check batches totaling \$3,165.38, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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**Kenosha Unified School District
Kenosha, Wisconsin**

August 22, 2017

Building Lifelong Trust

Background

The Kenosha Police Department approached KUSD to collaborate on a program connecting high school students with Kenosha police officers in the Fall of 2016. The design of the program facilitates conversation and dialogue between KUSD high school students and the Kenosha Police Department. The program is titled Building Lifelong Trust (BLT) and was written by the Kenosha Police Department. The program is broken down into seven distinct lessons. On January 24, 2017, the School Board requested that the lessons include discussion of citizen's rights and responsibilities when interacting with Law Enforcement. This topic is now included in week three of the program. The additional language is in bold within Lesson Three. (Attachment A) The recommendation is for BLT to be scheduled at Bradford High School, first semester of the 2017-2018 school year with expansion to Tremper, Indian Trail and Reuther during the second semester of the 2017-2018 school year. BLT has the approval and support of Kenosha Police Department Chief, Dan Miskinis.

Program Details

The program includes up to 12 students and runs 7 weeks concurrently (Attachment A). The students meet with police officers one time per week. The program will run during non-instructional time. The officers conducting the program will be the school resource officer and Officer Felicia Labatore, who represent the Kenosha Police Department. There is no cost to the district for this program.

Bradford High School administration and Kenosha Police Department representatives will hold parent meetings prior to the start of the program. Parents have the opportunity to review the lessons and must give permission for their child prior to participation. Parents or students can opt out at any time during the 7 week course.

Student volunteers for the BLT program will be solicited from the student body. Final participants will be chosen based on student schedule availability. Parents of this group of students will be contacted for an informational meeting, review of lesson plans, permission slips, etc. Bradford High School and the Kenosha Police Department will collect feedback from students after the completion of the program. This feedback and evaluation process will drive program adjustments. See attachment A for the seven lessons.

Recommendation

Administration recommends the School Board approve the Building Lifelong Trust program.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

Dr. Kurt Sinclair
Principal, Bradford High School

Building Lifelong Trust

Curriculum 2017-2018

In partnership with:

Kenosha Police Department



Kenosha Unified School District



Week 1

Introductions



Week 1 - Introductions

Goal:

Officers will begin to build relationships with the students by providing a laid back environment that is comfortable and welcoming.

Explanation of program:

Review of the topics that will be discussed each week.

Lesson:

1. Welcome students
2. Have students write out their name cards
3. Reasons why we are here
 - a. Build trust
 - b. Get to know each other as individuals
 - c. Give them a safe place to voice their concerns
 - d. Expectations on both sides of the table
4. Welcome from the Chief and Superintendent
5. Officer introductions
Name, marital status, education, hobbies, why you became an officer, what positions you have held, what you currently do, tell a story to make them laugh
6. Student introductions
Name, grade, school activities, what do you want to be when you grow up, why did you agree to join the group
7. 4 Pillars Activity
A large sheet of paper will be placed on four different walls. The students will be asked to go to each sheet and write as much as they would like. The topics will then be discussed and if more time is needed to cover all of the information listed, we will use other days when time is available.

Statements to be written on each of the 4 sheets:
 - a. What are some good experiences you have had with the police?
 - b. What are some negative experiences you have had with the police?
 - c. What are some rumors you have heard about the police?
 - d. What are questions you have about the police?
8. Ask students to write down 3 things they learned from the day's session and discuss.

9. Thank the students for agreeing to be a part of the group.
(Great to meet each of them, have a great week, and see them next week same time - same place).

Week 2

Descriptions & Scenarios



Week 2 – Descriptions & Scenarios

Goal:

To gain an understanding of the importance of giving good descriptions.

- Have students be able to describe a situation.
- Provide information on reasonable suspicion and probable cause.

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from Week 1
3. Description Exercise - show slide for 1 minute.
 - a. Hand out paper and pens and ask students to write down descriptions of the person in the slide.
 - b. Many different descriptions will be given: male, female, white, black, Asian, clothing etc. Officers will write down all of the answers to show the variety of descriptions.
 - c. Discuss how all of the students were offered the same opportunity, distance and time frame to see the same person, yet the descriptions are all different.

4. What is Reasonable Suspicion?

Definition:

Reasonable suspicion is a standard established by the Supreme Court in a 1968 case in which it ruled that police officers should be allowed to stop and briefly detain a person if, based upon the officer's training and experience, there is reason to believe that the individual is engaging in criminal activity. The officer is given the opportunity to freeze the action by stepping in to investigate. Unlike probable cause that uses a reasonable person standard, reasonable suspicion is based upon the standard of a reasonable police officer.

5. What is Probable Cause?

Definition:

According to the Supreme Court, probable cause to make an arrest exists when an officer has knowledge of such facts as would lead a reasonable person to believe that a particular individual is committing, has committed or is about to commit a criminal act. The officer must be able to articulate the facts and circumstances forming the basis for probable cause.

- a. This is why if you ever call the police, the dispatcher will ask a lot of questions. They then provide the information to the responding officer.
- b. Additional discussion about this scenario?

6. Listen to Dispatch calls

- a. Call #1
- b. Discuss the call: What was the call? What was the description? Any other helpful information given.

7. Hand out description sheets. The students will fill in the information while listening to each call.
 - a. Call #2
 - b. Discussion
 - c. Call #3
 - d. Discussion
 - e. Call #4
 - f. Discussion
8. Next Slide. What are some reasons why you think witnesses or victims get descriptions wrong or incomplete? Discuss before moving on to the next slide.
 - a. Next slide.
Go over answers, stress, anxiety, poor observation skills, all of the above.
9. Write down 3 things that you learned today.

Week 3

*Police Stops, Behavior and
Ordinances*



Week 3 – Police Stops, Behavior and Ordinances

Goal:

Mutual understanding of expected behavior during police contacts

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from week 2.
3. Ask students about the different ways to have contact or interact with officers. Officers are to write down the students' answers on a large sheet of paper that is hung on the wall. Then compare to the next slide. Discuss each type of contact. Ask the students to give examples if they have had any contacts with officers.
4. **Citizen's Rights Discussed by Defense Attorney**
The purpose of this curriculum is to identify for students the need to further positive interactions between citizens and Law Enforcement Officers, as well as to assist in setting for the duties and responsibilities of Law Enforcement Officers with respect to the interaction of Law Enforcement with citizens. Further, this course will seek to set forth for attendees/students the individual rights of any/all individuals coming in contact with Law Enforcement, along with the need to remain calm during any/all interactions with Law Enforcement. Also discussed will be the fact that students and others coming in contact with Law Enforcement are not required in certain circumstances to simply comply with or acquiesce to requests by Law Enforcement Officers to conduct searches of vehicles, residences and/or adjacent properties in which residents sit upon, as well as the separate and distinct authority Law Enforcement Officers have in conducting pat-down searches and searches of student lockers and/or personal materials and packages on school property or at school events. The goal is to establish for students/attendees the need to remain calm during contact with Law Enforcement while being aware of the student and/or individual's rights when coming in contact and/or being confronted by Law Enforcement Officers.

Topics for in-class discussion regarding rights and responsibilities of citizens when interacting with Law Enforcement:

1. Initial Contact with Law Enforcement Officers
 - A. Remaining calm
 - B. Internal respect
 - C. However, when you are not required to simply agree to a search of your vehicle, dwelling and/or adjacent spaces
2. Issues involved with Stop and Frisk

- A. Law Enforcement Officers to have a right to conduct a pat-down search of an individual for officer protection regarding weapons
 - B. Duties and responsibilities of Officers when conducting said pat-down search
- 3. Vehicle traffic stop rights and responsibilities
 - A. Rights of drivers and/or other occupants in a vehicle
 - B. Duties and responsibilities and authority of Law Enforcement Officers in traffic stop situations
- 4. In school and/or school property contacts
 - A. Authority of Law Enforcement Officers, including school officers on school property and/or at school events
 - B. Rights of students and/or other citizens when coming in contact with Law Enforcement Officers in school, on school property or at school events
- 5. Use of force by Law Enforcement
 - A. Rights and responsibilities and authority of Law Enforcement Officers to engage in the use of force
 - B. Requirements of citizens when confronted by Law Enforcement – Citizens are not allowed to forcibly or passably resist arrest by Law Enforcement Officers under the law. Discussion as to what constitutes active and/or passive resistance and how the court system is to be utilized by citizens for redressing Law Enforcement use of force issues
- 6. General interaction with Law Enforcement Officers in various situations
 - A. Initial approach by Law Enforcement Officers
 - B. Questioning by Law Enforcement Officers
 - C. Being taken into custody by Law Enforcement Officers
 - D. General overview of rights and responsibilities of citizens when interacting with Law Enforcement Officers
 - E. Law Enforcement Officer's duties and responsibilities in interacting with citizens
 - F. Law Enforcement Officer agency rules and regulations and their application
- 5. Next Slide. Discuss Mutual expectations during police contacts.
 - a. Mutual respect. Looking at each other while talking.
 - b. Identification. Officer and person should both identify themselves. Officer should explain the reason for the contact.
 - c. Communication. Verbal & physical. Examples of both the officer and person. Ask students to give examples.
 - d. Safety. Environment.

Examples: Dark alley vs. bright daytime in an open park. High-crime area vs. low-crime area. Students give examples.

- e. Any other mutual expectations students want to discuss.

6. What is an Ordinance?

An ordinance is a municipal law, rule, or regulation that applies to a specific town or city limits. Because each city has their own set of ordinances, the different violations can be very broad.

