



REGULAR MONTHLY BOARD MEETING

July 28, 2020

7:00 PM

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

This page intentionally left blank



Regular School Board Meeting
July 28, 2020
Educational Support Center
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Introduction, Welcome and Comments by Student Ambassador	
IV. Awards/Recognition	
V. Administrative and Supervisory Appointments	
VI. Superintendent's Report	
VII. Legislative Report	
VIII. Views and Comments by the Public	
IX. Remarks by the President	
X. Consent Agenda	
A. Consent/Approve	4
Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations	
B. Consent/Approve	8
Minutes of 6/18/20, 7/16/20 and 7/20/20 Special Meetings, 6/23/20 Special Meeting and Executive Session and 6/23/20 Regular Meeting	
C. Consent/Approve	26
Summary of Receipts, Wire Transfers and Check Registers	
D. Consent/Approve	32
Revision of School Board Policy 8720 - Special School Board Meetings (Second Reading)	
E. Consent/Approve	35
Policy 6620 - Library Resources (Second Reading)	
XI. Old Business	
A. Discussion/Action	46
Revision of School Board Policies 4111, 5110.1, 5110.2, and 5111 (First Reading)	

XII. New Business	
A. Discussion/Action Return 2020 Plan	88
B. Discussion/Action NEA Local President Release Grant - Addendum to Teacher Contract	89
C. Discussion/Action Policy and Rule 1520 - Distribution of Marketing Materials to Students (First Reading)	93
D. Discussion/Action Revision of School Board Policy 8850 - School Board Committees (First Reading)	96
E. Discussion/Action Adoption of Kindergarten Through Grade 12 Art Materials	104
F. Discussion/Action Act 55 - Notice of Academic Standards	115
G. Discussion/Action Education for Employment Plan	118
H. Discussion Annual Restraint and Seclusion Report	140
I. Discussion/Action Renewal of Southeastern Wisconsin School Alliance Membership	150
XIII. Other Business as Permitted by Law Tentative Schedule of Reports, Events and Legal Deadlines For School Board (July-August)	164
XIV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XV. Adjournment	

Kenosha Unified School District

Kenosha, WI

July 28, 2020

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Alexandrescu	Rishana	Brass Community School	Special Education	ESP	08/31/2020	1
Appointment	Alioto	Emily	Nash Elementary School	Multi-Age 1/2/3	Instructional	08/26/2020	1
Appointment	Arellano	Maria	EBSOLA DL	Dual Spanish	Instructional	08/26/2020	1
Appointment	Axthelm	Michael	Department of Special Education	Specially Designed Physical Education	Instructional	08/26/2020	1
Appointment	Balian-Lewis	Samantha	Washington Middle School	Science	Instructional	08/26/2020	1
Appointment	Bardwell	Lori	Lincoln Middle School	E.D.	Instructional	08/26/2020	1
Appointment	Bassler	Heidi	Student Support/Guidance	Guidance	Instructional	08/26/2020	1
Appointment	Baumann	Theron	EBSOLA CA	E.D.	Instructional	08/26/2020	1
Appointment	Bennett	Erika	EBSOLA CA	Intervention Specialist	Instructional	08/26/2020	1
Appointment	Berry	Mary	Lance Middle School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Bewley	Michael	Indian Trail HS & Academy	Math	Instructional	08/26/2020	1
Appointment	Bottomley	Nina	EBSOLA CA	Instructional Coach	Instructional	08/26/2020	1
Appointment	Brockman	Nathaniel	Department of Special Education	Speech Therapist	Instructional	08/26/2020	1
Appointment	Brown	Riley	Lincoln Middle School	English	Instructional	08/26/2020	1
Appointment	Brown	James (Matt)	Bradford High School	Interim Assistant Principal High School	AST	07/01/2020	1
Appointment	Bublitz	Justin	KTEC East	Science	Instructional	08/26/2020	1
Appointment	Campagna	Amanda	4K Program	4K Program	Instructional	08/26/2020	1
Appointment	Cannon	Grace	Bradford High School	ESL Other Language	Instructional	08/26/2020	1
Appointment	Cervantes Contreras	Dulce	Lincoln Middle School	Spanish	Instructional	08/26/2020	1
Appointment	Cox	Lauren	Roosevelt Elementary School	Grade 1	Instructional	08/26/2020	1
Appointment	Cox	Tara	EBSOLA CA	Cross Categorical	Instructional	08/26/2020	1
Appointment	Cummings	Elizabeth	Student Support/Guidance	Psychologist	Instructional	08/26/2020	1
Appointment	Davies	Marissa	Bullen Middle School	Business	Instructional	08/26/2020	1
Appointment	Davis	Martica	Brass Community School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Diaz	Anisa	Somers Elementary School	Elementary Principal	AST	07/06/2020	1
Appointment	Dible	Mindy	Student Support/Guidance	Psychologist	Instructional	08/26/2020	0.8
Appointment	Dillon	Crystal	Chavez Learning Station	Family Service Provider	ESP	08/31/2020	1
Appointment	Dombrowski	Josie	4K Program	4K Program	Instructional	08/26/2020	0.5
Appointment	Donovan	Margaret	Fine Arts	Music	Instructional	08/26/2020	1
Appointment	Dreager	Josephine	Lakeview Technology Academy	Biology/Life Science	Instructional	08/26/2020	1
Appointment	Ehlers	Haley	Pleasant Prairie Elementary	Grade 3	Instructional	08/26/2020	1

Kenosha Unified School District

Kenosha, WI

July 28, 2020

The Office of Human Resources recommends the following actions:

Appointment	Ehlert	Amanda	Indian Trail HS & Academy	Chemistry/Biology Life Science	Instructional	08/26/2020	1
Appointment	Eickmeyer	Heather	Dimensions of Learning	Grade 1	Instructional	08/26/2020	1
Appointment	Ellsworth	Connie	Nash Elementary School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Emmer	Bradley	Bradford High School	Math	Instructional	08/26/2020	1
Appointment	Engen	Madison	Nash Elementary School	Grade 5	Instructional	08/26/2020	1
Appointment	Erwin	Karla	Tremper High School	Intervention Specialist	Instructional	08/26/2020	1
Appointment	Evans	Royette	Student Support/Guidance	Guidance	Instructional	08/26/2020	1
Appointment	Everett	Jennifer	Intervention Specialist	Forest Park	Instructional	08/26/2020	1
Appointment	Fitzmaurice	Janet	Bullen Middle School	Grade 6	Instructional	08/26/2020	1
Appointment	Foreman	Jacqueline	Department of Special Education	Visually Impaired	Instructional	08/26/2020	1
Appointment	Gowey	Rebecca	Vernon Elementary School	Grade 4	Instructional	08/26/2020	1
Appointment	Gregory	Hannah	Bradford High School	Chemistry/Biology Life Science	Instructional	08/26/2020	1
Appointment	Griffin	Kyle	Bradford High School	Special Education	ESP	08/31/2020	1
Appointment	Guckenberger	Stacy	Department of Special Education	Coordinator of Special Education	AST	07/13/2020	1
Appointment	Hall	Bradley	Bradford High School	C.D.B.	Instructional	08/26/2020	1
Appointment	Harris	Cassandra	Student Support	Psychologist	Instructional	08/26/2020	1
Appointment	Hayes	Andrew	Tremper High School	Chemistry	Instructional	08/26/2020	1
Appointment	Henley	Brooke	Washington Middle School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Hennig	Brian	Department of Special Education	Orientation/Mobility	Instructional	08/26/2020	1
Appointment	Hill	Miranda	McKinley Elementary School	Intervention Specialist	Instructional	08/26/2020	1
Appointment	Hoffman	Megan	EBSOLA CA	Grade 4	Instructional	08/26/2020	1
Appointment	Kasprzak	Corina	Reuther High School	Math	Instructional	08/26/2020	1
Appointment	Kern	Jennifer	Department of Special Education	Speech Therapist	Instructional	08/26/2020	1
Appointment	Kidwell	Stacey	Frank Elementary School	Guidance	Instructional	07/29/2020	1
Appointment	Kiesler	Jennifer	KTEC East	Science	Instructional	08/26/2020	1
Appointment	Knapp	Andrew	Mahone Middle School	E.D.	Instructional	08/26/2020	1
Appointment	Kochan	Tyler	Bradford High School	History	Instructional	08/26/2020	0.51
Appointment	Landro	Melanie	KTEC West	Administrative Support (10 MO)	ASP	08/12/2020	1
Appointment	Larsen	Kayla	Bullen Middle School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Loewen	Sharon	Stocker Elementary School	Special Education	ESP	08/31/2020	1
Appointment	Lothar	Shannon	Strange Elementary School	Special Education	ESP	08/31/2020	1
Appointment	Manjarrez	Melissa	Strange Elementary School	E.C.	Instructional	08/26/2020	1
Appointment	Margetson	Carla	Bradford High School	Cross Categorical	Instructional	08/26/2020	1

Kenosha Unified School District

Kenosha, WI

July 28, 2020

The Office of Human Resources recommends the following actions:

Appointment	Marschel	Michelle	Indian Trail HS & Academy	Family and Consumer Ed	Instructional	08/26/2020	1
Appointment	Martin	Shelly	Department of Special Education	Speech Therapist	Instructional	08/26/2020	1
Appointment	Maurice	Kara	KTEC East	Grade 6	Instructional	08/26/2020	1
Appointment	Mayber	Rebecca	EBSOLA CA	Grade 2	Instructional	08/26/2020	1
Appointment	Maydaniuk	Quinton	Bradford High School	Chem/Biology/Life Science	Instructional	08/26/2020	0.66
Appointment	Medina	Brunilda	EBSOLA DL	Dual Spanish	Instructional	08/26/2020	1
Appointment	Meristil	Jessica	Mahone Middle School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Mildenberg	Corinn	Pleasant Prairie Elementary	Cross Categorical	Instructional	08/26/2020	1
Appointment	Miller	Tricia	Whittier Elementary School	Grade 4	Instructional	08/26/2020	1
Appointment	Nikula	Andrea	Southport Elementary School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Papalia-Beatty	Willa	Athletics/Health/Physical Ed	Physical Education	Instructional	08/26/2020	1
Appointment	Patterson	Yanika	Lincoln Middle School	Math	Instructional	08/26/2020	0.5
Appointment	Perron	Daniel	Fine Arts	Middle School Orchestra/Elementary Orchestra	Instructional	08/26/2020	1
Appointment	Przybylski	Matthew	Southport Elementary School	E.C.	Instructional	08/26/2020	1
Appointment	Radeck	Allen	Washington Middle School	Math	Instructional	08/26/2020	1
Appointment	Rakestraw	McKenna	Washington Middle School	Performing Arts/Middle School Choir	Instructional	08/26/2020	1
Appointment	Rodriguez	Brandy	Lincoln Middle School	Social Studies	Instructional	08/26/2020	1
Appointment	Rodriguez	Victoria	Bullen Middle School	Security	ESP	08/31/2020	1
Appointment	Santelli	Brianna	Fine Arts	Music	Instructional	08/26/2020	1
Appointment	Sayeg	Brianna	Indian Trail HS & Academy	Art	Instructional	08/26/2020	1
Appointment	Schmidt	Dawn	4K Program	4K Program	Instructional	08/26/2020	0.5
Appointment	Schoff	Jessica	Jefferson Elementary School	Multi-Age 2/3	Instructional	08/26/2020	1
Appointment	Schroeter	Eric	Lakeview Technology Academy	Chemistry	Instructional	08/26/2020	1
Appointment	Sefcik	Brooke	Bullen Middle School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Sponenburg	Cameron	Lincoln Middle School	Reading Resource	Instructional	08/26/2020	1
Appointment	Springer	Dustin	Lakeview Technology Academy	Technology Education	Instructional	08/26/2020	0.83
Appointment	Stevens	Lindsey	McKinley Elementary School	Cross Categorical	Instructional	08/26/2020	1
Appointment	Stoebig	Megan	Department of Special Education	Speech Therapist	Instructional	08/26/2020	1
Appointment	Sullivan	Kimberly	Washington Middle School	Grade 6	Instructional	08/26/2020	1
Appointment	Tart	Melvin	Harborside Academy	Physical Education	Instructional	08/26/2020	1
Appointment	Thomas	Mitchell	Frank Elementary School	Cross Categorical	Instructional	07/29/2020	1
Appointment	Tryban	Hannah	Bullen Middle School	ESL Other Language	Instructional	08/26/2020	1
Appointment	Turek	Katherine	Lakeview Technology Academy	Math	Instructional	08/26/2020	1

Kenosha Unified School District

Kenosha, WI

July 28, 2020

The Office of Human Resources recommends the following actions:

Appointment	Tuttle	Sara	Chavez Learning Station	E.C.	Instructional	08/26/2020	1
Appointment	Walker	Diane	Lincoln Middle School	Science	Instructional	08/26/2020	1
Appointment	Yule	Jennifer	Lance Middle School	Administrative Support (10 MO)	ASP	08/12/2020	1
Appointment	Zapp	Michelle	Frank Elementary School	Cross Categorical	Instructional	07/29/2020	1
Appointment	Zinn	Bradford	Indian Trail HS & Academy	Security	ESP	08/31/2020	1
Resignation	Lipka	Natalie	Brass Elementary School	Grade 4	Instructional	06/11/2020	1
Resignation	Bates	Tressa	Lincoln Middle School	Cross Categorical	Instructional	06/11/2020	1
Resignation	Cervantes Contreras	Dulce	Teaching and Learning	Administrative Specialist (12 MO)	ASP	08/20/2020	1
Resignation	Cushman	Casey	Lakeview Technology Academy	Technology Education	Instructional	06/11/2020	1
Resignation	DenHartog	Karen	Whittier Elementary School	Information/Health Services	ESP	07/24/2020	1
Resignation	Erickson	Rebecca	Lincoln Middle School	Cross Categorical	Instructional	06/11/2020	1
Resignation	Gonzalez	Katie	Indian Trail HS & Academy	Biology/Life Science	Instructional	06/11/2020	1
Resignation	Guckenberger	Stacy	Department of Special Education	E.D. Program Support	Instructional	07/12/2020	1
Resignation	Harvey	Alisha	Indian Trail HS & Academy	Guidance-Comprehensive HS	Instructional	06/11/2020	1
Resignation	Krupecki	William	Indian Trail HS & Academy	Physics	Instructional	07/16/2020	1
Resignation	Matteucci	Joseph	Facilities	Master Plumber	Facilities	07/31/2020	1
Resignation	Nudi	Sarah	Washington Middle School	Science	Instructional	08/25/2020	1
Resignation	Ramey	Megan	Grant Elementary School	Kindergarten	Instructional	06/11/2020	1
Resignation	Schladweiler	Tiffany	Somers Elementary School	Kindergarten	Instructional	07/08/2020	1
Resignation	Smith	Eleanor	Bradford High School	English	Instructional	07/15/2020	0.34
Resignation	Stewart	Kevin	Indian Trail HS & Academy	Instrumental Music	Instructional	06/11/2020	1
Resignation	Tate	Tameka	Reuther Central High School	English	Instructional	07/16/2020	1
Resignation	Ticha	Amanda	Lincoln Middle School	Technology Education	Instructional	06/11/2020	1
Resignation	Yule	Jennifer	Lance Middle School	Special Education	ESP	06/10/2020	1
Retirement	Beiser	Danette	Mahone Middle School	Unit Manager	Food Service	08/20/2020	1
Retirement	Georno	Juli	Grant Elementary	Administrative Specialist (10 MO)	ASP	08/10/2020	1
Retirement	Hessefort	Vickie	McKinley Elementary School	Administrative Specialist (10 MO)	ASP	06/25/2020	1
Retirement	Lemke	Karen	Jeffery Elementary School	Night Custodian - Second Shift	Facilities	12/31/2020	1
Retirement	Ludwig	Martha	Roosevelt Elementary School	Administrative Specialist (10 MO)	ASP	06/25/2020	1
Retirement	Pratt	Christine	Teaching and Learning	Curriculum Coordinator Science	AST	01/22/2021	1
Retirement	Schiller	Joan	Dimensions of Learning	Kindergarten	Instructional	06/11/2020	1
Retirement	Waara	Pauline	Hillcrest School	Special Education	ESP	07/16/2020	0.5
Retirement	Zuehlsdorf	Rebecca	Grewenow Elementary School	Administrative Specialist (10 MO)	ASP	08/02/2020	1

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 18, 2020

A special meeting of the Kenosha Unified School Board was held on Thursday, June 18, 2020, at 6:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and the Preliminary Presentations by the 2020-2021 School Redesign Core Teams.

The meeting was called to order at 6:30 P.M. with the following members present: Mr. Battle (virtually), Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Mr. Robert Neu (virtually), Director of Title Program; Mr. Shane Gayle (virtually), Principal at Washington Middle School; Dr. Jen Freiheit (virtually), Kenosha County Health Officer; and Dr. Savaglio-Jarvis were also present.

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

Views and comments were made by the public. Mrs. Modder also read views and comments submitted electronically.

Dr. Savaglio-Jarvis noted that due to the COVID-19 pandemic, the 2020-2021 School Design Teams were formed to establish a plan for the 2020-2021 school year to educate in-person, virtually and via a hybrid approach, all with the safety of our students and staff at the forefront of every decision made. The 2020-2021 School Redesign Core Teams consist of: School Redesign, Virtual Learning, Student Social Emotional Support, Safety and Staff Wellness, Professional Learning, and Summer Contract Days for Athletics. She noted that each team would share a verbal presentation of their preliminary plans thus far and ask the Board to listen, react and provide feedback so that they can use the noted responses to enhance their work going forward. She noted that following these presentations, the teams will then invite staff, parents/guardians, students and others to participate in future reactor groups to further review their work.

Dr. Savaglio-Jarvis introduced Mrs. Julie Housaman, Chief Academic Officer, and Bryan Mogensen, Coordinator of Athletics, Physical Education, Health, Recreation and Senior Center, and they gave the Summer Contact Days for Athletics presentation which covered planning for athletics during the summer via phases I, II and III. It was noted that the plan is for athletics during the summer only. A future plan will come forward for fall athletics at a future date.

Board members asked questions and provided their feedback to the Summer Contact Days for Athletics presentation.

Dr. Savaglio-Jarvis introduced Ms. Sue Valeri, Chief of School Leadership; Mr. Brian Geiger, Regional Coordinator of Leadership and Learning – Secondary; Mr. Marty Pitts, Regional Coordinator of Leadership and Learning – Elementary; Mr. Tony Casper, Principal

at Kenosha eSchool; and Mr. Shane Gayle (virtually), Principal at Washington Middle School; the team leaders of the School Redesign team. It was explained that while the preferred model of instructional delivery is a traditional educational environment, it is anticipated that there will be continued public health concerns when school resumes in the fall of 2020; therefore, the purpose of the School Redesign team is to outline a draft plan to maximize in-person learning opportunities while being prepared for possible school closures due to the pandemic. The intent is to provide in-person learning to the greatest extent possible, while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health orders.

Ms. Valeri, Mr. Geiger, Mr. Pitts, Mr. Casper, and Mr. Gayle gave a presentation on the School Redesign plan which covered the following scenarios: scenario 1 – a regular return to school with CDD/Kenosha County Health Department guidelines in place, scenario 2 – a hybrid virtual learning/in-person learning, scenario 3 – a full virtual learning instruction, and scenario 4 – school closure due to positive COVID-19 case. Proposed measures to be taken to create a safe environment for both student and staff were also presented.

Board members asked questions and provided their feedback to the School Redesign presentation.

Mr. Geiger and Mr. Casper gave a presentation on Virtual Learning plan which covered the following topics: ensuring all students have access to a district issued device, ensuring that all instructional staff have access to a districted owned device, ensure all students have internet access, technical support availability after school day, and ensuring curriculum needs are met.

Board members asked questions and provided their feedback to the Virtual Learning plan presentation.

Dr. Savaglio-Jarvis introduced Dr. Angie Andersson, Principal at Kenosha School of Technology Enhanced Curriculum (KTEC); and Mr. Patrick Finnemore, Director of Facilities; and they gave a presentation on the Staff Safety and Wellness plan which covered the following topics: review/develop protocols relating to remote work and expectations supported by learning opportunities for administrators on managing a virtual workforce, setting expectations during a pandemic and employee mental health, identifying necessary personal protective equipment (PPE) for staff, students and visitors, identifying cleaning and disinfecting plan for all district buildings, determine how to safely have students enter the buildings – spacing, determine safety precautions for food preparation, serving, and spacing during consumption, determine and identify appropriate setup in classrooms and offices for appropriate precautions - spacing, determine appropriate strategy for transportation of students, develop safety protocols for visitors in the buildings, and develop procedures relating to library use with appropriate precautions and spacing.

Board members asked questions and provided their feedback to the Staff Safety and Wellness plan presentation.

Dr. Savaglio-Jarvis introduced Mrs. Bridget Kotarak, Director of Special Education and Student Support, and Mrs. Lisa Ruediger, Coordinator of Student Support, and they presented the Student Social and Emotional Learning plan which covered the development of guidance and support for students' social and emotional learning for the return to school with the development of guidance and resources to support staffs' social, emotional and mental wellness at they return to the school.

Board members asked questions and provided their feedback to the Student Social and Emotional Learning plan presentation.

Dr. Savaglio-Jarvis introduced Ms. Jennifer Folkers, Coordinator of Professional Learning, and Mrs. Patricia Clements, Coordinator of Talent Development, and they gave a presentation on the Professional Learning plan which covered the following topics: best practices in digital curriculum, establishing a common language, social emotional learning, learning platforms, virtual connections with students, curriculum expectations, supports to address the various need of students, and foundational Google applications.

Board members asked questions and provided their feedback to the Professional Learning plan presentation.

Meeting adjourned at 10:12 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 23, 2020

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 23, 2020, in Room 153 at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:00 P.M. with the following members present: Mr. Battle (virtually), Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis and Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy (virtually), were also present.

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

Mr. Duncan announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems, Position Assignments, Compensation and/or Contracts and Property: Sale, Lease and/or Rental.

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

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

1. Position Assignments

Attorney Lewis updated board members on a position assignment and sought guidance from the board.

Attorney Lewis disconnected from the meeting at 6:27 P.M.

Dr. Savaglio-Jarvis updated the board on several employee relation matters.

2. Property: Sale, Lease and/or Rental

Mr. Patrick Finnemore, Director of Facilities, and Mr. Tarik Hamdan, Chief Financial Officer, arrived at 6:32 P.M. and updated board members on several property matters.

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

Meeting adjourned at 7:00 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 23, 2020

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 23, 2020, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Duncan, President, presided.

The meeting was called to order at 7:04 P.M. with the following Board members present: Mr. Battle (virtually), Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis was also present.

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

There was not a student ambassador present.

There were no awards or recognitions.

Dr. Savaglio-Jarvis presented two Administrative Appointments.

Ms. Stevens moved to approve Mrs. Anisa Diaz as Principal at Somers Elementary. Mr. Wade seconded the motion. Unanimously approved.

Ms. Stevens moved to approve Mr. Brian Geiger as the Principal at Bradford High School. Mr. Garcia seconded the motion. Unanimously approved.

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

There was no legislative report.

There were no in person views and comments by the public. Mrs. Modder read the views and comments by the public that were submitted electronically.

Remarks by the President were made by Mr. Duncan.

Board members considered the following Consent-Approve items:

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

Consent-Approve item X-B – Minutes of the 5/26/20 Special Meeting and Executive Session and 5/26/20 Regular Meeting.

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

"It is recommended that the May 2020 cash receipt deposits totaling \$1,659,435.09, and cash receipt wire transfers-in totaling \$10,725,975.27, be approved.

Check numbers 591744 through 593347 (net of voided batches) totaling \$4,353,678.18, and general operating wire transfers-out totaling \$3,403,615.40, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2020 net payroll and benefit EFT batches totaling \$13,304,770.70, and net payroll check batches totaling \$7,119.21, be approved."

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

Mrs. Modder presented Resolution 362 – Standing Together for Public Education, which read as follows:

"WHEREAS, in December 2019, a novel coronavirus known as SARS-CoV-2 was first detected, causing outbreaks of the coronavirus disease COVID-19 that spread globally; prompting the President of the United States to declare a national emergency on March 13, 2020, under authority vested in him by the Constitution and laws of the United States of America; and

WHEREAS, the nonpartisan Learning Policy Institute projects that almost 320,000 school district positions could be cut nationwide if states cut their education budgets by 15% due to the economic recession; and

WHEREAS, our nation's future well-being relies on investing in the cornerstone of our democracy – high-quality public education systems that prepare all students for higher education, careers, and lifelong learning even in the midst of a global pandemic; and

WHEREAS, the 2020-2021 school year will be history making in that the impacts of COVID-19 have exacerbated long-standing inequities in our public schools and will require comprehensive changes to improve our students' lives, from mental health and nutritional supports to access to educational technology and beyond; and

WHEREAS, all district staff should have proper personal protective equipment (PPE) and training to help protect students, colleagues, families, and themselves from contracting and spreading COVID-19; and

WHEREAS, the voices of educators are critical to ensuring student-centered decision-making and a successful transition into the 2020-21 school year; and

WHEREAS, the Kenosha Unified Board of Education will collaborate with staff and the community to ensure the interests of students, especially those most vulnerable, are represented in critical decision-making processes responding to the global pandemic.

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board supports the passage of legislation by the United States Congress appropriating at least

\$175 billion to fill COVID-19 budget gaps that threaten students in public schools. To ensure the ongoing support of students, educators, and communities, the Kenosha Unified School Board together with the Kenosha Education Association, support:

1. At least \$175 billion: Provision of emergency funding directly to state governments to support local school districts, and
2. At least \$25 billion: \$13 billion to support IDEA and \$12 billion to support Title I, and
3. At least \$4 billion: To close the homework gap and fund technology to further enable home-based learning and close inequities in broadband internet access, and
4. Additional funding to provide PPE to protect the health and well-being of students and district staff by limiting the spread of COVID-19 in our community.

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

Mr. Wade moved to approve Resolution 362 – Standing Together for Public Education. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Adams presented Resolution 363 – In Recognition of Juneteenth Independence Day 2020, which read as follows:

“WHEREAS, President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, proclaiming all individuals enslaved in Confederate territory to be forever free, and ordered the Army and all parts of the executive branch to treat as free all those enslaved; and

WHEREAS, news of the end of slavery did not reach the State of Texas and other Southwestern states until months after the conclusion of the Civil War; and

WHEREAS, on June 19, 1865, Union soldiers, led by Major General Gordon Granger, arrived in Galveston, Texas, and enforced President Lincoln’s order, freeing slaves two and a half years after it was first decreed; and

WHEREAS, enslaved African Americans celebrated their freedom and June 19 became known as Juneteenth Independence Day and has served as inspiration and encouragement to future generations for more than 150 years – the oldest commemoration of the abolition of slavery throughout the nation; and

WHEREAS, 46 states, the District of Columbia and countries throughout the world have designated Juneteenth Independence Day as a special day remembrance, reflection, and celebration across the state and the nation, a day to honor the elimination of slavery and to celebrate the proclamation of freedom; and

WHEREAS, the day honors the sacrifices made to realize freedom and educates others about the roles that African Americans have played in history and the ongoing fight for equality; and

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board recognizes the importance of Juneteenth Independence Day and supports the annual celebrations and the lessons they teach regarding the significant role African Americans have played in the history of the United States.

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

Mrs. Modder moved to approve Resolution 363 - In Recognition of Juneteenth Independence Day 2020. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Lakeview Technology Lease Agreement submitted by Mr. Hamdan; Mr. Finnemore, Director of Facilities; and Dr. Savaglio-Jarvis, excerpts follow:

“The existing lease for the building housing Lakeview Technology Academy between the Kenosha Area Business Alliance Foundation (KABAF) and the Kenosha Unified School District (KUSD) commenced on July 1, 2005. In addition, KUSD and Gateway Technical College (GTC) entered into a sublease for the building on that same day. The lease and sublease are set to expire on June 30, 2020. KABAF, KUSD, and GTC are in the process of developing a long-term plan for Lakeview, and it is the intent of all three parties that the plan be comprehensive in order to provide the best learning environment possible within the financial capacity of all three organizations. In order to provide adequate time for that plan to be developed and implemented, representatives of the three organizations agreed that a short-term lease extension was the most prudent course of action.

This short-term lease extension involves a one-year extension at the same terms and conditions of the existing lease including no increase in rent payment for the year beginning July 1, 2020. Two additional one-year extensions are also accounted for with an agreed upon increase in base rent each year as determined by the Consumers Price Index for all Urban Consumers (CPI-U). The proposed extension agreement is provided as the Attachment to this report.

Administration recommends Board approval of the lease extension for Lakeview Technology Academy as described in this report.”

Ms. Adams moved to approve the lease extension for Lakeview Technology Academy as described in this report. Mr. Garcia seconded the motion. Motion Passed. Mr. Battle abstaining.

Dr. Savaglio-Jarvis presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Hamdan; Mrs. Julie Housaman, Chief Academic Officer; Mrs. Maria Kotz, Principal at Reuther High School; Mrs. Yolanda Jackson-Lewis, Coordinator of Diversity/Student and Family Engagement; Mr. Robert Hofer, Purchasing Agent; 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 following contract/agreement has not been added to the Contract Management Database and is being presented for board approval: Racial Equity Institute (REI) in the amount of \$121,000 for procurement of the Racial Equity Institute (REI) phase I training for equity training for KUSD staff.”

Ms. Steven moved to approve the contract/agreement with Racial Equity Institute (REI) in the amount of \$121,000 for procurement of the Racial Equity Institute (REI) phase I equity training for KUSD staff. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Report of Contracts in Aggregate of \$50,000 submitted by Mr. Hamdan; Mrs. Housaman; Mrs. Ann Fredriksson, Coordinator of Library Media and Instructional Technology; and Mr. Hofer, excerpts follow:

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

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval: MobileMind contract/agreement in the amount of \$69,494 for the acquisition of MobileMind to provide a professional learning hub of shelf-directed and personalized learning lessons on Google Apps for administrators, teachers, and administrative support professionals with the potential to expand to other users.”

Ms. Stevens moved to approve the contract/agreement with MobileMind in the amount of \$69,494 for the acquisition of MobileMind to provide a professional learning hub of shelf-directed and personalized learning lessons on Google Apps for administrators, teachers, and administrative support professionals with the potential to expand to other users. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Head Start State Supplemental Grant for the 2020-2021 School Year submitted by Ms. Susan Valeri, Chief of School Leadership; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning Elementary; Ms. Luanne Rohde, Director of Early Education; and Dr. Savaglio-Jarvis, excerpts follow:

“The Head Start program provides comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This state grant provides funding for 59 high-risk children that will be three or four years of age on or before September 1, 2020. Funding for the Head Start State Supplemental Grant for the 2020-2021 school year is \$336,005. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and the Head Start Performance Standards.

Administration recommends that the school board approve the 2020-2021 Head Start State Supplemental Grant.”

Ms. Stevens moved to approve the 2020-2021 Head Start State Supplemental Grant. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Authorization of 2020-2021 Expenditures Prior to Formal Adoption of the Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“The budget adoption cycle for Wisconsin school districts is such that school boards do not adopt a final budget until October of each year, despite the fact that the fiscal year begins in July. The primary reason for this delay is that many of the factors needed to finalize the budget are not known until October. Equalized property values and official 3rd Friday student counts will not be known until the end of September. Certification of state aid from the Department of Public Instruction (DPI) will not occur until October.

It is customary for school boards to approve a resolution authorizing district administration to expend funds between July 1 and the time that the budget is formally adopted in October.

Administration recommends that the Board authorize the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adopted.

Administration also recommends that the Board authorize expenditures in other areas to continue at the discretion of the administration. Expenditures should not exceed one-third of the funding authorized in the prior year's budget, unless Board action has occurred to modify specific programs or activities. The one-third guide represents 4 of 12 months in the fiscal year between July and October.”

Ms. Adams moved to approve authorization of the payment of all currently authorized salaries and benefits beginning July 1 and continuing until the budget is formally adapted and expenditures in other areas at the discretion of the administration; such expenditures should not exceed one-third of the funding authorized in the prior year's budget, unless Board action has occurred to modify specific programs or activities with the one-third guide representing 4 of 12 months in the fiscal year between July and October. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Hamdan presented the Fiscal 2020-2021 Budget Update submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“On April 27, 2020, the Preliminary Budget Position Projection for FY 2020-2021 was presented to the Board as essentially balanced with the promise that the administration would continue to monitor the situation and provide updates as needed.

At this time, the relevant items contained in the second year of the State of Wisconsin's biennial budget remain unchanged; however, we cannot rule out special legislative actions that would impact our district. Along with every other State in American, Wisconsin will be faced with massive revenue shortfalls due to the pandemic shutdown. The possibility of an emergency budget repair bill that modifies the second year of the biennial budget remains, although the timing of such a bill is up for debate in the current political environment. To put things in perspective, most school districts are working on several scenarios that would simulate a change to the currently budgeted \$179 per member change

allowed in the revenue limit formula for FY 2020-2021. Legislative changes to this dollar amount would also likely be coupled with other changes such as a suspension of the hold harmless exemption to achieve the desired capacity reductions similar to WI Act 10. One of the most common scenarios being discussed is a reduction of \$50 per member rather than the \$179 increase. In KUSD the reduction of \$50 per member would lead to a projected reduction of just over \$4 MM as opposed to the planned increase of \$787 K which has a \$4.8 MM net effect on the budget.

Part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act that is meant to provide Local Educational Agencies (LEAs) such as our district with funding to help us respond to changes in student needs due to COVID-19 is called the Elementary and Secondary School Emergency Relief (ESSER) Grant Program. The ESSER Grant Program is part of the \$175 MM CARES Act money that the State of Wisconsin received from the Federal government. Stipulations in the CARES Act require that 90% of this funding be distributed by the State according to a formula that is based on a district's proportion of low-income students. Under this stipulation, WI allocated around \$158 MM to districts and our portion of that money equates to just over \$5 MM. However, our district functions as the LEA responsible for providing equitable services to the private schools in our district, and there will be a proportionate amount of the \$5 MM set aside for them. The exact amount of that set-aside funding is currently being worked out pending additional guidance on private school student counts.

DPI plans to use the remaining 10% of CARES Act money to fund initiatives to train teachers on virtual education and increase the number of courses that are offered virtually. There will also be funding set aside to improve mental health services provided to students during the COVID-19 pandemic.

This update is being provided to the Board of Education as an informational item only. The administration will continue to monitor the situation and will provide additional updates."

Mr. Hamdan answered questions from board members. No action was taken on the Fiscal 2020-2021 Budget Update as it was provided for informational purposes only.

Dr. Savaglio-Jarvis presented Policy 6620 – Library Resources submitted by Mrs. Housaman; Mrs. Fredriksson; and Ms. Christine O'Regan, Teacher Consultant: Library Media; and Dr. Savaglio-Jarvis, excerpts follow:

"School Board Policy 6620—Library Resources (Appendix A)—was originally approved in 2000 and was later revised in 2002 and 2012. Since that time there has been a shift in guidance from the American Library Association (ALA) and the Office of Intellectual Freedom.

These professional library agencies, upon current research, have provided recommendations for district school library resource policies. In review of these resources, the goal is to align School Board Policy 6620 to the recommended guidance offered.

Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy and Rule 6620—Library Resources—as a first reading on June 23, 2020, and as a second reading on July 28, 2020."

Mrs. Modder moved to approve revised Policy and Rule 6620—Library Resources as a first reading. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy 8720 – Special School Board Meetings submitted by Dr. Savaglio-Jarvis, excerpts follow:

“On February 6, 2020, 2019 Wisconsin Act 96 (Act 96) became effective. Act 96 takes an important step in modernizing the manner by which school boards may be notified of upcoming meetings.

In its previous form, Wis. Stat. § 120.11(2) provided that if a school board planned to hold a special meeting, the board clerk, in the clerk’s absence, the board president must notify each school board member, in writing, of the time and the place of a special meeting of the school board at least twenty-four (24) hours before said meeting. Further, these notices were required to be delivered personally to each board member or mailed via first class mail to each board member’s residence.

Act 96 updates these notification requirements to provide more commonly utilized means of communication. At its core, Act 96:

- Requires the clerk or, in the clerk’s absence, the president to notify each school board member of the meeting in a manner likely to give the member notice of the meeting;
- Specifies that the date, time and place for the meeting must be set by the clerk or, in the clerk’s absence, the president; and
- Provides that, if the clerk, or in the clerk’s absence, the president determines that providing notice at least twenty-four (24) hours before the meeting is, for good cause shown by the clerk or president, impossible or impractical, the clerk or president may notify each school board member of the date, time, and place of the meeting less than twenty-four (24), but not less than two hours before the meeting.

Policy 8720 – Special School Board Meetings has been revised to reflect the modernization by which school boards may be notified of upcoming meetings pursuant to Act 96.

It is recommended that Policy 8720 – Special School Board Meetings be approved as a first reading at the June 23, 2020 regular school board meeting and as a second reading at the July 28, 2020 regular school board meeting.”

Ms. Stevens moved that Policy 8720 – Special School Board Meetings be approved as a first reading with the change of “but not less than 2 hours” to “but not less than 12 hours” in the second sentence of the second paragraph of Policy 8720. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Kristopher Keckler, Chief Information Officer, presented the Open Enrollment Applicants for School Year 2020-2021 submitted by Mr. Keckler; Mrs. Housaman; Ms. Valeri; Mrs. Bridget Kotarak, Director of Special Education and Student Support; Ms. Rohde; and Dr. Savaglio-Jarvis, excerpts follow:

“At the January 28, 2020, Board of Education Regular Meeting the Kenosha Unified School Board formally affirmed the availability of spaces for both general and special education students seeking entrance into the Kenosha Unified School District under the Open Enrollment Statute for School Year 2020-21. The School Board affirmed the availability of a total 191 spaces, 20 of which were designated for selected special education programs/services.

After receiving applications from the state’s Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, School Leadership, Special Education/Student Support and Early Childhood conferred to match available District spaces to the application pool of requests made by candidates seeking entrance into KUSD.