- a. What does an ordinance mean to you?

If you are in violation of an ordinance, you could receive a ticket.

- b. How is an ordinance created?

Each area in the city limits has an elected alderman. If a citizen has an idea for a new ordinance, the information could be brought to their Alderman. The Alderman would then bring it to the City Attorney. In the end, the City Council would vote on it and a new ordinance could be created.

Provide an explanation that police officers taken an oath to enforce the laws, but they do not create the laws.

- c. Enforcement

If you are in violation of an ordinance, you could be given a ticket. If you are under the age of 18, your parent would also receive a copy of the ticket.

- d. Consequences

If you don't pay the ticket or show up for the scheduled court date, your driver's license will be suspended. If you are 17 years old, you are considered an adult. If you don't pay or show up for court, you could eventually receive jail time.

If you are under 17 years old, you can ask for community service on the 1st offense and then you wouldn't have to pay the fine and it could be dismissed.

7. Trivia Game

Have students decide if a scenario is an ordinance violation- yes or no. Divide students into 2 groups and each student will have a turn to be the representative for each group and answer the question.

- | | |
|--|------------|
| • Throwing a snowball at a person or property | Yes |
| • Leaving a refrigerator on curb with doors still on | Yes |
| • Swimming with no life guard on duty | No |
| • You can only have 6 rummage sale days in a year | Yes |
| • Caught cheating on a test | No |
| • Sitting in a car for more than 2 hours in a neighborhood | No |
| • Letting your cat out without a leash | Yes |
| • Ordering in a drive thru on a bike | No |
| • Walking in the street interfering with the flow of traffic | Yes |
| • Making your muffler louder than originally made | Yes |
| • Minor getting a piercing other than in the ears | No |
| • Owning more than 2 pit bulls | No |
| • Asking for money at a public place | Yes |
| • Hearing a car stereo more than 50 feet away | No |

- Wearing headphones while riding your bike

No

The winning team gets gift certificates for free ice cream from Culver's.

8. Write down 3 things you learned today and discuss.

Week 4

Laws Common for You



Week 4 - Laws and How They Affect Juveniles

Goal:

Some of the common laws that juveniles often see. What do they mean? What are the consequences?

Overview of the Juvenile Justice System and how it works depending on age.

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from Week 3.
3. Next Slide. What are the different age groups for crimes?
 - a. 12-15 years old Ordinances
 - b. 16 years old Traffic
 - c. 17 years old Adult for Ordinances, Domestic Violence and Physical Abuse of a Child. Could go to jail..
 - d. 18 years old All adult
 - e. What does "waived into adult court mean?"
4. Next Slide. Show the Slender Man video and discuss the case. Ask the students' opinions about the case and whether they believe that the girls should be waived into adult court for the crime.
5. Laws most common to Juveniles
 - a. *Disorderly Conduct*
Engage in violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly conduct under circumstances in which such conduct tends to cause or provoke a disturbance.
 - b. *Battery*
Cause bodily harm to another by any act done with intent to cause bodily harm to that person or another without the consent of the person so harmed.
 - c. *Theft*
Intentionally take and carry away, use, transfer, conceal, or retain possession of movable property of another, the value of which does not exceed Three Hundred (\$300.00) Dollars without his/her consent and with intent to deprive the owner the permit.
 - d. *Curfew*

No minor person under eighteen (18) years of age shall be in any public place between the hours of 10:30 P.M. and 6:00 A.M., Sunday through Thursday, and 12:00 Midnight to 6:00 A.M., Friday and Saturday, unless such minor is accompanied by an adult person having legal custody of such minor, or unless such minor is in the performance of an errand or a duty directed by the adult having legal custody of such minor, or whose employment makes it necessary for such minor to be in such public place. Unless there exists a reasonable necessity therefor, no person having legal custody of such minor shall permit said minor in any public place during the hours specified in the above paragraph.

- e. *Truancy*
- f. *Runaway*
- g. *Domestic Violence.*
- h. *Physical Abuse of a Child*

(1) Definitions. In this section, “recklessly” means conduct which creates a situation of unreasonable risk of harm to and demonstrates a conscious disregard for the safety of the child.

(2) Intentional Causation of Bodily Harm.

- (a) Whoever intentionally causes great bodily harm to a child is guilty of a Class C Felony.
- (b) Whoever intentionally causes bodily harm to a child is guilty of a Class H Felony.
- (c) Whoever intentionally causes bodily harm to a child by conduct which creates a high probability of great bodily harm is guilty of a Class F felony.

i. *Sexual Assault of a Child*

(1) First Degree Sexual Assault

- (a) Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 13 years and causes great bodily harm to the person is guilty of a Class A felony.
- (b) Whoever has sexual intercourse with a person who has not attained the age of 12 years is guilty of a Class B felony.
- (c) Whoever has sexual intercourse with a person who has not attained the age of 16 years by use or threat of force or violence is guilty of a Class B felony.
- (d) Whoever has sexual contact with a person who has not attained the age of 16 years by use or threat of force or violence is guilty of a Class B felony if the actor is at least 18 years of age when the sexual contact occurs.
- (e) Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 13 years is guilty of a Class B felony.

(2) Second Degree Sexual Assault

Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 16 years is guilty of a Class C felony.

j. Bomb Threat **Terrorist threats.**

- (1) Whoever, under any of the following circumstances, threatens to cause the death of or bodily harm to any person or to damage any person's property is guilty of a Class I felony:
- (a) The actor intends to prevent the occupation of or cause the evacuation of a building, dwelling, school premises, vehicle, facility of public transportation, or place of public assembly or any room within a building, dwelling, or school premises.
 - (b) The actor intends to cause public inconvenience.
 - (c) The actor intends to cause public panic or fear.
 - (d) The actor intends to cause an interruption or impairment of governmental operations or public communication, of transportation, or of a supply of water, gas, or other public service.
 - (e) The actor creates an unreasonable and substantial risk of causing a result described in par. (a), (b), (c), or (d) and is aware of that risk.
- (2) Any person who violates sub. (1) and thereby contributes to any individual's death is guilty of a Class G felony.
- j. *Drugs/OWI*
 - k. *Sexting*

6. Next Slide. Review the Juvenile statistics for Kenosha.

7. Write down 3 things you learned today and discuss.

Week 5

Mental Health, Drugs & Alcohol



Week 5 - Mental Health, Drugs and Alcohol

Goal:

Understanding that mental health issues affect 1 in 4 people and the common diagnosis.
Affects of Drugs & Alcohol

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from Week 4.
3. Next Slide. What is mental health? Ask students to describe it.
Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, the way you think, your mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
 - Life experiences, such as trauma or abuse
 - Family history of mental health problems
4. Early Warning Signs
Not sure if you or someone you know is living with mental health problems?
Experiencing one or more of the following feelings or behaviors can be an early warning sign of a problem:
 - Eating or sleeping too much or too little
 - Pulling away from people and usual activities
 - Having low or no energy
 - Feeling numb or like nothing matters
 - Having unexplained aches and pains
 - Feeling helpless or hopeless
 - Smoking, drinking, or using drugs more than usual
 - Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
 - Yelling or fighting with family and friends

- Experiencing severe mood swings that cause problems in relationships
- Having persistent thoughts and memories you can't get out of your head
- Hearing voices or believing things that are not true
- Thinking of harming yourself or others
- Inability to perform daily tasks like taking care of your kids or getting to work or school

5. Next Slide. Clay's Story

6. Why do teens turn to substances?

7. Drug differences between 8th graders and 12th graders

8. 2014-2015 Alcohol Usage

9. Opioids

10. Marijuana Use

11. Marijuana Effects on the brain

12. Questions from students

13. Give out resource card

14. Write down 3 things you learned today.

Week 6

*Identifying Police &
Equipment*



Week 6 - Identifying Police and Equipment

Goal:

To understand police equipment and its uses.

To be able to identify the police in different roles.

Lesson:

1. Welcome students back and ask about their week.
2. Recap information from Week 5.
3. What do you think is a typical day in the life of a police officer?
4. Next slide. Identify uniformed police officers. They wear a navy blue uniform, have a metal badge, and most wear an outside bullet proof vest with a gun belt and police tools.
Show a picture of Officer Yandel
5. Identify Detectives
Detective Hagen is wearing a suit, and that's how officers dress for court.
Detectives Viola & Pfeffer are wearing business/casual, and this is how detectives dress day to day. But they too may wear their vest. They will all have their gun, badge, handcuffs and radio.
6. Identify Kenosha Specialty Units
 - a. K-9. Their job is to assist with finding people and drugs.
 - b. Motor Officers. Show a picture of Officer Stitch with his motorcycle.
 - c. Bicycle Unit. They are out for special events like the parade and fireworks.
 - d. Tactical Unit. They execute drug/home search warrants, standoffs, riots.
They recently went to Milwaukee to assist with crowd control issues.
7. Identify Squad Cars
 - a. Marked vs. Unmarked.
All squads have lights, radios and sirens. The marked squads have computers and cages.
 - b. Specialty Evidence Vehicles.
These vehicles carry equipment needed to process crime scenes. These officers are specially trained to collect evidence & the K9 vehicle is equipped to carry the K9.

8. Duty Belt Equipment
 - a. O/C Spray.
 - b. Flashlight
 - c. Ammo Magazine x2. Holds 15 rounds. We carry hollow point.
 - d. Radio. Motorola digital. We can talk with all surrounding agencies.
 - e. Expandable Baton. ASP
 - f. Gloves
 - g. Handcuffs X 2
 - h. Taser. X26. 50,000 volts. 2 probes that have barbed needles like a fish hook, that hook into your skin. How it works is it affects your skeletal muscle system. It does not affect your organs, heart, lungs, and brain. Explain the probe cartridge, take off and spark test. The shock lasts for 5 seconds.
 - i. Firearm. Glock G22 Gen 4. Holds 16 rounds. We can add lights and night sights to them to help assist us if needed.

Week 7

Scenarios & Graduation



Week 7 - Public Relations, Role Play & Graduation

1. Public Relations

- a. This program is an example of the type of public relations that the police department does. Talking with students and getting to know each other.
- b. Facebook. Keeping the community informed on events.
- c. Coffee & a Cop. Interacting with our community in positive ways.
- d. Special events booths. Example - Taste of Wisconsin.
- e. Shop with a Cop
- f. Back to School with a Cop - Backpack give away
- g. Police & Firemen's Ball- Fundraiser
- h. What ideas/events would the students like to see?

2. Role Reversal

Officer will describe the scenario and ask the students who would like to be the officer and the back-up officer. We will demonstrate how easy, quickly and smooth things go when completely following the rules that were discussed of expectations on both sides from Week 3. We will also see the opposite effects when the rules are not followed. **It should be noted that at no time will anyone be touched, handcuffed or any other force or equipment be used.*

a. Scenario #1

There is a student in the hallway of the school who has been asked to leave by the Dean, and they are yelling and being disruptive in the hallway. The officer will play the role of the disruptive student. The student will play the role of the officer.

b. Scenario #2

The officer stops a car for speeding with a driver (the officer) and 3 passengers (other students). All in classroom with chairs set up for vehicle.

c. Scenario #3

There is a call for a group of kids fighting in a park. The officer (student) will arrive to the 2 kids (officers) arguing.

d. Scenario # 4

The officer (the student) will be dispatched to a loud party, called in by a neighbor that didn't give a name.

e. Scenario #5

Student's Choice for a scenario

3. Graduation

Each student will be called up and given a certificate and have a picture taken. At the end, a group picture will be taken to be put on the KPD Facebook website. Snacks will be provided.

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**Kenosha Unified School District
Kenosha, Wisconsin**

August 22, 2017

**REQUEST TO ADD NEW ATHLETIC PROGRAMS—HIGH SCHOOL
LACROSSE AND MIDDLE SCHOOL CROSS COUNTRY**

Background

The U.S. Department of Education, Office of Civil Rights (OCR) filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. More specifically the complaint alleged that the district discriminated against female students at Tremper and Bradford High Schools by denying them an equal opportunity to participate in interscholastic athletics. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed.

On February 28, 2017, the school board approved revisions made to Policy 6700 that defined the following process to request new programs:

New program requests shall be submitted in writing to the coordinator of athletics, physical education, health, recreation, and senior center by October 1 for new programs to be considered for the following school year. The coordinator will forward the request to a district team comprised of: the superintendent of schools or designee; the building principal; and the coordinator of athletics, physical education, health, recreation, and senior center. The team will review the request utilizing the following criteria:

- Financial impact of proposal,
- Availability of facilities,
- Student interest,
- Qualified coaching candidates,
- Title IX,
- Impact on existing district-approved programs, and
- The availability of competition in the reasonable geographic area.

Where such programs have current or future budgetary implications, written approval of the superintendent of schools or the board of education will be required (excerpt from Kenosha Unified School District Policy 6700).

Two requests for the 2017-18 school year have been received—middle school cross country for boys and girls (Appendix A) and high school lacrosse for boys and girls (Appendix B).

The coordinator of athletics, physical education, health, recreation, and senior center convened a committee to discuss each proposal. Both committees were comprised of the coordinator of athletics, physical education, health, recreation, and senior center; the district Title IX coordinator, the chief academic officer, and the respective school principals for middle school and for high school. Each proposal is reviewed, a program proposal rubric is utilized to review the components outlined in Policy 6700, and the committee considers potential implications in each of these areas.

Middle School Cross Country

Ms. Patti Hupp, head track coach at Tremper High School, submitted a request to add boys and girls cross country as a middle school sports option. The rationale to offer cross country includes:

- Currently softball and football are offered in the fall, and this will provide an opportunity for more students to participate in sports.
- Cross country is a lifetime sport.
- Cross country teaches strong mental and character-building skills.
- Surrounding communities offer cross country at the middle school level.

The proposal provided information on all areas reviewed by the committee. The committee found that there would be significant implications if cross country were added to the existing fall sports schedule for each middle school. The total anticipated cost to add boys and girls cross country is \$33,640 (based on the participation of the five middle schools).

ITEM	COST
Permit and rental fees	\$ 2,000
Head coach salary	\$12,650
Assistant coach salary	\$10,665
Transportation to meets	\$ 6,825
Equipment budget	\$ 1,000
Game management	\$ 500
Total budget (per 5 middle schools)	\$33,640
Per school cost	\$ 6,728

If approved this expense would **reduce** the current middle school activity fee allocated from the athletics budget by \$6,278 per school. This would be a 45 percent reduction in the current allocation and have a significant impact on the activities currently offered at each school. Over 4,000 middle school students responded to the 2016-17 Student Activity and Interest Survey. Approximately 13 percent of the respondents entered “no,” indicating they did not want

any additional athletic offerings. The most frequently suggested additional sport is soccer, with 9.2 percent suggesting this. Only .15 percent, or 6 students, indicated an interest in cross country.

Based on lack of student interest, the potential negative impact on existing fall sports offerings, and the significant financial impact, the committee does not recommend that middle school cross country be added to the existing middle schools sports schedule.

High School Lacrosse

Mr. Robert Wikstrom, founder and president of the Kenosha Raptors Club, submitted a request to add boys' and girls' lacrosse as a high school sport. The rationale to add this support includes:

- The growth of the existing Raptor Club program since 2012,
- The increase in popularity of lacrosse in the state and nationally, and
- Student interest.

The proposal provided information on all areas reviewed by the committee. The committee found that there is significant student interest in lacrosse. While the proposal recommends the addition of both boys' and girls' lacrosse teams, the committee recommends that addition of girls' lacrosse due to the financial impact. The estimated expense to implement the girls' lacrosse team is \$25,080. If a boys' team is also added, this expense would exceed \$50,000. The existing district athletic budget is able to absorb the expenses for the girls' team without reducing existing services. If the boys' team is also added, reductions would need to be made to the current high school athletic and equipment budgets.

ITEM	COST
League fees and tournaments	\$ 1,000
Head coach salary	\$ 5,256
Assistant coach salary (2)	\$10,074
Game officials	\$ 2,000
Transportation	\$ 3,250
Equipment budget	\$ 1,200
Game management	\$ 2,300
Total budget for girls' lacrosse	\$25,080

The existing OCR complaint is based on fewer opportunities for high school girls to participate in sports as compared to boys. The addition of girls' lacrosse resolves this complaint. Based on student interest, the financial implications, and the positive resolution to the OCR complaint, the committee recommends the addition of a Kenosha Unified School District High School co-op girls' lacrosse team.

The District understands there are existing Raptor players from southeastern Wisconsin that do not attend Kenosha Unified School District. School districts that are interested in co-opting with Kenosha Unified School District may contact the District's Coordinator of Athletics.

Recommendation

Administration recommends that the Board approve the addition of a Kenosha Unified School District High School co-op girls' lacrosse team for the 2017-18 school year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

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

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 22, 2017

GANG PREVENTION EDUCATION PROGRAM

Background:

The Boys & Girls Club of Kenosha (BGCK) and the Kenosha Unified School District (KUSD) have enjoyed working together for more than 20 years to address the issue of gang involvement and delinquency issues in our community. The district provides financial support the BGCK needs to monitor, supervise and mentor youth in gang prevention groups, while working on anger management, team building, job skills development, gang resistance, and social and delinquency issues.

Program Description:

Together, the BGCK and KUSD provide educational gang intervention and/or prevention services at Bradford, Indian Trail, Tremper, Reuther and Hillcrest high schools; and Bullen, Lance, Lincoln, Mahone and Washington middle schools. Club gang prevention staff also provides extra security at KUSD and BGCK sporting events. The BGCK gang prevention program plan includes the following objectives:

- I. BGCK will monitor/supervise/mentor approximately 50 youth in gang prevention and intervention education to students in attendance at Bradford, Indian Trail, Tremper, Reuther and Hillcrest high schools; and Bullen, Lance, Lincoln, Mahone and Washington middle schools. Students will be case managed for approximately six months where they will focus on anger management, team building, job skill development, gang resistance and social and delinquency issues.
- II. BGCK will organize and supervise incentive-based activities for students to encourage and reinforce positive behavioral changes (socially, academically and within the family circle). These activities will include, but not be limited to, trips to professional and local sporting events, community service opportunities, cultural events and local college events. Additional incentive-based activities will include:
 - a. Full scholarships for targeted youth who are interested in league sports programs at the BGCK.
 - b. Priority placement and assessment for eligibility in the summer or year round youth employment program.
- III. BGCK staff will maintain frequent contact with the families of program participants in order to gauge behavioral changes and to provide referrals for additional resources within the community. BGCK will organize family events throughout the year. Program staff will meet with families at least twice per quarter at sponsored activities and/or through individual home visits.