Additionally, guidelines concerning student enrollment preferences and sibling preferences were also revisited. With the close of this year’s open enrollment application window by DPI on May 29, 2020, all students in the OPAL system were listed on a master roster in alphabetical order. Each student was then assigned an applicant sequence number with the first person listed on the roster being tagged as number one and the remaining students who were on the OPAL listing were also assigned a sequence number.

As allowed by Wisconsin statute and Board policy, preference was given to students currently attending Kenosha Unified and their siblings. Each student was provided a lottery ranking even though a student’s denial may have been recommended in the application review process. This is done because some special education or expulsion records may not have been received from the resident district at the time of the selection process. A lottery ranking selection process was conducted separately for each grade. If there are more applicants than spaces available at a given grade then lottery rank is used to select which student gets their preference. School placements are also made on a random basis when no school preference or restriction is indicated on the OPAL application.

On June 16, 2020, an enrollment lottery was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative from the Kenosha Unified Information Services Department served as the “unbiased” witness to the student assignment process and drew lots during the lottery process.

As indicated earlier, the Office of Educational Accountability (OEA) always provides an independent witness to the lottery process by requesting a Kenosha Unified staff member outside of the managing or affected department(s) draw the lottery ranks and school assignments for each open enrollment applicant.

Administration recommends approval of applicants identified as numbers: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 46, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 97, 98, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 116, 117, 118, 119, 120, 121, 123, 124, 127, 128, 129, 130, 131 due to available space at the grade level, school requested and special education or related services required by the IEP.

Administration recommends denial of applicants identified as numbers: 1, 2, 25, 32, 41, 45, 47, 48, 62, 77, 79, 84, 85, 93, 100, 101, 102, 122, 125, 126 due to one of the following

reasons: overcapacity at the grade level, special education related services required by the IEP, limitation of school requested, age ineligibility, habitual truancy, or expulsion in the current or preceding two years.”

Ms. Stevens moved to approve applicants identified as numbers: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 46, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 97, 98, 103, 104, 106, 107, 108, 109, 110, 111, 112, 113, 114, 116, 117, 118, 119, 120, 121, 123, 124, 127, 128, 129, 130, 131 due to available space at the grade level, school requested and special education or related services required by the IEP and deny applicants identified as numbers: 1, 2, 25, 32, 41, 45, 47, 48, 62, 77, 79, 84, 85, 93, 100, 101, 102, 122, 125, 126 due to one of the following reasons: overcapacity at the grade level, special education related services required by the IEP, limitation of school requested, age ineligibility, habitual truancy, or expulsion in the current or preceding two years. Mr. Wade seconded the motion. Unanimously approved.

Mr. Keckler presented the 1:1 Mobile Device and Access Program submitted by Mr. Hamdan, Mr. Keckler, and Dr. Savaglio-Jarvis, excerpts follow:

“In March, every district in the United States had to address a major shift from in-person education to remote teaching and learning in a rapid and reactionary manner, usually with multiple weeks between releasing the students and launching remote and virtual instruction. For KUSD, a parent survey was provided in English and Spanish at the end of March to gauge the need for a device and internet access. In the short duration before and after the Spring Break period, nearly 6,800 mobile devices were assigned and distributed to KUSD students upon request. This covers approximately one-third of the student population, as most parents chose not to respond or request a device for their child. Moving ahead, all school districts must adhere to federal filtering and security requirements, addressing the learning needs of the students and the curriculum. The majority of students would be issued a Chromebook, with a small amount of others assigned devices for specific curriculum requests. Though most students have dedicated internet at home, the equity of this project would oblige the district to provide access for those in need. Students that do not have internet at home will be provided a “hotspot” which allows for access to an unlimited monthly data plan. Surveys to families have been administered and will use multiple means to better identify this need. In the plan, KUSD will offer a device, charger, carrying bag and hotspot (if needed) to each and every student in KUSD. Information Services will provide for an off-hour support helpdesk for families (English and Spanish) who may need technical assistance during the school day as well as after hour support.

With the objective to provide a mobile device for each student and internet access for those in need, the following cost assumptions would be as follows:

- Based on student enrollment projections, the approximate cost estimate for devices alone would be \$5.0 MM/ \$1.25 MM annually. Bags for each device would cost approximately \$225,000.
- Instructional staff devices would be estimated at \$1.1 MM/ \$275,000 annually.
- Mobile Hotspots annual costs could range from \$500,000 - \$600,000 for 2,500 hotspots. (this would fluctuate based on finalization of the RFP and plan design and demand). This cost represents an approximate demand for 15% of the student population who currently don't have access.

The initial annual cost to operate a comprehensive 1:1 program is estimated to be \$2 MM. Half of this amount would be covered by the current technology refresh allocation, and the 78 ESSER funds would cover the cost difference for the 2020-21 school year while other funding sources are identified and established. A common option for other districts that have launched a similar program have implemented a student consumable charge (ex. annual \$50 fee and then after four years the device is given to the student). Current district inventory would be utilized as much as possible, based on current location and lifespan of the device. Those devices with categorical funding sources would only be temporarily used until additional inventory is obtained. Current purchase timelines are at least a month from date of purchase order, with additional time needed for preparation and configuration and deployment. Other cost considerations could be related to extra chargers for in school use, extended warranties, replacement plans, secure storage, etc.

Administration recommends the Kenosha Unified School Board support the expansion to a centrally managed 1:1 student device initiative to provide a mobile device for each KUSD student, respective support for students in need of internet access outside of the physical school location, and related instructional and infrastructure support. Use of allocated ESSER funds would be targeted to address the program launch.”

Mr. Keckler and Mr. Hamdan answered questions from board members.

Ms. Adams moved to approve the expansion to a centrally managed 1:1 student device initiative to provide a mobile device for each KUSD student, respective support for students in need of internet access outside of the physical school location, and related instructional and infrastructure support. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Adams presented the Donations to the District.

Mr. Wade moved to approve the Donations to the District. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:51 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 16, 2020

A special meeting of the Kenosha Unified School Board was held on Thursday, July 16, 2020, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Draft Two of the Preliminary Presentation for the Return 2020 Plan.

The meeting was called to order at 5:30 P.M. with the following members present: Mr. Battle (virtually), Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis was also present.

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

Views and comments were made by the public. Mr. Duncan said views and comments submitted electronically would be addressed after the presentations.

Dr. Savaglio-Jarvis noted that this is the second time before the board in draft format seeking any additional input, ideas or feedback in regards to the Return 2020 Plan. The school reopening team will continue to work collaboratively to create options and guidelines that are scheduled to be finalized and presented to the Board of Education on July 28, 2020. Dr. Savaglio-Jarvis noted that the plan as it is stands is a fluid plan and that the district will continue to work closely with local, state and federal health agencies to closely monitor the state of the COVID-19 pandemic. Nothing in the plan precludes the district from closing buildings and implementing virtual learning for all students for any given period of time. There is an understanding that the district must be pivotal at any given point in time.

Dr. Savaglio-Jarvis introduced Ms. Sue Valeri, Chief of School Leadership; Mr. Marty Pitts, Regional Coordinator of Leadership and Learning – Elementary; Mr. Tony Casper, Principal at Kenosha eSchool; and Mrs. Kimberly Fischer, Regional Coordinator of Secondary Schools; and they gave the School Redesign/Virtual Learning/Professional Development presentation which covered the following topics: technology access - devices, internet access and technology support; in person learning elementary school: core academics, specials, library and counselor sessions; in person learning middle and high school: core academics and electives; virtual learning: face-to-face on-line learning with teacher and/or independent on-line learning activities; virtual learning expectations; virtual learning elementary school; virtual learning middle school; virtual learning high school; virtual learning high school 4+1 model; and virtual learning course offerings.

Board members asked questions and provided their feedback to the School Redesign/Virtual Learning/Professional Development presentation.

Dr. Savaglio-Jarvis introduced Mrs. Julie Housaman, Chief Academic Officer; Mrs. Jenny Schmidt, Director of Special Education and Student Support; Mrs. Lisa Ruediger, Coordinator of Student Support; and Ms. Jennifer Folkers, Coordinator of Professional Learning; and they gave the Students' Social Emotional Learning presentation which covered the following topics: accelerated learning, learning supports - special education and student support, English learners, and gifted and talented; social and emotional learning - supports for students, supports for families and supports for teachers; professional learning, and athletics and extracurricular activities.

Board members asked questions and provided their feedback to the Students' Social Emotional Learning presentation.

Dr. Savaglio-Jarvis introduced Dr. Angela Andersson, Principal at Kenosha School of Technology Enhanced Curriculum (KTEC); Mr. Patrick Finnemore, Director of Facilities; and Mr. Kevin Neir, Benefits/Compensation/HRIS Coordinator; and they gave the Staff Safety and Wellness presentation which covered the following topics: personal protective equipment - face masks and face shields, face mask protocol, symptomatic staff and students - daily screenings, cleaning and disinfecting; food services, transportation, visitors, building permits, notification process, staff quarantine, staff concerns - reporting to work, substitute support, and travel.

Board members asked questions and provided their feedback to the Staff Safety and Wellness presentation.

Mrs. Modder noted the views and comments submitted electronically. Mr. Duncan indicated that the comments will be posted on the district's website for viewing.

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

Meeting adjourned at 9:12 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 20, 2020

A special meeting of the Kenosha Unified School Board was held on Monday, July 20, 2020, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and a board in-service covering the following topics: Board Governance, Open Meetings Law, School Board Policies, Robert's Rules of Order, and the Wisconsin Association of School Boards (WASB) Annual Board Development Tool.

The meeting was called to order at 5:30 P.M. with the following members present: Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Attorney Christine Hamiel from von Briesen & Roper, S.C. and Dr. Savaglio-Jarvis was also present. Mr. Battle was excused.

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

Mr. Duncan noted that there were no in person views and comments and that one letter was submitted electronically. Mrs. Modder read the letter submitted electronically.

Dr. Savaglio-Jarvis introduced Attorney Christine Hamiel from von Briesen & Roper, S.C. and she gave a board in-service presentation which covered the following topics: board governance - role and authority of the board, role and authority of board officers, role and authority of superintendent and leadership council, and policy vs. administration; open meetings law - what constitutes a quorum, walking quorum - all types of media, and social media concerns; ethics/conflicts of interest; Robert's rules of order, local stakeholder groups, and the Wisconsin Association of School Boards (WASB) annual board development tool.

Attorney Hamiel answered questions from Board members.

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

Meeting adjourned at 7:55 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
July 28, 2020

CASH RECEIPTS	reference	total
June 2020 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 50,503,745.81
Johnson Bank	<i>account interest</i>	545.45
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	(5,536.77)
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	31,577.04
HHS	<i>head start grant</i>	170,928.99
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	14,901.22
Total Incoming Wire Transfers		50,716,161.74
June 2020 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	<i>(excluding credit cards)</i>	864,565.43
TOTAL JUNE CASH RECEIPTS		\$ 51,580,727.17

CASH DISBURSEMENTS	reference	total
June 2020 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>	\$ 7,674,051.75
WI Department of Revenue	<i>state payroll taxes</i>	1,748,137.94
WI Department of Revenue	<i>state wage attachments</i>	4,417.06
IRS	<i>federal payroll taxes</i>	7,386,112.68
Delta Dental	<i>dental insurance premiums</i>	120,298.38
Diversified Benefits Services	<i>flexible spending account claims</i>	16,781.14
Employee Trust Funds	<i>wisconsin retirement system</i>	1,580,593.86
NVA	<i>vision insurance premiums</i>	21,298.78
Optum	<i>HSA</i>	338,809.83
Various	<i>TSA payments</i>	908,433.69
<i>Subtotal</i>		19,798,935.11
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	143,855.90 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	681.28
United Healthcare	<i>health insurance premiums</i>	3,188,671.10
<i>Subtotal</i>		3,349,874.95
Total Outgoing Wire Transfers		\$ 23,148,810.06

June 2020 Check Registers - All Funds:		
Net payrolls by paper check	<i>Register# 01011DP, 01012P</i>	\$ 11,969.01
General operating and food services	<i>Check# 593348 thru Check# 594572 (net of void batches)</i>	6,726,660.55
Total Check Registers		\$ 6,738,629.56
TOTAL JUNE CASH DISBURSEMENTS		\$ 29,887,439.62

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending June 15, 2020

Merchant Name	Total
IN *GROHS ELECTRIC LLC	\$ 12,887.66
PROJECT LEAD THE WAY, INC	\$ 10,800.00
KIMBALL MIDWEST PAYEEZY	\$ 10,530.00
PROVANTAGE	\$ 6,334.68
ASG GLOBAL INC	\$ 6,256.00
GRAINGER	\$ 4,972.17
FILTRATION CONCEPTS INC	\$ 4,775.79
HALLMAN LINDSAY PAINTS -	\$ 4,657.83
MENARDS KENOSHA WI	\$ 4,305.07
NOR*NORTHERN TOOL	\$ 4,104.89
3654 INTERSTATE	\$ 3,813.26
AED SUPERSTORE	\$ 3,747.00
TRUGREEN *LOCKBOX	\$ 3,707.00
HAJOCA KENOSHA PC354	\$ 3,348.23
CHESTER ELECTRONIC SUPPLY	\$ 3,172.00
HIGHWAY C SERVICE INC	\$ 2,853.92
FIRST SUPPLY LLC #2033	\$ 2,803.82
SAN-A-CARE	\$ 2,710.09
RESTAURANTS & CATERING	\$ 2,003.58
BRAY SALES INC	\$ 1,988.07
BUILDERS HARDWARE AND HOL	\$ 1,935.00
SIGNARAMA	\$ 1,843.45
PAYPAL *READINGWRIT	\$ 1,700.00
HARBOR FREIGHT TOOLS 358	\$ 1,457.88
UW MADISON SOE PLACE	\$ 1,350.00
SPL*CESA #1	\$ 1,335.00
HOMEDEPOT.COM	\$ 1,196.94
ULINE *SHIP SUPPLIES	\$ 1,172.00
AP BY THE SEA	\$ 1,100.00
MARK S PLUMBING PARTS	\$ 1,091.50
MONSTER JANITORIAL LLC	\$ 1,011.94
THE WANASEK CORPORATIO	\$ 981.00
FERGUSON ENT #1020	\$ 972.53
IN *IMAGINE U, LLC	\$ 915.00
MCMaster-CARR	\$ 910.36
CUSTOMINK LLC	\$ 867.46
DIETZ ELECTRIC CO INC	\$ 836.00
CONNEY SAFETY	\$ 797.16
DEMCO INC	\$ 794.68
LOWES #02560*	\$ 763.24
TLF*SUNNYSIDE FLORIST OF	\$ 750.00
RUNDLE SPENCE MFG CO NEW	\$ 742.53
WOODWORKERS HARDWARE I	\$ 731.95
POOLWEBAQUATICTECH	\$ 706.22
VIKING ELECTRIC-MILWAUKEE	\$ 683.53
REINDERS BRISTOL	\$ 659.85
LINCOLN CONTRACTORS SUPPL	\$ 646.31

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

Billing Cycle Ending June 15, 2020

Merchant Name	Total
FACEBK V7MSQTJ882	\$ 620.15
GRAND APPLIANCE KENOSHA	\$ 617.00
BANKS VACUUM CORP	\$ 602.00
FASTENAL COMPANY 01WIKEN	\$ 600.30
LOYOLA CHGO CAS	\$ 595.00
USPS.COM POSTAL STORE	\$ 551.80
BLAIN'S FARM & FLEET	\$ 532.90
SP * BLACKHAWK SUPPLY	\$ 531.25
SPEEDY METALS - WEBSITE	\$ 526.37
BRIGETTES BARGAIN BALLOON	\$ 525.00
AIELLO MIDTOWN FLORIST IN	\$ 517.00
EDUCATION ADMIN WEB ADVI	\$ 494.00
WOLF RINKE ASSOCIATES INC	\$ 489.80
PREP SPORTSWEAR	\$ 484.16
INDUSTRIAL CONTROLS	\$ 482.10
SQ *SEL LAUNCHPAD	\$ 475.00
JOHNSON CONTROLS SS	\$ 473.20
ZOOM.US	\$ 471.79
PAYPAL *HERETHISNOW	\$ 453.89
FESTIVAL FOODS	\$ 448.70
SHIFFLER EQUIPMENT	\$ 448.62
TOWN & COUNTRY GLASS INC	\$ 448.00
SQ *THE LETTERING MACHINE	\$ 412.00
VEHICLE MAINT. & FUEL	\$ 408.29
CRT LEARNING CO	\$ 399.00
SPOTIFY AD STUDIO	\$ 388.44
SMK*SURVEYMONKEY.COM	\$ 384.00
FIRE BRICK	\$ 367.68
L AND S ELECTRIC INC	\$ 365.00
GOOGLE LLC* ADS9789384311	\$ 355.86
PARTY CITY BOPIS	\$ 348.84
NASSP PRODUCT & SERVICE	\$ 313.34
JOHNSON CONTROLS SP	\$ 300.16
DICKOW CYZAK TILE CARP	\$ 295.90
AT&T*BILL PAYMENT	\$ 275.12
STUDIO STYLE	\$ 252.90
HOBBY LOBBY #350	\$ 242.23
LORENZ EXCAVATING AND TOP	\$ 232.87
AIRGAS USA, LLC	\$ 231.06
CROWN TROPHY	\$ 229.22
USPS PO 5642800260	\$ 220.00
CDW GOVT #XZT6240	\$ 215.93
TARGET.COM *	\$ 211.40
SHERWIN WILLIAMS 703180	\$ 210.79
PALMEN BUICK GMC CADIL	\$ 209.77
USPS PO 5666100158	\$ 209.10
WASBO FOUNDATION	\$ 201.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending June 15, 2020

Merchant Name	Total
NAESP-PEAP	\$ 196.50
CDW GOVT #XZS7530	\$ 190.20
OFFICEMAX/DEPOT 6358	\$ 189.28
MENARDS RACINE WI	\$ 174.00
SOUTHEASTERN EQUIPMENT &	\$ 169.00
S & S SALES CORP	\$ 151.11
THE MASTER TEACHER	\$ 150.90
TESOL INTERNATIONAL ASSOC	\$ 148.00
AMERICAN EDUCATIONAL RESE	\$ 147.00
STATE SUPPLY	\$ 140.99
SPECTRUM	\$ 135.66
AMERICAN OUTFITTERS LTD	\$ 135.05
E GROUP INC	\$ 133.00
WISCONSIN ASSOCIATION OF	\$ 130.00
API	\$ 128.20
JOHNSTONE SUPPLY	\$ 120.50
WETRANSFER	\$ 120.00
FCCLA	\$ 115.00
USPS PO 5676800171	\$ 110.00
UW STOUT CONTINUING EDUC	\$ 100.00
SP * SHOPPLTW	\$ 100.00
LEARNINGALL	\$ 99.00
PBBS EQUIPMENT CORP	\$ 97.04
EDUCATION WEEK	\$ 97.00
NATL CCL TEACHERS OF MATH	\$ 95.57
SP * CLEANINGPARTSDIRE	\$ 93.83
V BELT GLOBAL SUPPLY	\$ 93.30
MONROE EQUIPMENT	\$ 93.07
AMZN MKTP US*M75M73ON2 AM	\$ 90.87
MOBILE ONE	\$ 90.00
SUPER SPORTS FOOTWEAR ETC	\$ 90.00
VYRON CORPORATION	\$ 89.00
ASCD	\$ 89.00
VIMEO.COM	\$ 84.00
AMZN MKTP US*MY55O78Q0	\$ 79.90
KRANZ INC.	\$ 79.16
EDUCAUSE	\$ 77.00
FASTSIGNS 301101	\$ 74.05
NEOPOST	\$ 73.88
TWIN HILL	\$ 72.90
CARROT TOP INDUSTRIES	\$ 71.90
MSC	\$ 64.93
FIRST SUPPLY WFPG OC	\$ 62.04
MAILCHIMP	\$ 59.99
1800DOORBELL ONLINE ST	\$ 59.85
HALOGEN SUPPLY COMPANY IN	\$ 59.29
WWW.DOODLE.COM	\$ 53.88

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending June 15, 2020

Merchant Name	Total
DOA WISGLP RAFFLE LICENSE	\$ 51.00
SMARTSIGN	\$ 50.53
AMZN MKTP US*M76TO8352	\$ 48.52
BARNES & NOBLE #2037	\$ 46.16
GARTNER STUDIOS - ECOMMER	\$ 44.95
VISTAPR*VISTAPRINT.COM	\$ 43.67
STAPLES DIRECT	\$ 39.82
SMK*WUFOO.COM CHARGE	\$ 39.00
HOERNEL LOCK & KEY INC-KE	\$ 36.34
PICK N SAVE #5871	\$ 35.61
SPRAY PARTS JENSEN	\$ 35.06
AMZN MKTP US*MY8GX8XG2	\$ 34.42
ADOBE STOCK	\$ 31.64
OFFICE DEPOT #3260	\$ 31.36
HAMMET CHIROPRACTIC CLINI	\$ 30.00
AMZN MKTP US*MY1E00D52	\$ 29.66
JONES SCHOOL SUPPLY CO.,	\$ 28.13
ECODIRECT INC	\$ 26.48
AMAZON.COM*M74G43FM1	\$ 24.95
ADOBE EXPORTPDF SUB	\$ 23.88
AMZN MKTP US*M701J2HW2	\$ 21.98
WI DFI WS2 CFI CC EPAY	\$ 20.00
NNA SERVICES LLC	\$ 20.00
WM SUPERCENTER #1167	\$ 17.10
AMZN MKTP US*M72ZQ5Z22 AM	\$ 12.09
AMAZON.COM*MY2083EM1	\$ 11.98
PARKSIDE TRUE VALUE	\$ 10.78
SPOTIFY USA	\$ 10.54
WEBCONNEX, LLC	\$ 5.94
APPLE.COM/BILL	\$ 2.99
AMAZON PRIME*W558W5DE3	\$ (2.00)
DRI*AOMEI	\$ (2.47)
SP * SPHERO/LITTLEBITS	\$ (78.66)
KENOSHA COUNTY PARKS	\$ (100.00)
HOTEL	\$ (324.62)
SQ *ARIZONA CORRECTIONAL	\$ (1,040.00)
ISTE CONFERENCE	\$ (1,118.00)
AIRLINE	\$ (2,902.29)
MEETING TOMORROW, INC	\$ (2,906.00)
US Bank Purchasing Card Payment - Individuals	\$ 143,855.90

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 28, 2020

Administrative Recommendation

It is recommended that the June 2020 cash receipt deposits totaling \$864,565.43, and cash receipt wire transfers-in totaling \$50,716,161.74, be approved.

Check numbers 593348 through 594572 (net of voided batches) totaling \$6,726,660.55, and general operating wire transfers-out totaling \$3,349,874.95, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2020 net payroll and benefit EFT batches totaling \$19,798,935.11, and net payroll check batches totaling \$11,969.01, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

July 28, 2020

Revision of School Board Policy 8720 – Special School Board Meetings

On February 6, 2020, 2019 Wisconsin Act 96 (Act 96) became effective. Act 96 takes an important step in modernizing the manner by which school boards may be notified of upcoming meetings.

In its previous form, Wis. Stat. § 120.11(2) provided that if a school board planned to hold a special meeting, the board clerk, in the clerk's absence, the board president must notify each school board member, in writing, of the time and the place of a special meeting of the school board at least twenty-four (24) hours before said meeting. Further, these notices were required to be delivered personally to each board member or mailed via first class mail to each board member's residence.

Act 96 updates these notification requirements to provide more commonly utilized means of communication. At its core, Act 96:

- Requires the clerk or, in the clerk's absence, the president to notify each school board member of the meeting in a manner likely to give the member notice of the meeting;
- Specifies that the date, time and place for the meeting must be set by the clerk or, in the clerk's absence, the president; and
- Provides that, if the clerk, or in the clerk's absence, the president determines that providing notice at least twenty-four (24) hours before the meeting is, for good cause shown by the clerk or president, impossible or impractical, the clerk or president may notify each school board member of the date, time, and place of the meeting less than twenty-four (24), but not less than two hours before the meeting.

Policy 8720 – Special School Board Meetings has been revised to reflect the modernization by which school boards may be notified of upcoming meetings pursuant to Act 96.

At the June 23, 2020, regular board meeting, the board approved revised Policy 8720 – Special School Board Meetings as a first reading with the change of “but not less than 2 hours” to “but not less than 12 hours” in the second sentence of the second paragraph of Policy 8720. Said change has been made in the attached revised policy.

Recommendation

It is recommended that Policy 8720 – Special School Board Meetings be approved as a second reading at the July 28, 2020 regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

POLICY 8720
SPECIAL SCHOOL BOARD MEETINGS

Special meetings of the School Board shall be held upon written request of any School Board member. The request shall be filed with the School Board Clerk, or in his/her absence, the School Board President. Special meetings shall be scheduled to take place on School District property, except meetings held jointly with other school boards.

Each School Board member shall be notified in writing of the time and place of a special School Board meeting at least 24 hours before such meeting. If the School Board Clerk or, in the School Board Clerk's absence, the School Board President, determines that providing notice at least 24 hours before a special School Board is impossible or impractical, the School Board Clerk or President may notify each School Board member of the date, time, and place of the meeting less than 24 hours, but not less than 2 12 hours, before the meeting. Notice shall be delivered to Board members in a manner likely to give the member notice of the meeting. A special meeting may be held without prior notice to Board members if all Board members are present and consent or each member consents in writing even if said member does not attend.
~~if, except as otherwise specifically provided by law. Notice shall be delivered to Board members personally or at their place of abode, or by mail.~~

Advanced public notice shall be given for all special Board meetings in accordance with state law and School Board policy.

Public comments will be held at all Special Board meetings. Comments will follow the same standards set at Regular Board meetings except as provided by Board policy.

Business transacted at special Board meetings shall be confined to the purpose(s) for which it was called. The order of business shall be consistent with that of a regular meeting. A majority of School Board members may determine the adjournment time of a special meeting in advance of or at the start of the meeting in advance of or at the start of the meeting, this time may not be changed except by a majority vote of those School Board members present at the meeting.

LEGAL REF.: Wisconsin Statutes
Sections 19.83 [Meetings of governmental bodies]
19.84 [Public notification requirements]
120.11 [School board meetings and reports]

CROSS REF.: 8711, Public Notification of Board Meetings
8712, Agenda Preparation and Dissemination
8840, Board Minutes

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: November 11, 1999
March 28, 2000
July 10, 2001
March 25, 2014
February 24, 2015

July ~~May~~ 28-XX, 2020

This page intentionally left blank

**Kenosha Unified School District
Kenosha, Wisconsin**

July 28, 2020

POLICY 6620—LIBRARY RESOURCES

Background

School Board Policy 6620—Library Resources (Appendix A)—was originally approved in 2000 and was later revised in 2002 and 2012. Since that time there has been a shift in guidance from the American Library Association (ALA) and the Office of Intellectual Freedom. These professional library agencies, upon current research, have provided recommendations for district school library resource policies. In review of these resources, the goal is to align School Board Policy 6620 to the recommended guidance offered.

The proposed revisions to School Board Policy 6620—Library Resources—are based upon:

- Recommendations from *Selection & Reconsideration Policy Toolkit for Public, School & Academic Libraries*, American Library Association, December 8, 2016 (Appendix B).
- Input and feedback from Kenosha Unified School District library media teachers representing elementary, middle, and high school library learning commons.
- Kenosha Unified School District School Board Policy 5110.1—Student Equal Opportunity and Nondiscrimination in Education (Appendix C).

POLICY 6620 REVIEW AND REVISION PROCESS		
Date	Activity	Staff
September 13, 2019	Proposed revisions to Policy 6620 and supporting documents compiled and submitted to the chief academic officer for consideration	<u>Teacher Consultant: Library Media</u> Christine O'Regan

Date	Activity	Staff
February 19, 2020 March 25, 2020 April 21, 2020	Discussion and review of District School Policy Review document comparing current KUSD policy to policies from other Wisconsin school districts, including Madison, Green Bay, and Appleton District School Policy Review	<u>Teacher Consultant: Library Media</u> Christine O'Regan <u>Library Media Teachers</u> Jillian Heise—Jefferson Michelle Zettle—Pleasant Prairie Diane Hilbrink—Mahone Catherine Daane—Bradford
April 27, 2020 May 7, 2020	Review and discussion of the draft of proposed revisions to Policy 6620	
May 12, 2020 May 13, 2020	Shared the draft of proposed revisions to Policy 6620 with district library media teachers	<u>Teacher Consultant: Library Media</u> Christine O'Regan

PROPOSED REVISIONS TO POLICY 6620 AND RATIONALE		
Action	Policy Language	Rationale
Addition of policy language	"Inclusiveness"	To align with recommended verbiage from the ALA Office for Intellectual Freedom
Addition of policy language	Updated language defining nondiscrimination and equal opportunity verbiage	To align with Policy 5110.1
Revision of policy language	"Indicating the age appropriateness of material/online subscriptions"	To eliminate redundancy with age appropriateness as found in professional journal reviews
Removal of policy language	Removed the following verbiage: "supplementary reading lists, in-class presentation, and textbooks"	To align the policy with library materials only, references to instructional resources were removed.

Recommendation

At the June 23, 2020, regular board meeting, the board approved revised Policy 6620 as a first reading. Administration recommends that the Board of Education approve the revised Kenosha Unified School District Policy and Rule 6620—Library Resources—as a second reading on July 28, 2020.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mrs. Ann Fredriksson
Coordinator of Library Media and Instructional Technology

Ms. Christine O'Regan
Teacher Consultant: Library Media

APPENDIX A

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 6620 LIBRARY RESOURCES

The Board of Education recognizes the importance of a dynamic, student-centered library media resources designed to support students and staff in becoming active and creative locators, evaluators and users of information to solve problems and satisfy their own curiosity. It further recognizes that information must be current, relevant to the curriculum, ~~cultural diversity~~ culturally diverse, inclusive and available through a variety of formats.

All patrons shall have equal and open access to materials.

LEGAL REF.: Wisconsin Statutes

Sections 43.70 Common School Fund added as it defines how monies are
 allocated for libraries from the state.
118.13 [Student discrimination prohibited]
120.13 [Board power to do all things reasonable for cause of education]
120.13(5) [Board power to purchase books, equipment and materials for use in
 schools]
121.02(1)(h) [Instructional materials standard]
Wisconsin Administrative Code
PI 8.01(2) [Rules governing the selection of instructional/library materials]]

CROSS REF.: 1410, Use of Free Materials

~~3400, Annual Operating Budget~~
~~5110, Equal Educational Opportunities~~
5110.1, Student Equal Opportunity and non-Discrimination in Education
6100, Mission, Vision, Core Values and Strategic Goals
6300, Curriculum Development and Improvement
~~6110, Instructional Program Mission and Beliefs~~
6600, Instructional Resources
6610, Selection of Instructional Materials
Board-Adopted Academic Standards
District Learning and Content Standards

AFFIRMED: January 25, 2000

REVISED: January 29, 2002
April 23, 2012
June 23, 2020

RULE 6620
RESOURCES

The District library media collection shall not discriminate in the selection and evaluation of library materials or media on the basis of sex, race, ~~religion, national origin,~~ ancestry, creed, ~~religion, color,~~ pregnancy, marital or parental status, sexual orientation, ~~national origin or undocumented/immigration status (including limited English proficiency),~~ transgender status, ~~(including gender expression, gender identity and gender nonconformity),~~ social, economic or family status or physical, mental, emotional or learning disability or handicap (see, Policy 5110.1).

Materials purchased shall be supported by professional journal reviews ~~indicating the age appropriateness of material/online subscriptions and/or~~ the review of a certified library media teacher.

Selection of materials for the library shall be based upon information value as a whole and not in part. Incidents of sexual reference, profanity, or ~~alternative life styles~~ different points of view shall not automatically disqualify materials from library collections. Nor shall materials be deemed inappropriate for an age group based on the identities of the characters or authors.

The District recognizes that library media resources at the middle school ~~will~~ may contain some materials written at an adult level. The majority of materials in the high school may be written at an adult reading level.

Citizens with specific requests, which cannot be satisfied by telephone or conference at the school level, shall be given the opportunity to complete a “Citizens Request for Reconsideration of a ~~Book~~ Library Material”, which is available from the Office of the Superintendent. Upon receipt of a signed complaint, the Superintendent (and/or designee) shall appoint an ad hoc committee of teacher(s), library media teacher(s), administrator(s), and citizen(s) to consider this request. The committee shall reevaluate the ~~book material~~ in question against selection criteria for library media centers collections, supplementary reading lists, in-class presentation, and textbooks. The committee may invite the complainant for conferences so that all facets of the complaint can be explored.

The committee shall make a recommendation to the Superintendent concerning the disposition of the complaint, the ~~book material~~ in question, or both. The Superintendent shall inform the complainant detailing the decision concerning the complaint.

Appeals related to the decision may be directed to the School Board.

Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries

"The library is a growing organism"

S.R. Ranganathan (1931)

Home | Introduction

Why Do I Need a Policy? ([selectionpolicytoolkit/why](#)) | Politics and Timing of Policy Creation ([selectionpolicytoolkit/timing](#)) | Selection Policies for Non-Public Institutions ([selectionpolicytoolkit/nonpublic](#))

Basic Components of a Selection Policy

Library Mission ([selectionpolicytoolkit/mission](#)) | Support for Intellectual Freedom ([selectionpolicytoolkit/intellectualfreedom](#)) | Objectives ([selectionpolicytoolkit/objectives](#)) | Responsibility for Selection ([selectionpolicytoolkit/responsibility](#)) | Selection Criteria ([selectionpolicytoolkit/criteria](#)) | Acquisitions Procedures ([selectionpolicytoolkit/acquisitions](#)) | Special Collections ([selectionpolicytoolkit/special](#)) | Selecting Controversial Materials ([selectionpolicytoolkit/controversial](#)) | Gifts and Donations ([selectionpolicytoolkit/donations](#)) | Collection Maintenance and Weeding ([selectionpolicytoolkit/weeding](#)) | Policy Revision ([selectionpolicytoolkit/revision](#)) | Reconsideration ([selectionpolicytoolkit/reconsideration](#))

Reconsideration Procedure

Guiding Principles ([selectionpolicytoolkit/principles](#)) | Statement of Policy ([selectionpolicytoolkit/statement](#)) | Informal Complaints ([selectionpolicytoolkit/informalcomplaints](#)) | Request for Formal Reconsideration ([selectionpolicytoolkit/formalreconsideration](#)) | Sample Reconsideration Form ([selectionpolicytoolkit/sampleforms](#)) | Sample Letter to Complainant ([selectionpolicytoolkit/complainant](#)) | Reconsideration Committees ([selectionpolicytoolkit/committees](#))

Appendix

Intellectual Freedom Core Documents ([selectionpolicytoolkit/coredocuments](#)) | Challenge Support and Reporting Censorship ([selectionpolicytoolkit/reportingcensorship](#)) | Bibliography of Additional Selection and Reconsideration Policy Resources ([selectionpolicytoolkit/bibliography](#))

Thank you

Creation of this toolkit would have not been possible without the expertise and dedication of the numerous individuals who took the time to share their passion for intellectual freedom.

Thank you for your contributions to the development of the Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries

Helen R. Adams, Online Senior Lecturer, Antioch University-Seattle, Fremont, WI

Dr. April Dawkins, Assistant Professor, Department of Library and Information Studies at the University of North Carolina Greensboro, NC

Jean Duncan McFarren, Deputy Director, Stark County District Library, Canton, OH

Lisa Errico, Associate Professor, Library Department, Nassau Community College, Garden City, NY

Valerie Nye, Library Director, Institute of American Indian Arts, Santa Fe, NM

Kristin Pekoll, Assistant Director, Office for Intellectual Freedom, American Library Association, Chicago, IL

Kristin Whitehair, Director of Library Services, Saint Luke's Hospital of Kansas City, MO

Endorsed by the ALA Intellectual Freedom Committee

(<http://www.ala.org/aboutala/committees/ala/ala-if>) | January 2018

Assistance and Consultation

The staff of the Office for Intellectual Freedom is available to answer questions or provide assistance to librarians, trustees, educators and the public about selection and reconsideration policies. Areas of assistance include policy development, state laws, and professional ethics. Inquiries can be directed via email to oif@ala.org (<mailto:oif@ala.org>) or via phone at (312) 280-4226.

Updated January 2018 by ALA Office for Intellectual Freedom (<http://www.ala.org/aboutala/offices/oif>)

POLICY 5110.1

STUDENT EQUAL OPPORTUNITY AND
NON-DISCRIMINATION IN EDUCATION

No student may be denied admission to, be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the student's sex, race, ancestry, creed, religion, color, pregnancy, marital or parental status, sexual orientation, national origin or undocumented/immigration status (including limited English proficiency), marital or parental status, transgender status, (including gender expression, gender identity and gender nonconformity (see, Policy 51102), social, economic or family status or physical, mental, emotional or learning disability or handicap in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Harassment on any of these bases is also prohibited. Decisions relative to classes or activities based on a student's individual performance or needs is not considered to be discriminatory.

Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students with disabilities may not be discriminated against on the basis of their disability and they shall be provided with a free appropriate public education regardless of the nature or severity of their disability. Students may be considered disabled under this policy even if they are not covered under the District's special education policies and procedures.

Students with disabilities may also require reasonable accommodations. Requests for accommodations shall be made in writing and approved by the building principal after approval from Administration. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and make up opportunities for coursework missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The District encourages informal resolution of complaints under this policy. A formal complaint procedure shall also be available to address allegations of violations that cannot be resolved informally.

Annually, the District shall provide public notice of this policy, the name and address of the designated staff member to receive complaints and the complaint procedures. Student nondiscrimination statements shall also be included in staff and student handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities. This policy and its complaint procedure shall be published annually through the student information system or through direct email publication.

Any complaint regarding the interpretation or application of the District's student nondiscrimination-related policies shall be processed in accordance with the following procedures.

PLEASE NOTE: Discrimination complaints involving federal law violations (sex, race, color, national origin, handicap or disability) may be made directly at any time to the U.S. Office for Civil Rights - Region V, 401 South State Street, Chicago IL 60605-1292 and a student is not obligated to follow this informal complaint procedure for such complaints.