- IV. BGCK staff will continue to work with principals of individual schools as requested to assist with gang involvement and delinquency issues. BGCK staff will continue to offer Gang Prevention group trainings per request of the individual principals. These groups typically involve identified at-risk students along with current and former case managed students. Often BGCK staff is asked to assist with or to be involved in follow-up with previously managed students, typically at the request of school personnel.

Program Activities:

The program activities concentrate on Middle and High Schools. BGCK continues to assist all schools regarding gang threats by assisting in identification of gangs, mediating disputes between students and/or gang members, investigating fights and any other issues schools request.

BGCK staff will continue to provide support to Gary Vargas, Juan Cruz and Sam Saucedo at Bradford, Tremper and Indian Trail. The BGCK staff will continue assisting and providing support to Reuther as well. BGCK provides schools with gang prevention and community service activities that assist with the safety of schools. BGCK staff assists with gang prevention activities at Bradford High School on Saturday morning (e.g. groups, counseling and community service work). BGCK has ongoing in-service gang trainings for school personnel upon request. BGCK staff attends local universities gang awareness trainings and BGCK staff sits on panels upon request.

BGCK staff has found that one of most effective incentives affecting behavioral change has traditionally been and will continue to be offering employment opportunities for our youth. BGCK has been working to maintain unsubsidized employment opportunities in the private sector or enroll participants in the BGCK Summer Youth Employment Program (SYEP) for at-risk youths in our community. A major focus last year was centered on employment efforts for case managed youth and will continue to be a key component. BGCK staff facilitates a National Boys & Girls Club program titled Career Launch. This program is used as a springboard to help the youth prepare for entrance in the job market by assisting with resume writing, interviewing skills, job searching and appropriate dress for success. Since jobs continue to be the number one driving force or tool to captivate the attention of young teenagers, a major effort of BGCK staff has been to transition youth into permanent employment instead of seasonal employment. Many of the case managed youth are referred and participate in the SYEP. There is a total of nine current case managed youth participating in the SYEP.

Another program that is offered at the Boys and Girls Club program is the Youth Empowerment Program (YEP). This program is designed primarily for middle school youth and focuses on providing them with tools to ensure successful completion of high school. In addition, the staff will continue to encourage youth to participate at the BGCK year-round in order to benefit and maximize the offerings.

A heavy emphasis of BGCK staff has been to encourage middle school youth to participate in BGCK programming after school to enhance what they worked on during the school day. This

has proven to be successful with more youth coming to the BGCK for a safe, positive place to be outside of school hours. BGCK daily programming focuses on three priority outcomes: academic success, good character and leadership and healthy lifestyles. Key programs that BGCK staff utilizes are the newly revised Boys & Girls Club of America tested and proven program called Street SMARTS and SMART Moves. The curriculum provides education, resource materials, mentoring sessions, peer learning groups and positive adult role models. Street SMARTS and SMART Moves programming targets boys and girls ages 6-16 and provides age appropriate topics and lesson plans. Goals of the programs include youth participating in activities designed to hone their decision-making and critical-thinking skills, as well as, learn how to avoid and/or resist alcohol, tobacco and other drugs. Additional program outcomes include increased knowledge in handling anger and conflict; resisting bullying, fighting and gang involvement; developing skills to express feelings, make values-based empowered choices and maintain positive relationships. The competencies developed in this program include:

- Personal values and skills: communication, cooperation, assertion, responsibility, empathy, engagement and self-control.
- Interpersonal skills: interpersonal competencies, cultural competence and peaceful conflict resolution.
- Positive sense of self: personal power, identity; self-esteem, sense of purpose, positive view of a personal future, planning and decision-making.

BGCK now participates in the Child and Adult Food Care Program (CAFCP), which provides a healthy cooked meal to attendees to ensure youth are not going home hungry on the days they attend the club.

BGCK staff is also available to assist elementary schools by providing elementary principals and staff with assistance in locating direct community resources and programs.

Current Progress and Future goals:

Boys and Girls Club to Provide:

- A comprehensive list of student participants and their respective schools, along with release forms signed by the students and their parents/guardians before working with anyone in the schools
- Detailed financial reports when submitting bills to KUSD:
 - Mileage submissions must include who traveled, the date, building/location visited and miles/distance traveled
 - Salary submissions must include who the salary is for, amount being requested, number of hours worked, locations worked at and the individual's hourly rate
 - Phone bills must include the individual's name and the amount for his/her line

- Any other submissions also must include supporting documents

Gang Prevention Initiative

Year End Report 2016-2017

I. Boys & Girls Club staff monitored /supervised and mentored 55 youth in gang prevention programs which was ahead of our goal of 50 youth.

Boys & Girls Club staff facilitated groups with prevention activities at Bradford, Indian Trail, Brass and Lincoln. Youth from Tremper, Reuther, Bullen, Lance, Lincoln, Mahone, Washington, Curtis Strange, KTEC-East, Jefferson, Grant, Wilson, EBSOLA, and Brass participated in groups using curriculum from the Boys & Girls Clubs of America's National Program STREET SMARTS that was revised in 2015. These programs are facilitated at the Boys & Girls Club weekly throughout the school year. The youth remain in their groups approximately 6 months working on anger management, team building, job skill development, gang resistance and social and delinquency issues.

II. Boys & Girls Club staff organized and supervised incentive based field trips for case managed youth such as Bucks games, roller skating, Gateway Technical College health fair, African American history museum in Chicago, Jump America and high school sporting events. In addition to field trips youth were provided opportunities to participate in a flag football league, youth & teen holiday themed parties that included holiday gifts, performing arts programming with professional artists and extended hour teen nights. All 55 youth participated and experienced positive behavioral changes which may be related to the pro social activities offered at the Boys & Girls Club.

a. We offered Boys & Girls Club sports scholarships to 16 youth who participated in a tackle football league and provided them with equipment, 11 youth that participated in a basketball league and one youth who participated in a soccer league. These programs build teamwork, promote confidence and provided mentoring to youth participating in the Gang prevention initiative.

b. Twelve youth in the gang prevention program are participating in the summer youth employment program in 2017.

III. Boys & Girls Club staff maintained frequent contact with the families of program participants through home visits, weekly phone calls and activities. Some of the activities have included, but are not limited to: talent shows, college preparation and college tour informational meetings, movie nights, family football day, holiday parties, and held an open house to introduce more families to the activities at the Boys & Girls Club and provided referrals for additional resources within the community.

IV. Boys & Girls Club staff work with principals of individual schools daily to provide a continuity of care for case managed youth. Gang prevention staff visits at least 6 schools per day as requested to assist with gang involvement and delinquency issues. They help identify graffiti, provide security at sporting events, identify issues happening outside the school to ensure they are not brought into the schools, and work closely with SRO police officers at the schools to further prevent gang activity at our KUSD schools.

Current Progress

Goal 1

- 2016-2017- 85% of at least 50 youth will not have a new offense based on juvenile intake data.

Progress

99 % of youth participating have not had a new offense since the start of the program at the beginning of the 16-17 school years.

Goal 2

- 2016-2017- 80 % of at least 50 youth will participate in at least 4 non-gang related program activities per month based on attendance taken at activities.

Progress

98% of youth have participated in at least 4 non-gang related program activities per month.

Goal 3

- 2016-2017- 70% of Parents Families will increase involvement in youth care by participating in at least 2 activities per quarter based on attendance at activities.

Progress

53% of participant's families have participated in 2 activities per quarter. This is a goal we struggle with but are trying to improve. However Boys & Girls Club staff has close contact with families through weekly phone calls and monthly home visits with each case managed youth and their family.

Goal 4

- 2016-2017 Goal- 80% of youth will maintain or reduce their gang risk assessment score from intake to completion.

Progress

93% of youth participating decreased their gang risk assessment score from program intake to completion.

Goal 5

- 2016-2017 Goal-75% of youth that participate in the program for at least three months will improve school attendance.

Progress

73 % of youth that have participated have improved school attendance. We are working to strengthen this goal.

Goal 6

- 2016-2017 goal -75% of the youth will improve their academic performance by one grade level.

Progress

92% of youth participating improved their academic performance by one grade level.

GPA- Our youth's average GPA upon entry to our program was 1.9, upon exit our youth increased their average to 2.37, 92% of the youth in this program increased their GPA, 12% remained the same, 10% increased by .2 and 18% increased by .3 or more.

KUSD/BGCK Gang Prevention Program Goals 2017-2018

2017-2018 Goal 85 percent of youth will not have a new offense while in the program

- BGCK will be able to report findings by collecting and checking data from the Juvenile Justice Office

2017-2018 Goal 80 percent of youth will participate in at least four (4) non-gang related activities per month

- BGCK will monitor activities by taking attendance at each activity. Key activities included Street Smarts, Smart Moves and Career Launch

2017-2018 Goal 70 percent of parents/families will increase involvement in youth care

- BGCK will monitor activities by taking attendance at each activity. Examples of activities include family resource fairs, adult computer classes, Boys & Girls Club sports family days and National Night out

2017-2018 Goal 80 percent of youth will maintain or reduce their gang risk assessment score from program intake to program completion

- Participants are assessed prior to intake using gang risk assessment. Assessment ranges from 1-20 with participants scoring eight (8) or above admitted into the program
- Progress is measured by reassessment upon program completion. Maintaining the score is considered little progress, reducing the score by 1-2 points is considered progress, reducing the score by 3 or more is considered advanced progress.