RULE 5110.1
STUDENT EQUAL OPPORTUNITY AND
NON-DISCRIMINATION IN EDUCATION

INFORMAL PROCEDURE

The District promotes the voluntary resolution of problems at the level of government closest to their source and, as such, encourages informal resolution of student discrimination complaints. Any request to informally resolve a complaint should be directed to the student's building principal. Upon receipt of a request to informally resolve a complaint the building principal shall notify the Chief of School Leadership within three (3) school days. If a complaint cannot be resolved informally, the complainant may initiate a formal complaint as outlined below. An informal resolution of a complaint does not prohibit the filing of a formal complaint at any time.

FORMAL COMPLAINT PROCEDURE

The timelines governing the resolution of the formal complaint do not go into effect until the written complaint is received.

Step 1: Except as outlined in (a) and (b) below, a written statement of the complaint shall be signed and submitted by the complainant to the Chief of School Leadership. The statement shall specify the nature of the alleged discrimination, the facts (including specific details and corresponding dates), the relief sought and the name, address and phone number of the complainant.

The Chief of School Leadership shall thoroughly investigate the complaint, notify the employees who have been accused of discrimination or harassment and permit them to respond to the allegation. Thereafter, the Chief of School Leadership shall arrange a meeting to discuss the complaint with the Complainant. The Chief of School Leadership shall, by certified mail, give a written answer to the complaint within 20 school days after receipt of the written complaint unless the parties agree in writing to extend the timeline.

a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability under the Individuals with Disabilities Act shall be processed in accordance with established appeal procedures outlined in the District's Special Education Program and Procedure Manual.

b. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g., Title 34, Code of Federal Regulations (CFR), Parts 75-79, 81 to 86 and 97-99, "EDGAR complaints" or 20 USC § 1400 et. seq., "IDEA complaints") may be referred directly to the State Superintendent of Public Instruction.

Step 2: If the complainant is not satisfied with the answer of the Chief of School Leadership, a written appeal to the Superintendent may be submitted indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 10 calendar days after receipt of

RULE 5110.1
STUDENT EQUAL OPPORTUNITY AND
NON-DISCRIMINATION IN EDUCATION
Page 2

the Chief of School Leadership's answer. The Superintendent or designee shall arrange a meeting with the complainant at a mutually agreeable time to discuss the appeal. The Superintendent or designee shall, by certified mail, give a written answer to the complainant's appeal within 20 working days.

Step 3: If the complainant is not satisfied with the answer of the Superintendent or designee, an appeal may be filed with the School Board by submitting a written appeal to the Superintendent within 10 calendar days after receipt of the Superintendent or designee's answer. The Board shall, within 20 calendar days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall give, by certified mail, a written answer to the complaint within 10 working days following the completion of the hearing. The determination of the Board shall be based upon a reasonable consideration of the facts allegedly constituting a violation as presented in the complaint. If it is determined that a violation has occurred, the Board shall take appropriate steps to ensure compliance with state and federal laws and Board policy. If the Board denies the appeal, the complainant will be notified of their right to appeal the decision to the State Superintendent.

Step 4: If a complainant wishes to appeal the Board's denial of an appeal, there is the right to appeal the decision to the State Superintendent within 30 calendar days of the written notification of the Board's decision. The appeal must specify the grounds upon which the action was brought, the facts and the relief sought, and must be signed by the complainant. If the complainant is a minor, the appeal shall also be signed by his/her parent or guardian. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

NON-RETALIATION

The District prohibits retaliation against individuals who report or participate in an investigation of discrimination. Individuals engaging in prohibited retaliatory behavior are subject to disciplinary action.

If it is determined that retaliatory conduct occurred, the school district administration may take disciplinary action, including but not limited to: counseling, detention, suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student support staff will provide support services for all students involved in the incident as deemed necessary and appropriate.

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all student discrimination complaints for the purpose of documenting compliance. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and their title or status.
2. The date the complaint was filed.
3. The specific allegation made, and any corrective action requested by the complaint.

4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

LEGAL REF.: Wisconsin Statutes Section 118.13 [Student discrimination prohibited]
Wisconsin Administrative Code PI 9 [Student nondiscrimination policies/discrimination complaint procedures required]
Wisconsin Administrative Code PI 41 [Accommodating a student's religious beliefs policy required]
Title IX, Education Amendments of 1972 [Sex discrimination prohibited]
Title VI, Civil Rights Act of 1964 [Race, color and national origin discrimination prohibited]
Section 504 of the Rehabilitation Act of 1973 [Handicap discrimination prohibited]
Americans with Disabilities Act of 1990 [Disability discrimination prohibited]
Individuals with Disabilities Education Act [Accommodating needs of disabled children]

CROSS REF.: Policy 3280, Student Fees
Policy 5111, Anti-Bullying/Harassment/Hate
Policy 5341, Released Time for Religious Instruction
Policy 5440, Married Students and School-Age Parents
Policy 6230, Ceremonies and Observations
Policy 6330, Privacy Rights in District Programs
Policy 6421, Services for Students with Disabilities
Policy 6810, Teaching about Controversial Issues
Section 504 Educational Program Plan
Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: March 22, 1994
November 28, 1995
July 10, 2001
December 10, 2019

This page intentionally left blank

Kenosha Unified School District
Kenosha, Wisconsin

July 28, 2020

Revision of School Board Policies 4111, 5110.1, 5110.2 and 5111

Review of the following policies have come before the board on August 20, 2019, October 9, 2019, November 19, 2019, December 10, 2019, and February 19, 2020:

- Policy 4111 – Employee Anti-Harassment;
- Policy 5110.1 – Student Equal Opportunity and Non Discrimination in Education;
- Policy 5110.2 – Non Discrimination Guidelines Related to Student Who are Transgender and Students Non Confirming to Gender Role Stereotypes; and
- Policy 5111- Bullying.

Attorney Ron Stadler from Jackson Lewis, P.C. advised and assisted the school board during their working sessions relative to these policies.

In May the Department of Education issued new regulations addressing required policies and procedures under Title IX which addresses non-discrimination in education. Additionally, the United States Supreme Court issued a new, landmark decision in *Bostock v. Clayton County* that recognized that sexual orientation and transgender status are protected within the meaning of title VII's prohibition against sex-based discrimination. This same language is found in Title IX.

The new Title IX policies and procedures are required to be implemented by August 14, 2020. Because of these changes noted above, Attorney Stadler has incorporated the necessary updates to the four policies.

Policy 5110.1 – Student Equal Opportunity and Non-Discrimination Education was approved as a second reading at the December 10, 2019 regular school board meeting. Remaining policies 4111, 5110.2 and 5111 have all been approved as a first reading; however, due to the additional Title IX revisions, the policies are being brought forward again for a first and second read.

Recommendation

Administration's recommendation is that revised school board policies 4111, 5110.1, 5110.2, and 5111 be approved as a first reading at the July 28, 2020 regular school board meeting and as a second reading at the August 25, 2020 regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools.

POLICY 4111
EMPLOYEE ANTI-HARASSMENT

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

All new ~~employees~~**staff members** will receive a copy of the employee anti-harassment policy and other anti-harassment educational information as a part of the initial employment process and at other times as appropriate and necessary.

Harassment or similar unacceptable activities based on a person's membership in a protected class that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the district. The ~~District~~**district** will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin or ~~undocumented/immigration status (including limited English proficiency)~~, marital or parental status, sexual orientation, transgender status, gender expression, gender identity and gender nonconformity (see, Policy 5110.2), physical, mental, emotional or learning disability and social, economic or family status, pregnancy, creed or religion, age, sex, genetic information or disability. Intimidation and harassment can arise from a broad range of physical, or verbal or non-verbal behaviors for the purpose of creating an intimidating, hostile or offensive work or educational environment. This may occur ~~employee-staff to-employee staff, student- to-employee, employee- staff, or staff to- student, male-to-female, female-to-male, male-to-male or female-to-female~~**regardless of the individuals' genders**. This may also include non-employees, such as school board members, outside contractors or members of the community (e.g., speakers/presenters, participants on opposing athletic teams, parents/guardians, etc.).

Behaviors may include but are not limited to the following:

- physical, sexual or mental abuse;
- offensive, threatening or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- ~~racial, ethnic or religious insults or slurs;~~
- **insults or slurs based upon a person's real or perceived legally protected characteristics including age, race, creed, color, disability, marital status, sex, national origin, ancestry, sexual orientation, arrest record, conviction record, military service, use or nonuse of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or to participate in any communication about religious matters or political matters, transgender status,**

gender expression, gender identity and gender nonconformity or any other basis protected by law;

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

Romantic or sexual relationships between staff members and students are prohibited. Any staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement.

Sexual relationships between staff members, where one has supervisory responsibilities over the other, are **highly** discouraged. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding consequences of non-compliance.

These activities are offensive and are inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the district but also for each individual in the district. It is the

responsibility of the administration and all ~~employees~~**staff members** to ensure that these prohibited activities do not occur. ~~An employee~~ **A staff member** or supervisor may be held individually liable as a harasser and subject to the same penalties that may be imposed upon employers under state or federal law.

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

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Office of Human Resources or the superintendent or ~~his/her~~**their** designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law. **Staff members are prohibited from knowingly making false statements or knowingly submitting false information to any report, complaint, investigation, or informal or formal resolution process undertaken in relation to acts of harassment.**

LEGAL REF: Wisconsin Statutes

—— Sections 111.31-111.395 (Fair employment standards — employment discrimination)

118.195 (Handicapped teacher discrimination)

118.20 (~~Teach~~**teacher** discrimination, including sexual harassment).

—— Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment

—— Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Age Discrimination in Employment Act of 1967 (Age discrimination)

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

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

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

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

—— Equal Employment Opportunities Commission Guidelines (29 C.F.R. — Part 1604.11)

—— (Employee sexual harassment)

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

_____ **Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 11, 1997

_____ **March 9, 1999**

_____ **June 27, 2000**

_____ **September 23, 2014**

_____ **October 28, 2014**

_____ **August 28, 2018**

GENERAL PROVISIONS

The following shall apply to all procedures contained in this Rule.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, or harassment based on one or more of the other protected characteristics.

“Complaint officer” shall be responsible for organizing any informal resolution process, facilitating any investigation, and/or following the formal grievance process needed in response to a harassment complaint, including designating the investigator(s), if different from the complaint officer.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, or harassment based on one or more of the other protected characteristics.

“Title IX Coordinator” means the designated individual who shall be responsible for implementing and facilitating compliance with the Title VII and Title IX sexual harassment laws and guidelines and shall also be the designated recipient of reports concerning sexual harassment. The Title IX Coordinator shall designate the complaint officer for sexual harassment complaints.

The Chief Human Resource Officer (CHRO) shall be designated as the Title IX Coordinator. Contact information for the Title IX Coordinator shall be provided in staff and student handbooks as well as on the district’s website. The district shall also provide students, parents/legal guardians, staff members, unions, and the school district’s vendors with notice of the Title IX Coordinator’s contact information.

Other Available Remedies:

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Equal Rights Division of the Department of Workforce Development, or the U.S. Equal Employment Opportunity Commission) and/or with courts having proper jurisdiction.

Maintenance of Records:

Staff members shall be informed of the district’s employee anti-harassment policy annually. The policy will be posted on the district’s website. The district’s Title IX Coordinator shall be responsible for ensuring that the district maintains adequate records of complaints filed under the district’s employee anti-harassment and sexual harassment complaint procedures

and for directing the timely preparation of annual or other reports and evaluations regarding nondiscrimination initiatives and compliance that the district is required to conduct and/or provide to the Department of Public Instruction.

HARASSMENT - General

“Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against an employee based on one or more of the student’s protected characteristics that:

- A. Places a person in reasonable fear of harm to their person or damage to their property;**
- B. Has the effect of substantially interfering with a person’s performance, opportunities, or benefits; or**
- C. Has the effect of substantially disrupting the orderly operation of a school.**

“Protected Characteristics” means a person’s age, race, color, national origin or undocumented/immigration status (including limited English proficiency), ancestry, religion, creed, pregnancy, marital status, parental status, sexual orientation, transgender status, physical, mental, emotional or learning disability, genetic information, and social, economic or family status.

Harassment on the basis of sex is governed by Title VII and Title IX and requires additional procedures set forth in the Sexual Harassment section of this Rule.

Complaint:

All incidents of harassment should be reported to the Chief Human Resources Officer (CHRO), verbally or in writing. Any person may report such incidents to the CHRO in person, by mail, electronic mail, electronic submission or by using the contact information provided. All staff members and school officials who observe incidents of harassment shall report such incidents. If the incident involves the CHRO, the report should be made to the district Superintendent.

Due to the sensitivity surrounding a complaint of harassment, timelines are flexible; however, every effort should be made to file the complaint within thirty (30) calendar days of the conduct occurring.

To begin the formal complaint process, the complainant shall present in writing the specific nature of the alleged harassment and corresponding date; names of those who may have witnessed the alleged harassment; and, the name, address and phone number of the complainant. Upon receipt of a harassment complaint, the CHRO or their designee shall be the complaint officer. If the report involves the CHRO, the Superintendent or their designee shall be the complaint officer. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint. The complainant’s wishes with respect

to whether the district investigates reported conduct will be respected subject to applicable law.

Informal Resolution Process:

The district will allow the parties to attempt a resolution of a complaint on an informal basis that does not involve a full investigation or determination of responsibility. Both parties must provide voluntary, informed, written consent to attempt informal resolution. Prior to agreeing to a resolution, either party may withdraw from the informal resolution process and resume the formal grievance process with respect to the complaint.

If the parties provide written consent to the informal resolution process, the complaint officer or their designee will facilitate a meeting between the parties. If the parties resolve the matter, the complaint officer or their designee shall prepare a written statement outlining the resolution. If no resolution is reached, the complaint officer will proceed with an investigation of the allegations contained in the complaint.

Investigation:

The complaint officer or their designee shall thoroughly and impartially investigate the harassment complaint. Investigators may be staff members or independent contractors.

The complaint officer shall notify the respondent that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of the employee anti-harassment policy and this rule shall be provided to the respondent at that time. The respondent will also be notified of the opportunity to submit a written statement.

Although certain cases may require additional time, the complaint officer will attempt to complete an investigation into the allegations of harassment within a reasonably prompt time frame. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the complaint officer; and,
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the complaint officer.

At the conclusion of the investigation, the complaint officer shall prepare and deliver a written report to the Superintendent that summarizes the relevant evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the

complainant has been subjected to harassment. The complaint officer may consult with the school board attorney before finalizing the report to the Superintendent.

If a complainant believes that there is undue delay, they may notify the CHRO and ask for clarification as to when the investigation will be completed.

Dismissal:

If, after notice and an investigation, the complaint officer uncovers information that could or must result in dismissal of the formal complaint, the complaint officer shall provide that information to the Superintendent. The Superintendent must dismiss any formal complaint or allegation therein if:

- **the alleged conduct does not constitute harassment,**
- **or**
- **the alleged conduct did not occur against a person in the United States.**

The Superintendent may also dismiss a complaint or allegation therein if:

- **the complainant informs the CHRO in writing that the complainant desires to withdraw the formal complaint or allegation therein, or**
- **specific circumstances prevent the district from gathering evidence to reach a determination.**

The Superintendent shall provide notice to both parties of any dismissal and the reasons for the dismissal. Notwithstanding the dismissal of a complaint, the district may take any action in response to alleged misconduct under the district's code of conduct policy or other applicable policy.

Supportive measures:

The complaint officer shall consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation, including a change of work assignment or schedule for the complainant and/or respondent.

Interim Measures:

If, upon an analysis of the allegations, the safety issues, and other risks involved, the complaint officer determines that the allegations raise an immediate threat to the physical health or safety of any individual, the district may take emergency action during the investigation period, including removal of the respondent from an education program or activity, or the placement of the respondent on administrative leave if the respondent is a staff member. Such emergency action may not be made without prior notice to the respondent and an opportunity to challenge the decision immediately following the action.

Decisions:

Upon receipt and review of an investigative report, the Superintendent shall make a written determination as to whether the harassment allegations are substantiated by the facts and evidence. A copy of the written decision shall be provided to both parties. The decision of the Superintendent shall be final.

Sanctions:

Any remedial action shall be aimed at stopping the alleged harassment and may include discipline of the respondent, up to and including termination of their employment.

Confidentiality:

The district will respect a complainant's request for confidentiality or request not to pursue an investigation, subject to applicable law, and will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the district's ability to appropriately process and respond to the report or complaint. Any non-party interviewed as part of the investigation is expected to maintain confidentiality and is expected not to disclose any information they learn during the course of the investigation.

Retaliation:

There shall be no retaliation against any person targeted by harassment or any person who reports an alleged act of harassment, nor against any person who participates in the investigation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The district will take appropriate action against any staff member who engages in retaliatory behavior.

Appeal:

If the investigation results in disciplinary action, the staff member subject to discipline is entitled to file a grievance pursuant to Board Policy 4271.

If the complainant is unsatisfied with the disposition of the complaint, the complainant may take further action with the Office of Civil Rights, the EEOC, the ERD or the Department of Public Instruction, as appropriate.

SEXUAL HARASSMENT

Definitions

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it adversely affects one's employment or effectively denies a person equal access to the school district's education program or activity; or

(3) "Sexual assault", "dating violence", "domestic violence", or "stalking" as defined by relevant federal law.

"Supportive measures" means individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to protect safety or deter sexual harassment.

Complaints

Staff who believe they have been ~~unlawfully sexually~~ harassed by another ~~member of the district staff member~~ or a non-employee are entitled to use the informal and/or formal complaint processes outlined below. Initiating a complaint will not adversely affect employment unless the complainant does so maliciously or with knowledge that it is false. The ~~Chief Human Resource Officer (CHRO)~~ Title IX Coordinator or his/her/their designee is ~~designated as~~ shall be the complaint officer and is responsible for responding to harassment complaints ~~not resolved on an informal basis..~~ If ~~the~~ a complaint involves the ~~CHRO~~ Title IX Coordinator, the Superintendent or their designee shall be ~~designated as~~ the complaint officer for that complaint and will be responsible for responding to the harassment claim. The complaint officer or their designee shall be responsible for investigating formal complaints. Investigator(s) may be district staff members or independent contractors. Due to the sensitivity surrounding a complaint of sexual harassment, timelines are flexible; however, every effort should be made to file the complaint within thirty (30) calendar days of the conduct occurring.

Sexual harassment may be reported to the Title IX Coordinator by the complainant or by any third party with knowledge of the alleged conduct that constitutes sexual harassment. Upon receiving a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the complainant the process for filing a formal complaint.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, electronic mail, electronic submission, or by using the provided contact information. The complainant shall state the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment; and the name, address and phone number of the complainant. The complaint may be dictated to the Title IX Coordinator and signed by the complainant upon review of the written complaint, or signed by the Title IX Coordinator.

The district will allow a complainant the opportunity to resolve discrimination or harassment complaint on an informal basis, if the complainant asks to do so. Upon such request by the complainant, the supervisor (or person designated by the superintendent if no supervisor is

available) will facilitate a meeting between the complainant and the alleged harasser/discriminator. If the parties resolve the matter, the supervisor shall prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the supervisor must notify the CHRO of the informal review so the CHRO may formally investigate the complaint.

To begin the formal complaint process, the complainant shall present in writing the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment, and the name, address and phone number of the complainant. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint.

Supportive Measures:

The Title IX Coordinator shall coordinate and implement supportive measures for the complainant and the respondent designed to ensure equal access to the district's education programs and activities, protect the safety of all parties, protect the district's educational environment, and/or deter sexual harassment. Such measures may include, but are not limited to, counseling the parties involved, modifying schedules, providing escort services on campus, mutually restricting contact between the parties, changing work locations, providing leaves of absence, increasing security or monitoring of appropriate campus locations, and similar measures. Any supportive measures provided shall be confidential except where such confidentiality would impair the district's ability to provide such measures.

The complaint officer shall consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation, including a change of work assignment or schedule for the complainant and/or harasser. Such supportive measures may be taken on a temporary basis at any point after a report of harassment has been made. No temporary changes shall be disciplinary to either the complainant or harasserthe respondent. No disciplinary sanctions may be taken against the respondent of a formal complaint before concluding an informal resolution process or the formal grievance process, except that interim measures may be taken as allowed by this Rule.

~~The complaint officer shall notify the alleged harasser, hereinafter referred to as the respondent, that a complaint has been received. The respondent will be informed about the nature of the allegations and copy of this policy shall be provided to the respondent at that time. The respondent also will be notified of the opportunity to submit a written statement.~~

Interim Measures:

If, upon an analysis of the allegations, the safety issues, and other risks involved, the complaint officer determines that the allegations raise an immediate threat to the physical health or safety of any individual, the district may take emergency action during the investigation period, including removal of the respondent from an education program or activity, or the placement of the respondent on administrative leave if the respondent is a

staff member. Such emergency action may not be made without prior notice to the respondent and an opportunity to challenge the decision immediately following the action.

Notice:

Upon the filing of a complaint, the complaint officer shall provide written notice of the complaint to the complainant and the respondent that provides the respondent sufficient time to prepare a response and includes a description of the allegations including, to the extent known, the identity of the parties involved, the alleged conduct, and the date and location of the alleged incident.

The following shall apply during the investigation and shall be included in the written notice to the parties:

- the respondent is presumed not responsible for the alleged conduct and a determination of responsibility is made at the conclusion of the grievance process;
- each party may have an advisor of their choice, who may but is not required to be an attorney;
- the district shall provide each party, and their advisors, if applicable, with any evidence directly related to the allegations, in electronic format or hard copy, and provide at least ten (10) days for the parties to inspect, review, and respond to the evidence; and
- the district's anti-harassment Policy 4111 prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The complaint officer, within a reasonable period of time, shall thoroughly investigate the complaint and take all reasonable steps necessary to ensure that any allegations of sexual harassment are promptly remedied and that no district employees/staff members are subject to workplace harassment in violation of this policy. This will include an interview with the complainant, respondent, any witnesses who may reasonably be expected to have relevant information, and consideration of documentation or other evidence presented by the complainant, respondent or witnesses. Notices shall be provided to both parties prior to holding any interviews, meetings or hearings during the investigation. The burden of gathering evidence and the burden of proving the allegations in the complaint rests at all times with the district. Both parties shall have an equal opportunity to present facts, expert and lay witnesses, and other evidence. During the investigation, no restrictions may be placed on either party regarding discussing the formal complaint, the allegations, or the investigation with others. However, no person may intimidate, coerce or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation or proceeding under this Rule. The district will respect the privacy of all involved in a manner consistent with legal obligations under state and federal law but cannot guarantee confidentiality. The Title IX Coordinator, complaint officer, investigators, and decision-makers shall all be free from bias or conflicts of interest in responding to, investigating, dismissing and making determinations regarding the allegations contained in formal complaints.

All complaints shall be investigated ~~and resolved within 15 school days.~~ This deadline may be extended for good cause, but it should always be completed in a timely manner without any undue delay. If a complainant believes that there is undue delay, ~~he/she~~ they may notify the ~~Superintendent's office~~ Title IX Coordinator and ask for clarification as to when the investigation will be completed.

~~Anyone~~ Any non-party interviewed as part of the investigation is expected to maintain confidentiality and is expected not to disclose any information, ~~he/she~~ they learn during the course of the investigation.

~~All information~~ The complaint officer and/or investigator shall ~~be compiled~~ provide both parties with all facts, witness testimony and ~~provided along with other evidence collected in~~ either electronic or hard copy format. The parties shall have ten (10) calendar days to inspect, review and respond to the evidence. After receiving the parties' responses, if any, the complaint officer and/or investigator shall prepare an investigative report that fairly summarizes all relevant facts and evidence, and provides a recommendation ~~to the~~ regarding responsibility for the allegations.

Decisions:

A copy of the investigative report shall be provided to each party and to the decision-maker, who shall be the Superintendent ~~for review. This shall include whether the findings substantiate harassment based on this policy and state and federal laws. The Superintendent.~~ If the Superintendent is acting as the complaint officer, the Superintendent shall designate another person as the decision-maker.

Prior to reaching a determination regarding responsibility for the allegations in the formal complaint, and at least ten (10) calendar days after a copy of the investigative report has been provided to each party, both parties shall have an opportunity to submit written, relevant questions to the decision-maker that a party wants asked of any party or witness. The decision-maker shall obtain responses to any questions from the appropriate party or witness. Answers to submitted questions shall be provided to each party and additional time will be provided for limited follow-up questions from each party. Pursuant to the rape shield protections provided under relevant law, questions and evidence regarding a complainant's prior sexual behavior shall be deemed irrelevant at all times during the formal grievance process unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.

The decision-maker shall review the investigative report and any additional facts uncovered through the parties' questions under a preponderance of the evidence standard. Under the preponderance of the evidence standard, the evidence submitted must show that it is more likely than not that the alleged conduct occurred and more likely than not that the respondent is responsible. The decision-maker may consult with legal counsel prior to issuing a final decision. The

The decision-maker shall issue a written decision regarding responsibility for the alleged conduct contained in the formal complaint that includes findings of fact, conclusions about whether the alleged conduct occurred, the rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and any supportive measures that will be provided to the complainant ~~will be advised of the outcome in writing.~~ The decision-maker shall provide the parties with the written decision simultaneously along with information about how to file an appeal. Any remedial action should be aimed at stopping the alleged harassment and may include discipline of the ~~accused individual~~ respondent, up to and including termination of ~~his/her~~ their employment.

~~The decision of the Superintendent is final. If it~~ Dismissals:

If, after notice and an investigation, the complaint officer uncovers information that could or must result in dismissal of the formal complaint, the complaint officer shall provide that information to the decision-maker. The decision-maker must dismiss any formal complaint or allegation therein if:

- the alleged conduct does not constitute sexual harassment, or
- the alleged conduct did not occur against a person in the United States.

The decision-maker may also dismiss a formal complaint or allegation therein if:

- the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegation therein, or
- specific circumstances prevent the district from gathering evidence to reach a determination.

The decision-maker shall provide notice to both parties of any dismissal and the reasons for the dismissal. Notwithstanding the dismissal of a formal complaint for purposes of Title IX, the district may take any action in response to alleged misconduct under the district's code of conduct policy or other applicable policy.

Appeals:

If the decision of the decision-maker results in disciplinary action, the ~~employee~~ staff member subject to discipline is entitled to file a grievance pursuant to Policy 4271.

~~Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with designated agencies as authorized by state and federal laws (e.g.,~~

Either party may appeal the dismissal of a formal complaint or the determination regarding responsibility for allegations in a formal complaint by writing to the Title IX Coordinator. An appeal may be filed for one or more of the following reasons:

- a procedural irregularity that affected the outcome of the matter,

- new evidence that was not reasonably available at the time the dismissal or determination regarding responsibility was made that could affect the outcome of the matter, or
- a conflict of interest or bias existed on the part of the Title IX Coordinator, the investigator, or decision-maker that affected the outcome of the matter.

If an appeal is filed, the district shall provide written notice of the appeal to both parties and an equal opportunity for both parties to submit a written statement supporting or challenging the decision being appealed. A written decision of the appeal shall be provided simultaneously to both parties and shall state the rationale for the decision. The school board shall be the decision-maker on all appeals.

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction.

Training:

The district shall provide training for all staff members on identifying and reporting sexual harassment. Additional training on sexual harassment investigations, grievance processes and appeals shall be provided to the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process. Records of all training materials shall be maintained for seven (7) years and be made available to the public on the district's website.

Recordkeeping:

The district shall maintain records of all sexual harassment complaints, investigations, and actions, as well as any supportive measures taken. Such records shall include all material required under relevant law and be maintained for seven (7) years.

4813-8824-7735, v. 1

POLICY 5110.1

STUDENT EQUAL OPPORTUNITY AND NON DISCRIMINATION IN EDUCATION

No student may be denied admission to, be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity because of the student's sex, race, national origin, ancestry, creed, religion, color, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Harassment on any of these bases is also prohibited. Decisions relative to classes or activities based on a student's individual performance or needs is not considered to be discriminatory.

Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, students with disabilities may not be discriminated against on the basis of their disability and they shall be provided with a free appropriate public education regardless of the nature or severity of their disability. Students may be considered disabled under this policy even if they are not covered under the District's special education policies and procedures.

Students with disabilities may also require reasonable accommodations. Requests for accommodations shall be made in writing and approved by the building principal **after consultation with Administration**. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and make up opportunities for coursework missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The District encourages informal resolution of complaints under this policy. A formal complaint procedure shall also be available to address allegations of violations that cannot be solved informally.

Annually, the District shall provide public notice of this policy, the name and address of the designated employee to receive complaints and the complaint procedures. Student nondiscrimination statements shall also be included on staff and student handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities. This policy and its complaint procedure shall be published annually through the student information system or through direct email publication.

Any complaint regarding the interpretation or application of the District's student nondiscrimination- related policies shall be processed in accordance with the following procedures (For Section 504 complaints, please see policy xxxx).

PLEASE NOTE:

Discrimination complaints involving federal law violations (sex, race, color, national origin, handicap or disability) may be made directly at any time to the U.S. Office for Civil Rights - Region V, 401 South State Street, Chicago IL 60605-1292 and a student is not obligated to follow ~~this~~ these informal-complaint procedures for such complaints.

GENERAL PROVISIONS

The following shall apply to all procedures contained in this Rule.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, or harassment based on one or more of the other protected characteristics.

“Complaint officer” shall be responsible for organizing any informal resolution process, facilitating any investigation, and/or following the formal grievance process needed in response to a harassment complaint, including designating the investigator(s), if different from the complaint officer.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, or harassment based on one or more of the other protected characteristics.

“Title IX Coordinator” means the designated individual who shall be responsible for implementing and facilitating compliance with Title IX sexual harassment laws and guidelines and shall also be the designated recipient of reports concerning sexual harassment. The Title IX Coordinator shall designate the complaint officer for sexual harassment complaints.

The Chief Human Resource Officer (CHRO) shall be designated as the Title IX Coordinator. Contact information for the Title IX Coordinator shall be provided in staff and student handbooks as well as on the district’s website. The district shall also provide students, parents/legal guardians, and staff members with notice of the Title IX Coordinator’s contact information.

Maintenance of Records:

Students shall be informed of the district’s non-discrimination and anti-harassment policy annually. The policy will be posted on the district’s website. The district’s Title IX Coordinator shall be responsible for ensuring that the district maintains adequate records of complaints filed under the district’s employee anti-harassment and sexual harassment complaint procedures and for directing the timely preparation of annual or other reports and evaluations regarding nondiscrimination initiatives and compliance that the district is required to conduct and/or provide to the Department of Public Instruction.

HARASSMENT - General

“Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student’s protected characteristics that:

- A. Places a person in reasonable fear of harm to their person or damage to their property;**
- B. Has the effect of substantially interfering with a person’s performance, opportunities, or benefits; or**
- C. Has the effect of substantially disrupting the orderly operation of a school.**

“Protected Characteristics” means a person’s age, race, color, national origin or undocumented/immigration status (including limited English proficiency), ancestry, religion, creed, pregnancy, marital status, parental status, sexual orientation, transgender status, physical, mental, emotional or learning disability, genetic information, and social, economic or family status.

Harassment on the basis of sex is governed by Title IX and requires additional procedures set forth in the Sexual Harassment section of this Rule.

Complaint:

All incidents of harassment should be reported to the Chief Human Resources Officer (CHRO), verbally or in writing. Any person may report such incidents to the CHRO in person, by mail, electronic mail, electronic submission or by using the contact information provided. All staff members and school officials who observe incidents of harassment shall report such incidents. If the incident involves the CHRO, the report should be made to the district Superintendent.

Due to the sensitivity surrounding a complaint of harassment, timelines are flexible; however, every effort should be made to file the complaint within thirty (30) calendar days of the conduct occurring.

To begin the formal complaint process, the complainant shall present in writing the specific nature of the alleged harassment and corresponding date; names of those who may have witnessed the alleged harassment; and, the name, address and phone number of the complainant. Upon receipt of a harassment complaint, the CHRO or their designee shall be the complaint officer. If the report involves the CHRO, the Superintendent or their designee shall be the complaint officer. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint. The complainant’s wishes with respect

to whether the district investigates reported conduct will be respected subject to applicable law.

Informal Resolution Process:

The district will allow the parties to attempt a resolution of a complaint on an informal basis that does not involve a full investigation or determination of responsibility. Both parties must provide voluntary, informed, written consent to attempt informal resolution. Prior to agreeing to a resolution, either party may withdraw from the informal resolution process and resume the formal grievance process with respect to the complaint.

If the parties provide written consent to the informal resolution process, the complaint officer or their designee will facilitate a meeting between the parties. If the parties resolve the matter, the complaint officer or their designee shall prepare a written statement outlining the resolution. If no resolution is reached, the complaint officer will proceed with an investigation of the allegations contained in the complaint.

Investigation:

The complaint officer or their designee shall thoroughly and impartially investigate the harassment complaint. Investigators may be staff members or independent contractors.

The complaint officer shall notify the respondent that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of the anti-harassment policy and this rule shall be provided to the respondent at that time. The respondent will also be notified of the opportunity to submit a written statement.

Although certain cases may require additional time, the complaint officer will attempt to complete an investigation into the allegations of harassment within a reasonably prompt time frame. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the complaint officer; and,
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the complaint officer.

At the conclusion of the investigation, the complaint officer shall prepare and deliver a written report to the Superintendent that summarizes the relevant evidence gathered during the investigation and provides recommendations based on the evidence and the definition of

harassment as provided in this policy and State and Federal law as to whether the complainant has been subjected to harassment. The complaint officer may consult with the school board attorney before finalizing the report to the Superintendent.

If a complainant believes that there is undue delay, they may notify the CHRO and ask for clarification as to when the investigation will be completed.

Dismissal:

If, after notice and an investigation, the complaint officer uncovers information that could or must result in dismissal of the formal complaint, the complaint officer shall provide that information to the Superintendent. The Superintendent must dismiss any formal complaint or allegation therein if the alleged conduct does not constitute harassment. The Superintendent may also dismiss a complaint or allegation therein if:

- **the complainant informs the CHRO in writing that the complainant desires to withdraw the formal complaint or allegation therein, or**
- **specific circumstances prevent the district from gathering evidence to reach a determination.**

The Superintendent shall provide notice to both parties of any dismissal and the reasons for the dismissal. Notwithstanding the dismissal of a complaint, the district may take any action in response to alleged misconduct under the district's code of conduct policy or other applicable policy.

Supportive measures:

The complaint officer shall consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation, including a change of schedule for the complainant and/or respondent.

Interim Measures:

If, upon an analysis of the allegations, the safety issues, and other risks involved, the complaint officer determines that the allegations raise an immediate threat to the physical health or safety of any individual, the district may take emergency action during the investigation period, including suspension of the respondent from an education program or activity, or the placement of the respondent on administrative leave if the respondent is a staff member. Such emergency action may not be made without prior notice to the respondent and an opportunity to challenge the decision immediately following the action.

Decisions:

Upon receipt and review of an investigative report, the Superintendent shall make a written determination as to whether the harassment allegations are substantiated by the facts and evidence. A copy of the written decision shall be provided to both parties. The decision of the Superintendent shall be final.

Sanctions:

Any remedial action shall be aimed at stopping the alleged harassment and may include discipline of the respondent, up to and including expulsion of students or termination of employment for staff.

Confidentiality:

The district will respect a complainant's request for confidentiality or request not to pursue an investigation, subject to applicable law, and will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the district's ability to appropriately process and respond to the report or complaint. Any non-party interviewed as part of the investigation is expected to maintain confidentiality and is expected not to disclose any information they learn during the course of the investigation.

Retaliation:

There shall be no retaliation against any person targeted by harassment or any person who reports an alleged act of harassment, nor against any person who participates in the investigation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The district will take appropriate action against any person who engages in retaliatory behavior.

Appeal:

If the investigation results in disciplinary action, a staff member subject to discipline is entitled to file a grievance pursuant to Board Policy 4271.

If the complainant is unsatisfied with the disposition of the complaint, the complainant may take further action with the Office of Civil Rights or the Department of Public Instruction, as appropriate.

SEXUAL HARASSMENT

Definitions

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- (1) Someone is conditioning the provision of an aid, benefit, or service of the school district on an individual’s participation in unwelcome sexual conduct;**
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it adversely affects one’s education or effectively denies a person equal access to the school district’s education program or activity; or**
- (3) “Sexual assault”, “dating violence”, “domestic violence”, or “stalking” as defined by relevant federal law.**

“Supportive measures” means individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to protect safety or deter sexual harassment.

Complaints

Anyone who believes they have been sexually harassed is entitled to use the informal and/or formal complaint processes outlined below. Initiating a complaint will not adversely affect employment unless the complainant does so maliciously or with knowledge that it is false. The Title IX Coordinator or their designee shall be the complaint officer and is responsible for responding to harassment complaints. If a complaint involves the Title IX Coordinator, the Superintendent or their designee shall be the complaint officer for that complaint and will be responsible for responding to the harassment claim. The complaint officer or their designee shall be responsible for investigating formal complaints. Investigator(s) may be district staff members or independent contractors. Due to the sensitivity surrounding a complaint of sexual harassment, timelines are flexible; however, every effort should be made to file the complaint within thirty (30) calendar days of the conduct occurring.

Sexual harassment may be reported to the Title IX Coordinator by the complainant or by any third party with knowledge of the alleged conduct that constitutes sexual harassment. Upon receiving a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the complainant the process for filing a formal complaint.

A formal complaint may be filed with the Title IX Coordinator in person, by mail, electronic mail, electronic submission, or by using the provided contact information. The complainant shall state the specific nature of the harassment and corresponding date; names of those who

may have witnessed the alleged harassment; and the name, address and phone number of the complainant. The complaint may be dictated to the Title IX Coordinator and signed by the complainant upon review of the written complaint, or signed by the Title IX Coordinator.

The district will allow a complainant the opportunity to resolve discrimination or harassment complaint on an informal basis, if the complainant asks to do so. Upon such request by the complainant, a person designated by the superintendent will facilitate a meeting between the complainant and the alleged harasser/discriminator. If the parties resolve the matter, the facilitator shall prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the facilitator must notify the Title IX Coordinator of the informal review so the Title IX Coordinator may formally investigate the complaint.