2017-2018 Goal - 75 percent of youth who participate in the program for at least three months will improve school attendance

- BGCK measures progress by working with KUSD
- BGCK staff will work on strengthening the attendance percentage as academic performance increases by getting youth to school

2017-2018 Goal – 75 percent of youth will improve their academic performance overall

- BGCK measures Progress by working with KUSD to collect grades, progress reports and report cards. BGCK would like to continue to improve this metric by utilizing a more

detailed progress scale. Maintaining GPA will be considered little progress, improving GPA by .2 will be considered improving. Improving grades by .3 or more will be considered advanced progress.

Administrative Recommendation:

Administration is recommending that the Gang Prevention Program report and Memorandum of Understanding be approved on August 22, 2017, by the Board of Education.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

Willie Days
Coordinator of Diversity/Student and Family Engagement

MEMORANDUM OF UNDERSTANDING

BETWEEN THE BOYS & GIRLS CLUB OF KENOSHA AND KENOSHA UNIFIED SCHOOL DISTRICT NO. 1.

The Boys & Girls Club of Kenosha (BGC) and the Kenosha Unified School District (KUSD) have enjoyed a partnership over the last 20 years working collaboratively to address the issue of gang involvement and delinquency issues in our community. This Memorandum of Understanding will outline the future of this partnership.

- I. BGC will monitor/supervise/mentor approximately 50 youth in gang prevention groups at Kenosha Unified Schools. There will be approximately 8-10 youth in a group. The youth remain in the groups approximately 6 months working on anger management, team building, job skill development, gang resistance and social and delinquency issues.
- II. Additionally, BGC will organize and supervise incentive based activities for the youth in order to encourage and reinforce positive behavioral change. These incentive based activities will be granted on a case-by-case basis by BGC staff to recognize positive behavioral changes (socially, academically and within the family circle). These activities will include, but not be limited to: trips to professional and local sporting events, community service opportunities, cultural events, and local college events. Additional incentive based elements will include:
 - a. BGC will offer full scholarships for targeted youth who are interested in league sports programs at the BGC.
 - b. Targeted youth interested in employment training will receive priority placement and be assessed for eligibility in the summer or year round program.
- III. All targeted youth will be provided free memberships to the Boys & Girls Club for the duration of the program. Youth will be encouraged to attend educational and cultural teen programming held at the BGC facility.
- IV. BGC staff will maintain frequent contact with the families of program participants in order to gauge behavioral changes, as well as to provide referrals for additional resources within the community. BGC will organize family events throughout the year. Program staff will meet with families at least twice per quarter at these sponsored activities or through individual home visits.
- V. BGC staff will work with principals of individual schools as requested to assist with gang involvement and delinquency issues.
- VI. BGC staff will continue to serve on the Kenosha County Gang Task Force and participate in their monthly meetings. This group brings together representatives of law enforcement, juvenile intake, Division of Children and Family Services, and KUSD. The task force undertakes to coordinate intervention and address trends in gang behavior and delinquency.

1. Staff:

- I. BGC will maintain 2 full time and 3 part time staff to implement Gang Prevention programming. They are leaders in the Gang Prevention community and represent over 50 years of gang prevention experience in this community.

2. Contract Budget

K.U.S.D		\$50,000.00
Boys & Girls Club of Kenosha		\$47,000.00
Kenosha County Div. of Children and Family Services		\$63,500.00
State of Wisconsin DPI - Wisconsin After 3		\$44,004.00
Total		\$204,504.00

2017-2018 - Goal 85 percent of youth will not have a new offense while in the program

- BGCK will be able to report findings by collecting and checking data from the Juvenile Justice Office

2017-2018 - Goal 80 percent of youth will participate in at least four (4) non-gang related activities per month

- BGCK will monitor activities by taking attendance at each activity. Key activities included Street Smarts, Smart Moves and Career Launch

2017-2018- Goal 70 percent of parents/families will increase involvement in youth care

- BGCK will monitor activities by taking attendance at each activity. Examples of activities include family resource fairs, adult computer classes, Boys & Girls Club sports family days and National Night out

2017-2018 - Goal 80 percent of youth will maintain or reduce their gang risk assessment score from program intake to program completion

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2017-2018- Goal - 75 percent of youth who participate in the program for at least three months will improve school attendance

- BGCK measures progress by working with KUSD
- BGCK staff will work on strengthening the attendance percentage as academic performance increases by getting youth to school

2017-2018 -Goal – 75 percent of youth will improve their academic performance overall

- BGCK measures Progress by working with KUSD to collect grades, progress reports and report cards. BGCK would like to continue to improve this metric by utilizing a more detailed progress scale. Maintaining GPA will be considered little progress, improving GPA by .2 will be considered improving. Improving grades by .3 or more will be considered advanced progress

3. Reports

- BGC will provide a mid-year and end of year report reports. The reports will note program start dates, gang risk assessment scores, referrals provided, activities, program attendance, grades and school attendance.

4. Finances

- BGC will bill monthly by the 10th of the month.

5. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of BGC and KUSD authorized officials. It shall be in force from September 1, 2017 to June 30, 2018. Parties A and B indicate agreement with this MOU by their signatures.

Susan Valeri
Chief of School Leadership
Kenosha Unified School District

Date

Jake McGhee
Chief Professional Officer
Boys & Girls Club of Kenosha

Date

Kenosha Unified School District
Kenosha, Wisconsin

August 22, 2017

REPORT OF CONTRACTS IN AGGREGATE OF \$25,000

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 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 \$25,000 that have been added to the Contract Management Database subsequent to July 25, 2017 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 \$25,000

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
Wisconsin RTI Center/Cooperative Educational Service Center	Training will provide building leadership teams the opportunity to review their current universal instructional practices within literacy or math and to develop action steps in order to improve the universal instructional practices in that specific content area within their school.	\$25,000

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Ms. Julie Housaman
Chief Academic Officer

Mr. Robert Hofer
Purchasing Agent

Ms. Jennifer Navarro
Coordinator Professional Learning

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: Wisconsin RTI Center/Cooperative Educational Service Center

Purchased Good/Program: Reviewing Universal Instruction Reading & Reviewing Universal Instruction Math

Start Date/Date Needed: September 19, 2017

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

This year the focus of the RTI Leadership Team (Appendix A) is to ensure high quality universal instruction is happening across the district. In the spring 2017 all schools participated in a RTI overview and identified a content area in which they wanted to concentrate their focus. This follow up training will provide building leadership teams the opportunity to review their current universal instructional practices within literacy or math and to develop action steps in order to improve the universal instructional practices in that specific content area within their school. This work is connected to Strategic Direction 1 – *Increase Academic Achievement for all students by prioritizing and implementing recommendations from the curriculum audit.*

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

\$17,500 for 2 sessions of Reviewing Universal Reading Instruction (for schools with a literacy focus)
 \$7,500 for 1 session of Reviewing Universal Math Instruction (for schools with a math focus)

Total cost \$25,000
 Funding Source: Title IIA funds will be used to fund this training.

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

YES ☒ NOX If no, please request an RFP packet

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

Reviewing Universal Mathematics Instruction

School Building Leadership Teams will:

- Understand what is required of the Common Core State Standards for Mathematics with a focus on the Standards for Mathematical Practice.
- Recognize the importance of systemic practices in instruction, collaboration and assessment at the universal level
- Learn about Wisconsin's Guiding Principles for Teaching and Learning in Mathematics Classroom and examine the district's status for each.
- Analyze, prioritize and plan around actions that will have a positive impact on student achievement.

Reviewing Universal Reading Instruction

School Building Leadership Teams will:

- Understand the need for a strong systemic reading foundation built upon organizational trust and common foundational beliefs.
- Build school/ district level team capacity including cultural competence when designing and providing comprehensive literacy instruction for ALL students at the universal level.
- Review and outline core reading components from the Common Core State Standards
- Review and outline instructional time, instructional grouping, and universal classroom environment.
- Understand the effectiveness of common language and systemic best practice in universal reading instruction.
- Investigate and discuss high quality systemic universal reading instruction as it relates to the RTI framework; including the essential elements of collaboration and balanced assessment.
- Analyze, prioritize and plan around actions that will have a positive impact on student achievement.

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

September 19, 2017

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

Appropriate Leadership Signature Julie Husar Date 7-11-17

District RTI Leadership Team

Team Member	Position
Dr. Angela Andersson	Principal, KTEC
Andy Baumgart	Principal, Bullen
Patricia Clements	Coordinator, Talent Development
Julie Housaman	Chief Academic Officer
Alicia Hribal	Principal, Vernon
Kristopher Keckler	Chief Information Officer
Scott Kennow	Regional Coordinator of Leadership and Learning
Bridget Kotarak	Interim Director of Special Education and Student Support
Maria Kotz	Principal, Indian Trail
Edward Kupka	Coordinator, Student Support
Jennifer Lawler	Coordinator, Math
Susan Mirsky	Coordinator, Literacy
Jennifer Navarro	Coordinator, Professional Learning
Robert Neu	Director, Title Programs
Martin Pitts	Regional Coordinator of Leadership and Learning
Susan Valeri	Chief of School Leadership

**Kenosha Unified School District
Kenosha, Wisconsin**

August 22, 2017

**REQUEST TO SUBMIT THE ACADEMIC PARENT-TEACHER TEAM SCHOOL CONTINUATION
GRANT AND PLANNING AND IMPLEMENTATION GRANT APPLICATIONS FOR THE
UPCOMING SCHOOL YEAR (2017-2018) AND NEXT SCHOOL YEAR (2018-19).**

Continuation and Planning and Implementation Grants

KUSD BACKGROUND WITH APTT AT EBSOLA CA

At the May 10, 2016 Meeting the school board unanimously approved the APTT Planning and Implementation Grant for EBSOLA CA 2016-17 school year. DPI requested a three-year commitment to the implementation of Academic Parent Teacher Team, however due to DPI not knowing how much money will be allocated to schools annually, schools are required to submit a continuation grant application yearly. EBSOLA CA would like to continue implementing Academic Parent Teacher Teams (APTT) for the 2017-18 and 2018-19. The APPT grant is a dissipating grant and EBSOLA CA is requesting the opportunity to utilize grant funds as long as they are available. EBSOLA CA has been asked by DPI and WestEd to serve as a model school for the State of Wisconsin. EBSOLA CA APTT end of year parent data surveys also revealed that EBSOLA CA parents are in full support of the program and would like EBSOLA CA to continue implementing Academic Parent Teacher Teams. EBSOLA CA is requesting approval from the board to continue this grant-funded program for the 2017-18 and 2018-19 school years (so long as funding from DPI is available).