To begin the formal complaint process, the complainant shall present in writing the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment, and the name, address and phone number of the complainant. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint.

Supportive Measures:

The Title IX Coordinator shall coordinate and implement supportive measures for the complainant and the respondent designed to ensure equal access to the district's education programs and activities, protect the safety of all parties, protect the district's educational environment, and/or deter sexual harassment. Such measures may include, but are not limited to, counseling the parties involved, modifying schedules, providing escort services on campus, mutually restricting contact between the parties, increasing security or monitoring of appropriate campus locations, and similar measures. Any supportive measures provided shall be confidential except where such confidentiality would impair the district's ability to provide such measures.

The complaint officer shall consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation, including a change of schedule for the complainant and/or harasser. Such supportive measures may be taken on a temporary basis at any point after a report of harassment has been made. No temporary changes shall be disciplinary to the complainant. Other interim measures may be taken as allowed by this Rule.

~~The complaint officer shall notify the alleged harasser, hereinafter referred to as the respondent, that a complaint has been received. The respondent will be informed about the nature of the allegations and copy of this policy shall be provided to the respondent at that time. The respondent also will be notified of the opportunity to submit a written statement.~~

Interim Measures:

If, upon an analysis of the allegations, the safety issues, and other risks involved, the complaint officer determines that the allegations raise an immediate threat to the physical health or safety of any individual, the district may take emergency action during the investigation period, including suspension of the respondent from an education program or activity, or the placement of the respondent on administrative leave if the respondent is a staff member. Such emergency action may not be made without prior notice to the respondent and an opportunity to challenge the decision immediately following the action.

Notice:

Upon the filing of a complaint, the complaint officer shall provide written notice of the complaint to the complainant and the respondent that provides the respondent sufficient time to prepare a response and includes a description of the allegations including, to the extent known, the identity of the parties involved, the alleged conduct, and the date and location of the alleged incident.

The following shall apply during the investigation and shall be included in the written notice to the parties:

- the respondent is presumed not responsible for the alleged conduct and a determination of responsibility is made at the conclusion of the grievance process;
- each party may have an advisor of their choice;
- the district shall provide each party, and their advisors, if applicable, with any evidence directly related to the allegations, in electronic format or hard copy, and provide at least ten (10) days for the parties to inspect, review, and respond to the evidence; and
- the district's prohibits knowingly making false statements or knowingly submitting false information during the investigation process.

The complaint officer, within a reasonable period of time, shall thoroughly investigate the complaint and take all reasonable steps necessary to ensure that any allegations of sexual harassment are promptly remedied and that no students are subject to harassment in violation of this policy. This will include an interview with the complainant, respondent, any witnesses who may reasonably be expected to have relevant information, and consideration of documentation or other evidence presented by the complainant, respondent or witnesses. Notices shall be provided to both parties prior to holding any interviews, meetings or hearings during the investigation. The burden of gathering evidence and the burden of proving the allegations in the complaint rests at all times with the district. Both parties shall have an equal opportunity to present facts, expert and lay witnesses, and other evidence. During the investigation, no restrictions may be placed on either party regarding discussing

the formal complaint, the allegations, or the investigation with others. However, no person may intimidate, coerce or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation or proceeding under this policy. The district will respect the privacy of all involved in a manner consistent with legal obligations under state and federal law but cannot guarantee confidentiality. The Title IX Coordinator, complaint officer, investigators, and decision-makers shall all be free from bias or conflicts of interest in responding to, investigating, dismissing and making determinations regarding the allegations contained in formal complaints.

All complaints shall be investigated within 15 school days.- This deadline may be extended for good cause, but it should always be completed in a timely manner without any undue delay. If a complainant believes that there is undue delay, they may notify the Title IX Coordinator and ask for clarification as to when the investigation will be completed.

Any non-party interviewed as part of the investigation is expected to maintain confidentiality and is expected not to disclose any information, they learn during the course of the investigation.

The complaint officer and/or investigator shall provide both parties with all facts, witness testimony and other evidence collected in either electronic or hard copy format. The parties shall have ten (10) calendar days to inspect, review and respond to the evidence. After receiving the parties' responses, if any, the complaint officer and/or investigator shall prepare an investigative report that fairly summarizes all relevant facts and evidence, and provides a recommendation -regarding responsibility for the allegations.

Decisions:

A copy of the investigative report shall be provided to each party and to the decision-maker, who shall be the Superintendent. If the Superintendent is acting as the complaint officer, the Superintendent shall designate another person as the decision-maker.

Prior to reaching a determination regarding responsibility for the allegations in the formal complaint, and at least ten (10) calendar days after a copy of the investigative report has been provided to each party, both parties shall have an opportunity to submit written, relevant questions to the decision-maker that a party wants asked of any party or witness. The decision-maker shall obtain responses to any questions from the appropriate party or witness. Answers to submitted questions shall be provided to each party and additional time will be provided for limited follow-up questions from each party. Pursuant to the rape shield protections provided under relevant law, questions and evidence regarding a complainant's prior sexual behavior shall be deemed irrelevant at all times during the formal grievance process unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.

The decision-maker shall review the investigative report and any additional facts uncovered through the parties' questions under a preponderance of the evidence standard. Under the preponderance of the evidence standard, the evidence submitted must show that it is more likely than not that the alleged conduct occurred and more likely than not that the respondent is responsible. The decision-maker may consult with legal counsel prior to issuing a final decision.

The decision-maker shall issue a written decision regarding responsibility for the alleged conduct contained in the formal complaint that includes findings of fact, conclusions about whether the alleged conduct occurred, the rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and any supportive measures that will be provided to the complainant. The decision-maker shall provide the parties with the written decision simultaneously along with information about how to file an appeal. Any remedial action should be aimed at stopping the alleged harassment and may include discipline of the accused individual respondent, up to and including termination of his/her employment or expulsion of a student.

Dismissals:

If, after notice and an investigation, the complaint officer uncovers information that could or must result in dismissal of the formal complaint, the complaint officer shall provide that information to the decision-maker. The decision-maker must dismiss any formal complaint or allegation therein if the alleged conduct does not constitute sexual harassment. The decision-maker may also dismiss a formal complaint or allegation therein if:

- the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegation therein, or**
- specific circumstances prevent the district from gathering evidence to reach a determination.**

The decision-maker shall provide notice to both parties of any dismissal and the reasons for the dismissal. Notwithstanding the dismissal of a formal complaint for purposes of Title IX, the district may take any action in response to alleged misconduct under the district's code of conduct policy or other applicable policy.

Appeals:

If the decision of the decision-maker results in disciplinary action, the staff member subject to discipline is entitled to file a grievance pursuant to Policy 4271. Either party may appeal the dismissal of a formal complaint or the determination regarding responsibility for allegations in a formal complaint by writing to the Title IX Coordinator.

An appeal may be filed for one or more of the following reasons:

- **a procedural irregularity that affected the outcome of the matter,**
- **new evidence that was not reasonably available at the time the dismissal or determination regarding responsibility was made that could affect the outcome of the matter,**
- **a conflict of interest or bias existed on the part of the Title IX Coordinator, the investigator, or decision-maker that affected the outcome of the matter, or**
- **a student may appeal if they believe the investigator's conclusion was erroneous or the resulting disciplinary action was unjust.**

If an appeal is filed, the district shall provide written notice of the appeal to both parties and an equal opportunity for both parties to submit a written statement supporting or challenging the decision being appealed. A written decision of the appeal shall be provided simultaneously to both parties and shall state the rationale for the decision. The school board shall be the decision-maker on all appeals.

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Department of Public Instruction) and/or with courts having proper jurisdiction.

Training:

The district shall provide training for all students and staff members on identifying and reporting sexual harassment. Additional training on sexual harassment investigations, grievance processes and appeals shall be provided to the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process. Records of all training materials shall be maintained for seven (7) years and be made available to the public on the district's website.

Recordkeeping:

The district shall maintain records of all sexual harassment complaints, investigations, and actions, as well as any supportive measures taken. Such records shall include all material required under relevant law and be maintained for seven (7) years.

INFORMAL PROCEDURE

~~The District promotes the voluntary resolution of problems at the level of government closest to their source and, as such, encourages informal resolution of student discrimination complaints. Any request to~~

~~informally resolve a complaint should be directed to the student's building principal. Upon receipt of a request to informally resolve a complaint the building principal shall notify the Chief of School Leadership. If a complaint cannot be solved informally, the complainant may initiate a formal complaint as outlined below. An informal resolution of a complaint does not prohibit the filing of a formal complaint at any time.~~

FORMAL COMPLAINT PROCEDURE

~~The timelines governing the resolution of the formal complaint do not go into effect until the written complaint is received.~~

~~Step 1: Except as outlined in (a) and (b) below, a written statement of the complaint shall be signed and submitted by the complainant to the Chief of School Leadership. The statement shall specify the nature of the alleged discrimination, the facts (including specific details and corresponding dates), the relief sought and the name, address and phone number of the complainant.~~

~~The Chief of School Leadership shall thoroughly investigate the complaint, notify the employees who have been accused of discrimination or harassment and permit them to respond to the allegation. Thereafter, the Chief of School Leadership shall arrange a meeting to discuss the complaint with the Complainant. The Chief of School Leadership shall, by certified mail, give a written answer to the complaint within 20 school days after receipt of the written complaint unless the parties agree in writing to extend the timeline.~~

~~a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability under the Individuals with Disabilities Act shall be processed in accordance with established appeal procedures outlined in the District's *Special Education Program and Procedure Manual*.~~

~~b. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g., EDGAR complaints or IDEA complaints) may be referred directly to the State Superintendent of Public Instruction.~~

~~Step 2: If the complainant is not satisfied with the answer of the Chief of School Leadership, a written appeal to the Superintendent may be submitted indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 10 calendar days after receipt of the Chief of School Leadership's answer. The Superintendent or designee shall arrange a meeting with the complainant at a mutually agreeable time to discuss the appeal. The Superintendent or designee shall, by certified mail, give a written answer to the complainant's appeal within 20 working days.~~

~~Step 3: If the complainant is not satisfied with the answer of the Superintendent or designee, an appeal may be filed with the School Board by submitting a written appeal to the Superintendent within 10 calendar days after receipt of the Superintendent or designee's answer. The Board shall, within 20 calendar days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall give, by certified mail, a written answer to the complaint within 10 working days following the completion of the hearing. The determination of the Board shall be based upon a reasonable consideration of the facts allegedly constituting a violation as presented in the complaint. If it is determined that a violation has occurred, the Board shall take appropriate steps to ensure compliance with state and federal laws and Board policy. If the Board denies the appeal, the complainant will be notified of his/her right to appeal the decision to the State Superintendent.~~

~~Step 4: If a complainant wishes to appeal the Board's denial of an appeal, there is the right to appeal the decision to the State Superintendent within 30 days of the written notification of the Board's decision. The appeal must specify the grounds upon which the action was brought, the facts and the relief sought, and must be signed by the complainant. If the complainant is a minor, the appeal shall also be signed by his/her parent or guardian. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841.~~

MAINTENANCE OF COMPLAINT RECORDS

~~Records shall be kept of all student discrimination complaints for the purpose of documenting compliance. The records shall include information on all levels of the complaint and any appeals. The records should include:~~

- ~~1. The name of the complainant and his/her title or status.~~
- ~~2. The date the complaint was filed.~~
- ~~3. The specific allegation made, and any corrective action requested by the complaint.~~
- ~~4. The name(s) of the respondents.~~
- ~~5. The levels of processing followed, and the resolution, date and decision making authority at each level.~~
- ~~6. A summary of facts and evidence presented by each party involved.~~
- ~~7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.~~

LEGAL REF.: Wisconsin Statutes

Section 118.13 [Student discrimination prohibited]

Wisconsin Administrative Code

PI 9 [Student nondiscrimination policies/discrimination complaint procedures required]

PI 41 [Accommodating a student's religious beliefs policy required]

Title IX, Education Amendments of 1972 [Sex discrimination prohibited]

Title VI, Civil Rights Act of 1964 [Race, color and national origin discrimination prohibited]

Section 504 of the Rehabilitation Act of 1973 [Handicap discrimination prohibited]

Americans with Disabilities Act of 1990 [Disability discrimination prohibited]

Individuals with Disabilities Education Act [Accommodating needs of disabled children]

CROSS REF.: 3280, Student Fees, Fines and Charges (currently 3250, 3411, 6120.1 — paragraph two)
5111, Bullying
5341, Released Time for Religious Instruction
5440, Married Students and School-Age Parents

6233, Holiday/Religious Observances
6330, Privacy Rights in District Programs
6421, Programs for Students with Disabilities
6810, Teaching about Controversial Issues
Section 504 Educational Program Plan
Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: March 22, 1994
November 28, 1995
July 10, 2001

**NONDISCRIMINATION GUIDELINES RELATED
TO STUDENTS WHO ARE TRANSGENDER
AND STUDENTS NONCONFORMING
TO GENDER ROLE STEREOTYPES**

The following guidelines relate to students who are transgender and students who do not conform to gender role stereotypes. This guideline serves two important purposes. First, significant portions of the guidelines facilitate compliance with the District's legal obligations. Under many circumstances, an individual's transgender or gender nonconforming status serves as a basis for legal rights and protections. Second, even where specific actions may not be required by applicable law, these guidelines are intended to further the District's local goals concerning the creation and maintenance of positive and supportive environments that appropriately provide for the education, safety, and welfare of all students.

SCOPE

These guidelines are intended to apply to students on all District grounds, in all District buildings, and in all District educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation used by District students to go to or from school. Educational environments include, but are not limited to, non-District buildings or grounds used in connection with school-sponsored activities.

While the guidelines established in this rule provide important direction to District employees, students, school families, and other persons, the guidelines do not anticipate every situation that might occur with respect to students who are transgender or gender nonconforming. When an issue or concern arises that is not adequately addressed by these guidelines, the needs and concerns of each student will be assessed **in a timely manner** on an individualized basis with consultation with parents/guardians where appropriate.

GUIDELINES

1. Definitions.

The definitions below are not intended to label students but rather to assist in understanding these guidelines and the expectations of staff in complying with District policies and legal requirements. Students might or might not use these terms to describe themselves.

- a. Agender:** A term that describes a person who does not identify with any gender.
- b. Cisgender:** A term that describes a person whose gender identity aligns with the sex assigned to them at birth.
- c. Coming Out:** The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.
- d. Gender:** A person's internal sense of self as male, female, both or neither (gender identity), as well as one's outward presentation and behaviors (gender expression). Gender norms vary among cultures and over time.
- e. Gender-expansive:** An umbrella term used for individuals that broaden their own culture's commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and non-binary identities, as well as those whose gender in some way is seen to be stretching society's notions of gender.
- f. Gender Expression:** How a person expresses their gender through outward presentation and behavior. This includes, for example, a person's clothing, hairstyle, body language and mannerisms. **Gender Fluid:** People who have a gender or genders that change. Gender fluid people move between genders, experiencing their gender as something dynamic and changing, rather than static.
- g. Gender Identity:** An internal, deeply felt sense of being male, female, a blend of both or neither— how individuals perceive themselves and what they call themselves. One's gender identity can be the same as or different from their sex assigned at birth.
- h. Gender Spectrum:** The broad range along which people identify and express themselves as gendered beings or not. **Genderqueer:** People that typically reject the binary categories of gender, embracing a fluidity of gender identity. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.
- i. Gender Transition:** The process by which some people strive to more closely align their outward identity with the gender they know themselves to be. To affirm their gender identity, people may go through different types of transitions.

j. • Social transition: This can include a name change, change in pronouns, and/or change in gender expression (appearance, clothes, or hairstyle).

k. • Legal transition: The process of updating identity documents, such as birth certificates and drivers' licenses, to reflect a person's authentic gender and name.

l. • Medical transition: For adolescents in the early stages of puberty, this may include the use of puberty blockers to pause puberty. Medical supports may also include gender-affirming hormones to foster secondary sex characteristics (such as breasts, facial hair, and laryngeal prominence, or an "Adam's apple") that are aligned with the teen's gender identity. Some adults may undergo gender-affirmation surgeries.

m. LGBTQ+: An acronym for lesbian, gay, bisexual, transgender, queer and/or questioning. Additions to this acronym can include A, for "asexual" or "ally," and I, for "intersex."

n. Non-binary: An umbrella term for gender identities that are not necessarily boy/man or girl/woman. People who identify their gender as non-binary may feel they have more than one gender, don't identify with a specific gender, or something else altogether.

o. Outing: Exposing someone's sexual orientation or gender identity to others without their permission.

p. Queer: A term some people use to identify themselves with a flexible and inclusive view of gender and/or sexuality. Also used interchangeably with LGBTQ+ to describe a group of people such as "queer youth." It is also seen in academic fields, such as queer studies or queer theory. Historically it has been used as a negative term for LGBTQ+ people. Some people still find the term offensive while some embrace the term as an identity.

q. Sexual Orientation: Describes a person's emotional, romantic, or sexual attraction to other people. Some examples of sexual orientations are gay, lesbian, bisexual, asexual or pansexual.

r. Sex Assigned at Birth: This is generally determined by external genitalia at birth— female, male, or intersex.

s. Transgender or Trans: A term used to describe people who identify as a different gender from the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.

t. Transphobia: The fear or hatred of, or discomfort with, transgender people.

~~a. “Transgender” describes people whose gender identity is different than their biological sex assigned at birth.~~

~~b. —“Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity.~~

~~c. —“Gender nonconforming” describes people whose gender expression differs from stereotypical or prevailing social expectations, such as “feminine” boys or “masculine” girls, or those who are perceived as androgynous.~~

~~d. —“Gender expression” refers to the way a person expresses gender, such as clothing, hairstyles, activities or mannerisms.~~

2. Discrimination, Harassment and Bullying.

The District prohibits all forms of discrimination against any transgender student or any student who does not conform to gender role stereotypes. Further, existing District policies that prohibit the harassment and bullying of students apply to any such actions that are based on a student’s actual or perceived transgender status or gender nonconformity. This includes ensuring that any incident or complaint of discrimination, harassment, or bullying is given prompt attention, including taking appropriate corrective and/or disciplinary action. Complaints alleging discrimination, harassment or bullying based on a person’s actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination, harassment, or bullying complaints. See Policy 5110.1 and Policy 5111.

3. Student Privacy, Names and Pronouns, and Official School Records.

Certain records and personally-identifiable information related to the student’s gender status or biological sex may be protected not only as an education record, but also as a confidential medical or patient health care record. The District further recognizes that a student may have a strong individual interest in maintaining the privacy of his/her transgender status or his/her gender nonconforming presentation at school. Accordingly, in addition to adhering to all legal standards of confidentiality, school personnel with knowledge of any student’s transgender status or gender nonconforming presentation are expected to treat that information as being particularly sensitive, even internally among school staff and school officials. District employees are expected to refer any questions they may have about student privacy and possible disclosures of a student’s transgender or gender nonconforming status to the Chief of School

Leadership. The District strongly encourages transgender and gender nonconforming students and their families to maintain ongoing communication with the school employees who are working directly with the student in order to address, among other issues, relevant privacy concerns and privacy preferences.