School board approval is requested to submit the following grants:

Continuation Grant

- Edward Bain School of Language and Art—Creative Arts (\$7,000)

SCHOOL SITE SUPPORT FOR PROJECT

Based on a survey of staff, 45/49 staff members (92%) were in favor of continuing their work with this project at the school. There were four staff members who did not respond to the survey.

TOTAL AMOUNT OF REQUEST

2017-18	\$7,000
2018-19	To be determine when DPI release funds which is contingent on # of schools participating annually (not to exceed the \$7000)

The Fiscal, Facilities and Personnel Impact Statement are included as Appendices A and B.

GRANT TITLE

Academic Parent-Teacher Team School Grant (APTT)

GRANT FUNDING SOURCE

State of Wisconsin Department of Public Instruction

GRANT TIME PERIOD

July 1, 2017 through June 30, 2018

TYPE OF PROJECT

The purpose of this grant is to continue to fund up to ten elementary and/or middle Focus Schools as statewide pilot schools to continue to implement Academic Parent-Teacher Teams (APTTs), a research-based system of family engagement that strategically connects families and schools to advance student learning and achievement. The APTTs model is a classroom-based, teacher-led, data-driven family engagement model focused on supporting children's academic goals by linking home and school learning.

The APTTs model replaces traditional parent-teacher meetings. Classroom teachers invite families to participate in 3 75-minute group meetings and 1 30-minute individual parent-child session annually. During APTTs meetings teachers share actionable data, review grade-level skills, and demonstrate concrete activities families can do at home to help students master skills. Families practice the learning activities, and each family reviews their child's progress data to set a 60-day academic goal individualized to their child's needs.

PROGRAM DESCRIPTION

APTTs is an intentional and systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction. Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTTs meetings and one in-depth individual conference each year. The APTTs objectives include improving student achievement by increasing the quality and quantity of parent-teacher communication and interaction and establishing high expectations between teachers and families to optimize student learning.

This alternative conference system is designed to:

- Help parents participate in supporting their child's learning at home.
- Provide an opportunity for families from the same classroom to work together and possibly form support networks.
- Increase parent knowledge of how data is used in the classroom.
- Provide an opportunity for parents to get to know the teacher.

APTTs replaces traditional parent-teacher conferences with teams that have two components.

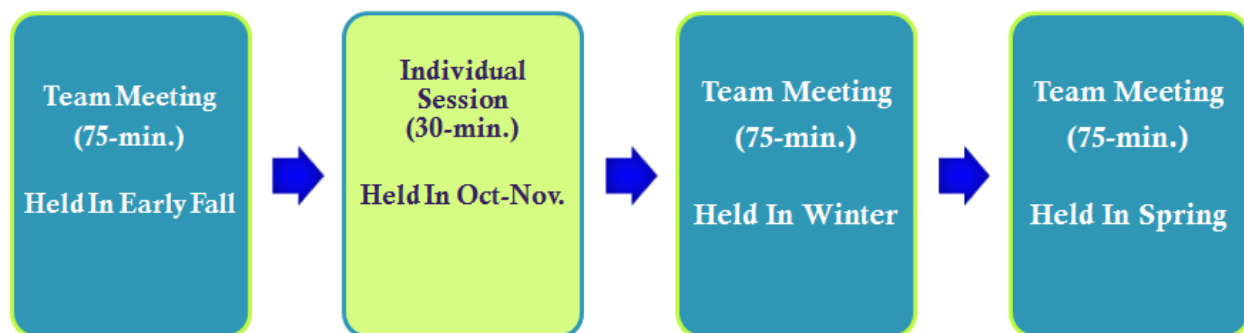
Component 1. 3 75-minute classroom team meetings each year

The team consists of the teacher, all parents, and a parent liaison. Each meeting includes a review of student academic performance data, parent-student academic goal setting, teacher demonstration of skills to practice at home, parent practice, and networking opportunities.

Component 2. 1 30-minute individual parent-teacher conference

This meeting between the student, the teacher, and the student's family provides support that is individualized based on the needs of the student. It provides an opportunity for families and teachers to deepen their relationship as partners, discuss the student's progress at home and at school, and to collaboratively create an action plan to support the student's growth and improvement.

Academic Parent-Teacher Teams Model



Components and Essential Elements of the Academic Parent-Teacher Teams Model

Three Team Meetings	One Individual Session
<ul style="list-style-type: none">• Welcome and team building• Review grade level skills.• Share data.• Model practice activities.• Facilitate family practice activities.	<ul style="list-style-type: none">• Build strong collaborative relationships.• Update family regarding student academic progress.• Collaborate on plan of action to achieve SMART Goal.

RATIONALE

The APTTs process aligns well with the EBSOLA- Creative Arts SMART Goals. EBSOLA-CA will maintain three scheduled conferences annually. The 2017-18 parent teacher conference schedules already approved by the Board of Education align with the APTT model. In addition to the scheduled parent teacher conference times, EBSOLA-CA will hold parent-teacher team meetings during the evening in September, February, and May and individual conferences in November for all students, 4-year-old kindergarten through fifth grade.

Anticipated results for APTTs include:

- Accelerated student academic progress
- Increased parent-teacher collaboration focused on student goals
- Increased family capacity to support learning
- Improved overall school culture
- Exceeded Title I requirements
- Efficient and strategic family outreach

Recommendation

It is recommended that the Board of Education approve this request to submit the Academic Parent Teacher Team School Continuation Grant application and the Academic Parent-Teacher Team Planning and Implementation School Grant application for the 2017-18 and 2018-19 school years.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief of Teaching and Learning

Ms. Susan Valeri
Chief of School Leadership

Mr. Scott Kennow
Regional Coordinator of Leadership and Learning-Elementary

Mr. Robert Neu
Director of Title Programs

Ms. Cherise Easley
Principal of Edward Bain School of Language and Art—Creative Arts

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 22, 2017

**PROVISIONS GOVERNING THE TRANSPORTATION
OF STUDENTS ATTENDING PUBLIC AND PRIVATE
SCHOOLS FOR THE 2017-2018 YEAR**

The following provisions for the transporting of students attending public and private schools will become effective from and after the fifteenth day of August 2017. (These provisions relate to Board Policies 3511 and 3514)

Students Attending Public Schools

1. Pursuant to Wisconsin Statutes, transportation shall be provided to all students residing in the City of Kenosha, Village of Pleasant Prairie, and Town of Somers who live two or more miles from the public school to which they are assigned.
2. Pursuant to Wisconsin Statutes relating to transportation in areas of unusual hazards, transportation shall be provided to students of all elementary schools, 4k kindergarten through grade 5, who reside in the Village of Pleasant Prairie, Village and Town of Somers (except elementary school students residing within the attendance areas of Forest Park, Grant, Strange, and Harvey Elementary Schools), and certain designated areas in the district as described below.
3. Transportation will be provided for all students residing in the corporate limits of the City of Kenosha and living west of Highway 31, (with the exception of Nash elementary students where safe walking conditions are available) and for Bradford High School students where the only access road is Highway 31.
4. Transportation will be provided to students residing within the corporate limits of the City of Kenosha who attend 4k kindergarten through grade 5 of the elementary school located outside the corporate limits of the City of Kenosha.
5. Transportation will be provided for students who reside within the Bose Elementary School attendance area east of the Chicago and Northwestern Railroad tracks and for students who reside west of 22nd Avenue.

6. Transportation will be provided for students who reside within the Jeffery Elementary School attendance area on the south side of 89th Street, west of 22nd Avenue, and east of 39th Avenue and for students residing within the corporate limits of the City of Kenosha north of 85th Street and west of 39th Avenue.
7. Transportation will be provided to students residing within the Curtis Strange Elementary School attendance area north of 52nd Street until such time that the City of Kenosha will provide improved walking areas.
8. On a temporary basis, subject to annual review, transportation will be provided for students attending and residing within the Grant Elementary School attendance area south of Highway 142 and west of the old Chicago-Milwaukee North Shore Railroad right-of-way.
9. No transportation will be provided for students who are voluntarily enrolled in alternative programs, participating in part-time and full-time open enrollment programs, or participating in Recreation Department programs
10. Elementary students (grades 4k through 5) may be required to walk up to 1 mile to an authorized school bus pick-up point. Students in grades 6 through 12 may be required to walk up to 1 mile to a school bus pick-up point. Exceptions to these distances may occur in areas considered “unusually hazardous” and will be subject to approval by the Supervisor of Transportation.
11. Students supervised before and after school by a day care center located within the attendance area of the school may be bused to the school. The Superintendent will make recommendations to the Board relative to any exceptions to this policy.
12. Transportation will be provided to students attending the academy portion of Indian Trail High School, residing less than two miles from school, until such time that the City of Kenosha will provide improved walking areas and are in the attendance boundary of ITHS.
13. Students attending schools of choice are not provided transportation. Lakeview Technology Academy (LTA) students may request bus service to their boundary high school and ride a District provided shuttle bus from their boundary high school to LTA. Students are then shuttled back to their boundary high school for transportation rides home. (Note: Harborside will be allowed to use the boundary high school routes and take a shuttle to and from Harborside so long as Harborside continues to pay for their transportation.)
14. Transportation will be provided to students who reside in Lance Middle School attendance area who live on Cooper Road, or west of Cooper Road

until such time that the Village of Pleasant Prairie provides improved walking areas. Students may be required to walk no more than 200 ft. on Cooper Road.

15. Students who reside on Highway "H", 39th Avenue, and Springbrook Road may be required to walk no more than 200 ft. on these roads.
16. Transportation will be provided to students who reside in the Bradford High School attendance area who are less than 2 miles but become more than 2 miles due to the hazardous walk zone along Washington Road from east of Highway 31 to 39th Avenue.

Students Attending Private Schools

1. Pursuant to Wisconsin Statutes, transportation shall be provided to students attending private schools on the same basis as set forth above for students attending public schools with the additional provisions listed below.
2. Pursuant to Wisconsin Statutes, students residing in the school district who attend private schools located not more than five miles beyond that boundaries of the school district but within the state are eligible for transportation. In lieu of district bus transportation, parent contracts will be offered to the parent or guardian of each eligible pupil in accord with Wisconsin Statutes.
3. Pursuant to Wisconsin Statutes, transportation will be provided as set forth above to the private school located in the attendance area in which the pupil resides.

Transportation for Students with Exceptional Needs

1. Pursuant to Wisconsin Statutes, transportation shall be provided for students with exceptional education needs, regardless of distance, if such request (or such transportation) is approved by local and state authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort.

Other Provisions Concerning the Transportation of Students

1. Pursuant to Wisconsin Statutes, the Board is empowered to administer, set transportation routes and schedules, secure necessary information, make reports, and apply for and receive aids for the transportation of both public and private school students actually transported.
2. Insofar as possible, administrators of private schools shall be requested to coordinate their school calendars with the public school calendar.
3. Transportation will be provided for public and private school students as approved by the Board to implement state-mandated programs and federal programs.
4. Insofar as possible, bus stops for students with exceptional needs and Head Start students are to be designated near to and on the same side of the street as the residence unless bus aids are provided or other arrangements are made with the parent through the district Transportation Office.
5. The provisions of this policy statement as set forth above shall apply in all instances except those in which extraordinary conditions are held to prevail and shall be subject to further review pending any required adjustments due to unforeseen circumstances.
6. Administration will be responsible for establishing and maintaining bus routes in accordance with this policy and changes in student population.

Administration Recommendation

Administration recommends school board approval of the Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2017-2018 year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Jeff Marx
Transportation Supervisor

Mr. Patrick Finnemore, PE
Director of Facilities

Kenosha Unified School District
Kenosha, Wisconsin

August 22, 2017

HEARING OFFICERS

Administration brings forth a recommendation concerning the appointment of Hearing Officers to assist the District with any expulsion hearings for the upcoming school year. Hearing Officers are paid \$100 per hearing and are scheduled on a rotating basis.

The job was posted this year and no new applicants met the minimum requirements for this position.

Indicated below are the two individuals that Administration recommends for the 2017-2018 school year: The nominated individuals are as follows:

Nancy Wheeler

Ms. Wheeler is a practicing attorney in Racine. She previously served as a Racine Judge, of which four years were in the juvenile division. Ms. Wheeler has served as a KUSD Hearing Officer for the past six years.

Richard Regner

Mr. Regner is a retired school Administrator who has experience as a teacher, building principal and as a District level administrator. Mr. Regner has served as a KUSD Hearing Officer also for the past six years.

Administrative Recommendation

Administration recommends that the Board of Education authorize the appointment of the two recommended Hearing Officers for the purpose of expulsion hearings during the 2017-2018 school year. Administration further recommends that the contract for hearing officers be set at a rate of \$100.00 per hearing for the 2017-2018 school year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 22, 2017

Annual Restraint & Seclusion Report

By September 1, Wisconsin requires each school district to report the district restraint and seclusion data annually, to the school board. Districts must submit the number of incidents of physical restraint and seclusion, the total number of students involved in the incidents, and the number of students with disabilities who were involved in the incidents. The report to the school board contains the same data as required in the U.S. Department Office of Civil Rights Cyclical Data Collection (CRDC) on physical restraint and seclusion.

CRDC Definitions:

- “Mechanical restraint” refers to the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional.
- “Physical restraint” refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. This does not include a physical escort, which would be applicable for a temporary setting for the purpose of inducing a student who is acting out to walk to a safe location.
- “Seclusion” means the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving. This does not include a timeout, which is a behavior management technique that is part of an approved program in a non-locked setting for the purpose of calming.

A covered (trained) individual may use seclusion on a pupil at school only if all of the following apply:

- The pupil’s behavior presents a clear, present, and imminent risk to the physical safety of the pupil or others and it is the least restrictive intervention feasible.
- A covered individual maintains constant supervision of the pupil, either by remaining in the room or area with the pupil or by observing the pupil through a window that allows the covered individual to see the pupil at all times.
- The room or area in which the pupil is secluded is free of objects or fixtures that may injure the pupil.
- The pupil has adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.
- The duration of the seclusion is only as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the pupil or others.

Districts are required to report on two (2) types of restraint: mechanical and physical, and seclusion, detailing both the number of students (by disability status) and number of incidents. For example, the use of handcuffs by police officers would constitute a mechanical restraint and schools are required to fully document identified instances. Both a summary report and a full building level report are attached. For the 2016-17 school year, KUSD had 6 students who had a total of 6 incidents of *mechanical* restraint, 94 students who had a total of 225 incidents of *physical* restraint, and 72 students who had a total of 209 incidents of *seclusion*.

As identified, the increase in mechanical restraint are all the direct result of the state expectation to now ensure that any police involved use of handcuffs or other restraint are documented and reported. Although not district employees, police officers receive their own training and tactics related to the decision or need to apply some form of restraint.

This report is for informational purposes only.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Bridget Kotarak
Interim Director of Special Education and
Student Support

Kristopher Keckler
Chief Information Officer

Number of Students Subjected to Restraint or Seclusion by Demographics 2016-17

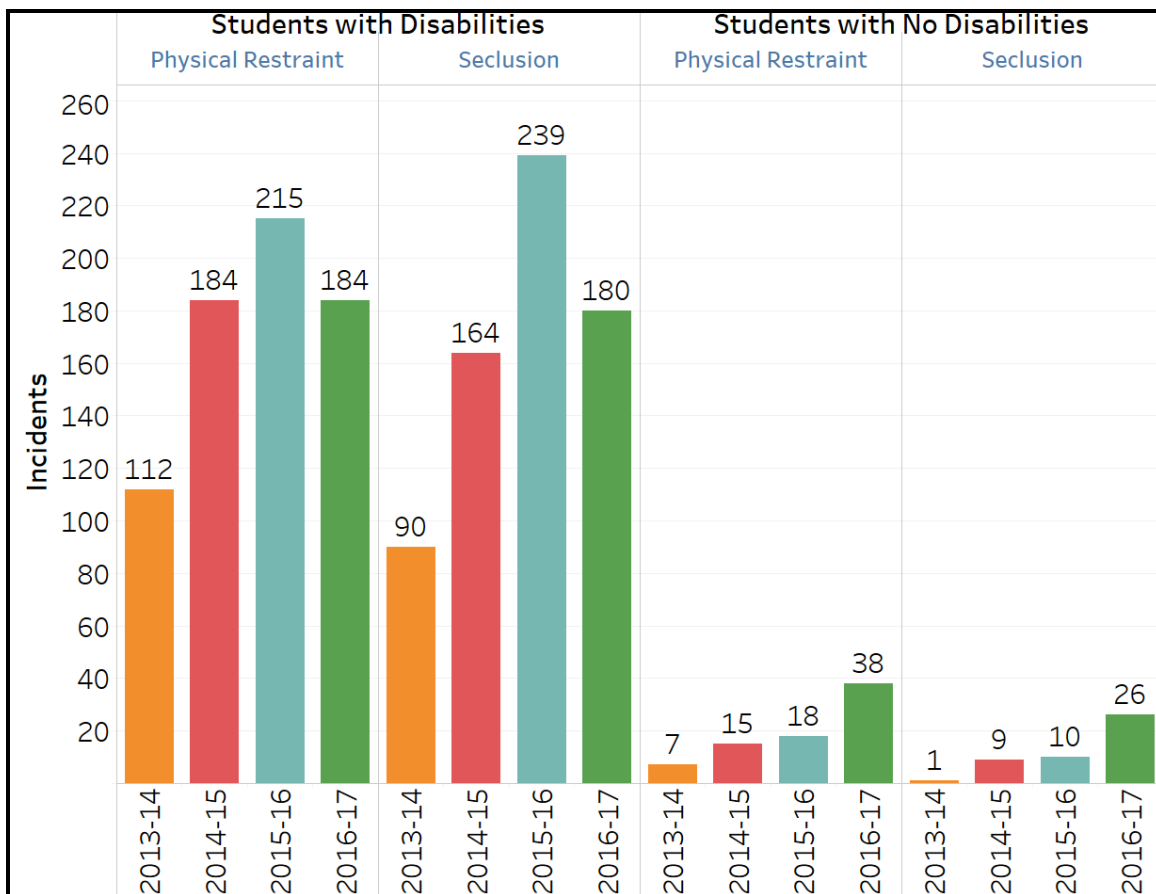
Type	Male											Female										
	H	I	A	P	B	W	T	Total	504	LEP	H	I	A	P	B	W	T	Total	504	LEP		
Non-IDEA Students																						
Mechanical Restraint	1	0	0	0	0	0	1	2	0	0	0	0	0	0	1	0	0	1	0	0		
Physical Restraint	4	0	0	0	4	4	3	15	1	0	3	0	0	0	5	3	1	12	1	0		
Seclusion	2	0	0	0	1	4	2	9	1	0	2	0	0	0	2	2	1	7	1	0		
IDEA Students																						
Mechanical Restraint	0	0	0	0	2	0	0	2	NA	0	0	0	0	0	1	0	0	1	NA	0		
Physical Restraint	9	0	1	0	25	19	6	60	NA	3	2	0	0	0	4	1	0	7	NA	0		
Seclusion	8	0	0	0	21	15	6	50	NA	3	1	0	0	0	2	1	0	4	NA	0		

Number of Incidents of Restraint or Seclusion 2016-17

Type	Students with Disabilities	Students Serviced Under Section 504 Only	Students with No Disability
Mechanical Restraint	3	0	3
Physical Restraint	184	3	38
Seclusion	180	3	26

**Number of Incidents of Restraint or Seclusion
SY 2013-14, 2014-15, 2015-16, and 2016-17**

Type	Students with Disabilities				Students Serviced Under Section 504 Only				Students with No Disability			
	2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
Mechanical Restraint	0	1	1	3	0	0	0	0	0	0	0	3
Physical Restraint	112	184	215	184	0	0	0	3	7	15	18	38
Seclusion	90	164	239	180	0	0	0	3	1	9	10	26



Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 1. Non-IDEA Students Subjected to Mechanical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	1	2	0	0	0	0	0	0	1	0	0	1	0	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 2. Non-IDEA Students Subjected to Physical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	0	2	0	0	2	0	0	0	0	0	0	1	0	1	2	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	1	0	0	0	1	0	1	3	0	0	1	0	0	0	3	2	0	6	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	1	0	0	0	0	1	1	3	1	0	0	0	0	0	0	1	0	1	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	2	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	0	0	0	4	4	3	15	1	0	3	0	0	0	5	3	1	12	1	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 3. Non-IDEA Students Subjected to Seclusion

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	1	0	0	0	0	1	1	3	1	0	0	0	0	0	0	1	0	1	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2	0	0	0	1	4	2	9	1	0	2	0	0	0	2	2	1	7	1	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 4. IDEA Students Subjected to Mechanical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	LEP	H	I	A	P	B	W	T	Total	LEP		
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Bullen	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0		
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Ed Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Frank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Indian Trail	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Tremper	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0		
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	0	0	0	0	2	0	0	2	0	0	0	0	0	1	0	0	1	0		

H= Hispanic or Latino of any race
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A= Asian

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B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 5. IDEA Students Subjected to Physical Restraint

School	Male										Female								
	H	I	A	P	B	W	T	Total	LEP	H	I	A	P	B	W	T	Total	LEP	
Bose	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	
Bradford	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Bullen	0	0	0	0	2	0	1	3	0	0	0	0	0	0	0	0	0	0	
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ed Bain Creative Arts	4	0	0	0	3	2	1	10	2	0	0	0	0	0	0	0	0	0	
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Frank	1	0	1	0	2	0	0	4	0	0	0	0	0	1	0	0	1	0	
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Grewenow	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harvey	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Hillcrest	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	
Indian Trail	1	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0	
Jefferson	1	0	0	0	1	0	1	3	1	1	0	0	0	0	0	0	1	0	
Jeffery	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
KTEC	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Lance	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	
Lincoln	0	0	0	0	1	0	0	1	0	0	0	0	0	2	0	0	2	0	
Mahone	1	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	
McKinley	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	
Nash	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Roosevelt	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	
Somers	0	0	0	0	2	3	1	6	0	0	0	0	0	0	0	0	0	0	
Southport	1	0	0	0	1	3	1	6	0	0	0	0	0	0	0	0	0	0	
Stocker	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Strange	0	0	0	0	2	2	0	4	0	0	0	0	0	0	0	0	0	0	
Tremper	0	0	0	0	2	1	0	3	0	0	0	0	0	1	0	0	1	0	
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Washington	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	9	0	1	0	25	19	6	60	3	2	0	0	0	4	1	0	7	0	

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504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 6. IDEA Students Subjected to Seclusion

School	Male										Female								
	H	I	A	P	B	W	T	Total	LEP	H	I	A	P	B	W	T	Total	LEP	
Bose	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	
Bradford	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Bullen	0	0	0	0	2	0	1	3	0	0	0	0	0	0	0	0	0	0	
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ed Bain Creative Arts	4	0	0	0	2	2	1	9	2	0	0	0	0	0	0	0	0	0	
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Frank	1	0	0	0	2	0	0	3	0	0	0	0	0	1	0	0	1	0	
Grant	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Grewenow	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Harvey	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	
Hillcrest	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	
Indian Trail	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Jefferson	1	0	0	0	0	0	1	2	1	1	0	0	0	0	0	0	1	0	
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Lance	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mahone	1	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	
McKinley	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	
Nash	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Somers	0	0	0	0	2	2	1	5	0	0	0	0	0	0	0	0	0	0	
Southport	1	0	0	0	1	3	1	6	0	0	0	0	0	0	0	0	0	0	
Stocker	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	
Strange	0	0	0	0	2	1	0	3	0	0	0	0	0	0	0	0	0	0	
Tremper	0	0	0	0	2	2	0	4	0	0	0	0	0	1	0	0	1	0	
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL	8	0	0	0	21	15	6	50	3	1	0	0	0	2	1	0	4	0	

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Kenosha Unified School District
2016-2017 Restraint and Seclusion

Table 7. Instances of Restraint or Seclusion

School	Mechanical Restraint			Physical Restraint			Seclusion		
	SwD (IDEA)	Only S504	w/o Dis	SwD (IDEA)	Only S504	w/o Dis	SwD (IDEA)	Only S504	w/o Dis
Bose	0	0	0	2	0	0	2	0	0
Bradford	0	0	0	2	0	0	1	0	0
Brass	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0
Bullen	1	0	0	4	0	0	4	0	0
Chavez Learning Station	0	0	0	0	0	1	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	22	0	9	20	0	7
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	2	0	0	3
Frank	0	0	0	22	0	0	16	0	0
Grant	0	0	0	0	0	0	4	0	0
Grewenow	0	0	0	3	0	0	2	0	0
Harborside	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	1	0	0	11	0	0
Hillcrest	0	0	0	1	0	0	1	0	0
Indian Trail	0	0	1	2	0	9	0	0	2
Jefferson	0	0	0	15	0	0	7	0	0
Jeffery	0	0	0	1	0	2	0	0	2
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	8	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0
Lance	0	0	0	1	0	0	1	0	0
Lincoln	0	0	0	3	1	0	0	1	0
Mahone	0	0	0	4	0	0	4	0	0
McKinley	0	0	0	2	0	0	2	0	0
Nash	0	0	0	6	0	0	4	0	0
Pleasant Prairie	0	0	0	0	2	4	0	2	3
Prairie Lane	0	0	0	11	0	0	10	0	0
Reuther	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	1	0	0	0	0	0
Somers	0	0	0	20	0	5	10	0	5
Southport	0	0	0	26	0	0	40	0	0
Stocker	0	0	0	8	0	0	16	0	0
Strange	0	0	0	13	0	0	16	0	0
Tremper	2	0	2	5	0	3	9	0	2
Vernon	0	0	0	0	0	0	0	0	0
Washington	0	0	0	1	0	1	0	0	0
Whittier	0	0	0	0	0	2	0	0	2
Wilson	0	0	0	0	0	0	0	0	0
TOTAL	3	0	3	184	3	38	180	3	26

SwD = Students with disabilities

w/o Dis = Students without disabilities

S504 = Students with disabilities that are provided with services under Section 504 and are not provided with services under the Individuals with Disabilities Education Act (IDEA)



August 22, 2017

DONATION TO THE DISTRICT

The District has received the following donation:

1. Jeff Mielke donated \$1,000 to the Bradford Football program.

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

August 22, 2017

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
August-September**

August

- August 8, 2017 – Standing Committee Meeting – 5:30 P.M. in ESC Boardroom
- August 22-25, 2017 – New Instructional Staff Orientation
- August 22, 2017 – Regular Board of Education Meetings – 7:00 P.M. in ESC Boardroom
- August 28, 2017 – All Instructional Staff Report

September

- September 4, 2017 – Labor Day Holiday – District Closed
- September 5, 2017 – First Day of School for Students
- September 12, 2017 – Standing Committee Meetings – 5:30 P.M. in ESC Boardroom
- September 19, 2017 – Public Hearing on Budget and Annual Meeting of Electors – 7:00 P.M. at Indian Trail High School and Academy
- September 26, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

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