When referring to students at school and in connection with school activities, school personnel will normally use the student's legal name and the pronouns that correspond to the student's biological sex assigned at birth. However, an adult student or the parent/guardian of a minor student may determine the name and gender pronouns that school employees should use to address the student at school and in connection with school-related activities. A court-ordered name change or medical treatment or medical procedure is not required to initiate such a request. Upon being informed that a student (an adult student or a minor student's parents who have consented to the minor's choice) intends to regularly use a particular name and/or prefers to be addressed using particular pronouns that correspond to the student's gender identity, school personnel are expected to respect that decision.

The District's approach of respecting a student's decision to regularly use a name and the pronouns that correspond to the student's gender identity is not a commitment to change all existing school records in order to reflect those preferences. Further, there may be situations where the District is required to use or report the legal name or biological sex of the student as that data is reflected in the District's official records. The extent to which official records of the District are modified will depend on a case-by-case evaluation of the information that the District receives, and the type(s) of school records affected by the information that is received. For example, when a student legally changes his/her name and that change is sufficiently substantiated, the District will issue a high school transcript under the student's new legal name.

4. Restroom and Locker Room Accessibility.

In most cases, a student who is transgender will be permitted to access the men's/women's segregated restrooms that correspond to the gender identity that the student consistently asserts at school and in other social environments. Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided with access to a single-access restroom where such a facility is reasonably available, but no student shall be required to use such a restroom because of the student's transgender or gender nonconforming status.

If a transgender student makes any request regarding the use of locker rooms or any similar type of changing area, the request shall be assessed on a case-by-case basis with the goals of: (a) facilitating the transgender student's access to the District's physical education curriculum and other relevant programs; (b) ensuring adequate student privacy and safety; and (c) minimizing stigmatization of the transgender student. The physical layout of the facility and the degree of undress required when changing for the applicable activity are examples of factors that will be considered in making the arrangements. There is no absolute rule that, in all cases, will require a transgender student to access and use only the locker rooms

and other changing areas that correspond to the biological sex that the student was assigned at birth. **Requests regarding the use of locker rooms or any similar type of changing area should be addressed to the building principal. The building principal shall inform the Title IX coordinator of the request and the principal and Title IX coordinator shall consult with the Superintendent to develop a response that addresses how the use of locker rooms or any similar type of changing area will be established for that student in that building. The response shall be provided in a timely fashion without any undue delay.**

Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided (to the extent reasonably available) with a reasonable alternative changing area (for example, a nearby restroom stall with a door, an area separated by a curtain, a physical education teacher's office in the locker room, or a nearby single-access restroom) or provided with an alternative changing schedule. Any alternative arrangement should be provided in a way that gives adequate consideration to relevant privacy concerns.

These guidelines related to restrooms and changing areas generally assume that a student has a special concern or is in some way uncomfortable with consistently using the facilities that correspond to the biological sex that the student was assigned at birth. However, all students have the option of consistently accessing the facilities that correspond to the biological sex that the student was assigned at birth. Accordingly, the District's willingness to address individualized concerns and requests that relate to restroom and changing area access does not mean that any student is required to establish an individualized arrangement or plan with the school.

5. Participation in Physical Education Classes and Sports Activities.

A student who is transgender shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the gender identity that the student regularly asserts at school and in other social environments.

Students who are transgender shall be permitted to participate in interscholastic athletics in a manner consistent with the requirements and policies of the Wisconsin Interscholastic Athletics Association (WIAA).

6. Dress Codes.

Within the constraints of the District's dress code policy and dress codes adopted by the school, students may dress in accordance with their gender identity. School personnel shall not enforce a dress code more strictly against transgender and gender nonconforming students than other students.

7. Overnight Accommodations.

Occasionally school-sponsored activities include overnight trips that require lodging in hotels or other overnight accommodations. **Generally** Room assignments for such accommodations will require that students of one gender are not permitted to room with students of another gender. Room assignments will be made based upon the biological sex of the student as that data is reflected in the District's official records. **Requests regarding alternative lodging arrangements should be addressed to the building principal. The building principal shall inform the Title IX coordinator of the request and the principal and Title IX coordinator shall consult with the Superintendent to develop a response to the request. Anyone making such a request must be aware that the District is limited in regard to information that it can disclose about a student, and that such limitations may affect the ability to provide alternative arrangements. The District will give consideration to parental input from all students' parents. The response shall be provided in a timely fashion without any undue delay.**

REVIEWED:
4822-3405-5807, v. 1

POLICY 5111 BULLYING

The Kenosha Unified School District strives to provide a safe, secure and respectful learning environment for all students and ~~employee~~**staff members** in District buildings, on District grounds, on vehicles transporting students to or from school, and at school-sponsored activities on or off school grounds. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims and witnesses, and is prohibited by the District.

Bullying is prohibited on all District grounds, in all District buildings, and in all District educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation used by District students to go to or from school. Educational environments include, but are not limited to, non-District buildings or grounds used in connection with school-sponsored activities.

“Bullying” is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying involves an imbalance of power – the person bullying has more social or physical power than the person being bullied. Bullying also most often involves repeated behaviors -repeated over time toward the same person or group of people. Bullying may be motivated by an actual or perceived distinguishing characteristic, including, but not limited to: age, sex, race, religion, national origin or **undocumented**/immigration status (including limited English proficiency), ancestry, creed, color, pregnancy, marital or parental status, sexual orientation, transgender status, ~~(including gender expression, gender identity and gender nonconformity (see, Policy 5110.2))~~, or physical, mental, emotional or learning disability and social, economic or family status.

Bullying can manifest itself in conduct that is:

- Physical (e.g., hitting, punching, or kicking);
- Verbal or written conduct (e.g., threatening or intimidating language, teasing, or name-calling);
- Indirect (e.g., spreading rumors, intimidation through gestures, or social exclusion; and
- Cyber. Cyber bullying can occur through technology like email, chat rooms, instant messaging, websites, text messages, digital applications or social media. Cyber bullying can take place at school or outside of school if it impacts student learning while at school or under school supervision.

- **Hate acts (e.g., a prejudice-motivated act which occurs when a perpetrator targets a victim because of their membership (or perceived membership) in a certain social group or race.)**

The conduct identified above is not intended and should not be construed as an exhaustive or comprehensive listing of conduct/behavior that may be deemed bullying by the District. If any student or ~~employee~~**staff member** believes that bullying is occurring on any basis they should seek to invoke the protections of this policy.

All District ~~employees~~**staff members** who observe or are informed of bullying must report it in writing to the building principal or assistant principal. All other persons who are aware of bullying in the District are encouraged to report the conduct to the building principal or assistant principal. Upon receipt of a bullying report, the building principal or assistant principal will investigate the allegations. All reports of bullying shall be taken seriously, properly investigated and documented. **If an act of bullying implicates harassment in violation of Policy 4111 (Employee Anti-Harassment) or Policy 5110.1 (Student Equal Opportunity And Non Discrimination In Education), the building principal or assistant principal shall provide notice of the bullying complaint to the Chief Human Resource Officer (CHRO) so that the processes provided for in those Policies can be instituted.**

The District prohibits retaliation against individuals who report or participate in an investigation of bullying. Individuals engaging in prohibited retaliatory behavior are subject to disciplinary action.

If it is determined that bullying or retaliatory conduct occurred, the school district administration may take disciplinary action, including but not limited to: counseling, detention, suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student support staff will provide support services for all students involved in the incident as deemed necessary and appropriate.

This policy shall be distributed annually to all students enrolled in the District, their parents and/or guardians and District ~~employee~~**staff member**s through the student information system or direct emails. The policy will also be distributed to organizations having cooperative agreements with the District and will be available to anyone upon request.

LEGA
L
REF.:

Wisconsin Statutes Sections

118.01(2)(d)8 Instructional Programs
118.02 (9t) Special observance days
118.13 Student discrimination, including harassment,
118.46 (2) prohibited
Wisconsin Administrative Code
PI 9, Wisconsin Administrative Code (Rules implementing student
nondiscrimination

l
a
w

CROSS REF.:)

Title IX, Educational Amendments of 1972 (Sex discrimination,
including sexual
harassment,
prohibited)

2810, Incident Reporting
4111, Employee Harassment
5473, Student Suspensions
5474, Student Expulsions
5475, Students with Disabilities
5540, Abused/Neglect

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: January 11, 1994

REVISED: October 8, 1996
January 29, 2002
February 22, 2011
July 22, 2014

4843-4287-3015, v. 1

Kenosha Unified School District
Kenosha, Wisconsin

July 28, 2020

RETURN 2020 Plan

Background

As the nation is responding to the unprecedented challenges brought upon us by the COVID-19 pandemic, thousands of schools have been forced to shut down, create virtual learning, home-based learning experiences throughout our communities. Meeting these challenges requires leadership from all entities including educators, medical professionals, parents, community members, boards of education and other vital stakeholders. Schools and systems across the nation found themselves having to reinvent end-of-year learning and summer learning.

Many districts are realizing that there is little reason to believe that a “normal” school year is within reach. What has taken place is what we are calling virtual learning brought on by limited movement and stay at home orders in March. The spectrum of virtual learning ranged from drive by course work pick up of materials to Google Meet check ins, to online lessons and video conference calls all of which, with good intentions, were meant to keep the continuity of learning happening for students.

In order to support a [RETURN 2020 school year plan](#), the District created dedicated teams of experts to handle the complexity of determining how to best educate students in the safest ways possible going forward. The core work teams recognized that there is not a one-size-fits-all answer. It took creativity and a great deal of planning to ensure we meet the needs of all students.

The RETURN 2020 core workgroups spent countless hours researching, meeting, writing, presenting, adjusting and finalizing this plan to get to its current state. This was done in conjunction with staff, Board members, parents, students and others who provided feedback during reactor group meetings or listening sessions.

Recommendation

The District understands the 2020-21 school year comes with many varying opinions for many solid reasons. On behalf of the core workgroups, administration recommends that the Board of Education spend time considering the [RETURN 2020 Plan](#) and the contents contain herein; as well as all other factors that come into play in order to make the best decision for all staff, students and families.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

This page intentionally left blank

Kenosha Unified School District
Kenosha, Wisconsin

July 28, 2020

NEA Local President Release Grant – Addendum to Teacher Contract

In December 2019, Tanya Kitts-Lewinsky, President of the Kenosha Education Association (KEA) informed the District that the KEA had been invited to apply for a three year part-time release grant for the union president through the National Education Association (NEA). The grant would allow the President to reduce her teaching contract to .5 FTE for the 2020-21 school year and allow her to engage in KEA activities during the .5 release time. The intended benefits of those activities include improved communication, educator morale, collaboration and problem-solving, teacher retention and public relations.

The District met and communicated with KEA leadership during the winter and spring of the 2019-20 school year. Tanya Kitts-Lewinski informed KUSD administration that in April 2020 she had been awarded the grant.

The attached Appendix A is the proposed Addendum to Teacher Contract.

Recommendation

It is recommended that the Board of Education approve the proposed Addendum to the Teacher Contract between the Kenosha Unified School District and Tanya Kitts-Lewinski for the 2020-2021 school year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

ADDENDUM TO TEACHER CONTRACT

This Addendum is made by and between the Kenosha Unified District (“District”) and Tanya Kitts-Lewinski (“Ms. Kitts-Lewinski”).

WHEREAS, Ms. Kitts-Lewinski and the District are parties to a full-time (1.0 FTE) Teacher Contract (“Contract”) for the 2020-2021 school year, which is governed by Wis. Stat. § 118.22, and subject to the Employee Handbook and applicable Board Policies;

WHEREAS, Ms. Kitts-Lewinski and the District believe that the interests of Ms. Kitts-Lewinski and the Board are served by reducing Ms. Kitts-Lewinski’s position to part-time (0.5 FTE) for the 2020-2021 school year, so Ms. Kitts-Lewinski may perform responsibilities related to her role as the President for the Kenosha Education Association (KEA);

NOW, THEREFORE, the parties agree as follows:

1. Part-Time Status: Effective July 1, 2020, and continuing through June 30, 2021, Ms. Kitts-Lewinski shall be classified as a part-time (0.5 FTE) teacher assigned to Indian Trail High School and Academy. Teacher’s daily/weekly schedule shall be determined by the Building Principal and communicated to Ms. Kitts-Lewinski in writing. In this capacity, Ms. Kitts-Lewinski shall be a municipal employee subject to the provisions of the Municipal Employment Relations Act during the 2020-2021 school year.

2. Compensation: For the 2020-2021 school year, Ms. Kitts-Lewinski’s part-time annual salary shall be \$31,672.50.

3. Benefits: For the 2020-2021 school year, Ms. Kitts-Lewinski shall be eligible for benefits based on her part-time teacher status. Exhibit A, which is attached hereto, describes the impact of her part-time status on such benefits.

4. Renewal/Non-Renewal: Even though a part-time Teacher Contract is not required to be governed by the renewal and non-renewal provisions of Wis. Stat. § 118.22, this Addendum shall not impact or modify the provision in the attached Contract, which provides that the renewal and non-renewal of the Contract are governed by Wis. Stat. § 118.22. Thus, the Board must comply with the renewal and non-renewal provisions in Wis. Stat. § 118.22 in order to renew or non-renew Teacher’s Contract for the 2021-2022 school year.

5. Return to Full Time Position: Ms. Kitts-Lewinski shall not have the opportunity to return to a full-time position in the District until the 2021-2022 school year. Unless the District terminates or non-renews Ms. Kitts-Lewinski’s 2020-2021 contract for just cause and in accordance with the Employee Handbook, Board Policy and Paragraph No. 4, herein, the District shall offer Ms. Kitts-Lewinski a full-time teacher contract for the 2021-2022 school year and shall assign Ms. Kitts-Lewinski to a full-time teaching position in the Special Education Department at Indian Trail High School and Academy for the 2021-2022 school year.

6. KEA President Responsibilities: Exhibit B, which is attached hereto, describes the rules that governs Ms. Kitts-Lewinski's access to the District's facilities, records, and information.

7. Other Provisions.

A. The Board and Ms. Kitts-Lewinski agree that the rights and obligations set forth in this Addendum shall both stand alone as a binding contract unto itself and shall be made a part of and incorporated into the Contract between the District and Ms. Kitts-Lewinski. This Addendum is not a guarantee of continued or future employment.

B. A copy of this Addendum shall be attached to the Contract placed in the District's personnel file maintained on behalf of Ms. Kitts-Lewinski.

C. This Addendum is entered into in the State of Wisconsin and the laws of the State of Wisconsin will apply to any dispute regarding this Addendum or its interpretation.

D. This Addendum is non-precedential, and does not create any practice by the Board or obligation to offer another employee(s) the same or similar agreement. This Addendum represents the full and complete agreement between the parties regarding this matter.

E. The provisions of this Addendum are severable. Thus, if any clause of this Addendum should ever be determined to be unenforceable, the parties understand and agree that this will not affect the enforceability of any other clause or the remainder of this Addendum.

F. This Addendum shall expire by its terms on June 30, 2021, and shall not be incorporated into any future Contract between Ms. Kitts-Lewinski and the District unless the parties explicitly, mutually agree to renew this Addendum, in writing, for the 2021-2022 school year.

On behalf of the Kenosha Unified School District

Date

Tanya Kitts-Lewinski

Date

EXHIBIT A

A part-time teacher (0.5 FTE) is eligible for all insurance benefits (e.g., health, dental, etc.), including coverage and premium contributions in the same manner as a full-time teacher. However, all benefits that are tied to compensation (e.g., WRS, life insurance payments, etc.) will be based on Ms. Kitts-Lewinski's part-time compensation. Furthermore, part-time teachers receive prorated sick leave benefits and, in the event of a Board approved stipend, Ms. Kitts-Lewinski's stipend would be prorated based on her 0.5 FTE.

EXHIBIT B

When acting in her capacity as the KEA President, Ms. Kitts-Lewinski:

- Must make every reasonable effort to meet with District employees after school hours and/or when the employee is on an approved, scheduled, personal break, not including instructional preparation and collaboration time.
- Must not interfere with the operations of the District, including, but not limited to, classroom instruction, meetings with students and/or parents/guardians, and instructional preparation and collaboration time.
- Must sign in as a visitor to visit all school buildings and respect all rules imposed by the District and the particular school building governing visitors. See, Board Policy 1600.
- Must use School Dude and other procedures in accordance with Board Policy 1330, when seeking to use District facilities for KEA meetings, activities or events.
- Must make an appointment in advance to meet with administrators; must not show up or drop in on administrators unexpectedly.
- Must request records in accordance with the Municipal Employment Relations Act (MERA) and/or the Public Records Law. See, Board Policy 1240.
- Must remember that information regarding District personnel is maintained by the District on a confidential basis, unless the employee explicitly authorizes the disclosure of such information, in writing, and/or the information is disclosed in response to a formal request and permitted by law.



July 28, 2020

POLICY AND RULE 1520 – DISTRIBUTION OF MARKETING MATERIALS TO STUDENTS

Background:

Policy 1520 was developed to give the superintendent or his/her designee guidance in approving materials that are distributed to students by schools from outside organizations. Currently, the policy requires review of the materials which, if approved, are then copied and delivered to schools by organizations where school administrative support professionals who then distribute to classroom staff who distribute to students via weekly folders.

To alleviate this unnecessary burden for our staff and community members, we would like to move to a virtual backpack system. This will allow organizations to submit fliers for review that, if approved, will be posted on the Community Connection portion of the website. Schools will then share a “Virtual Backpack” link in their weekly e-newsletters so families are aware of what is being offered by our community partners, organizations and others. Per policy, we will require organizations to provide fliers in English and Spanish, as well as to drop off at least 20 hard copies in both English and Spanish to have on hand in the school office for families that may not have access to technology.

In addition, schools should not have to run fliers through the district office for approval for events being held by their buildings (e.g. assembly, spirit week, etc.). As such, the internal request section has been removed so they may communicate with families as they see fit.

The overall goal for this change is to alleviate burden on our schools, streamline the process of approval to distribution for our community partners, and reduce the amount of paperwork parents/guardians receive through the use of technology.

Administration Recommendation:

Administration recommends that Board approve revised Policy and Rule 1520 on July 28, 2020, and a second reading on Aug. 25, 2020.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Office

POLICY 1520
DISTRIBUTION OF MARKETING MATERIALS TO STUDENTS

Any individual or organization wishing to notify students of upcoming events is subject to this policy.

~~Distribution of marketing materials shall be classified as either internal requests or external requests.~~ Upon approval from the superintendent or his/her designee, distribution of marketing materials **shall take place via the district's Community Connection webpage and be regularly shared by schools via a "Virtual Backpack" link in school e-newsletters, along with a notice that a limited number of hard copies are available in school offices.** ~~may take place via the following:~~

- ~~• District website~~
- School websites
 - ~~• Channel 20~~
 - ~~• Social media sites (KUSD sponsored events only)~~
 - ~~• Elementary folders~~

In all cases, notification of the following is not permitted:

1. Material that is primarily of a commercial nature, including material that primarily seeks to advertise products or services of outside businesses
2. Material that is insulting or violates the rights of others, including material that is libelous, invades the privacy of others, infringes on a copyright or is in any way prohibited by state or federal law
3. Material that is socially inappropriate or inappropriate due to the maturity level of the students, including material that is obscene, pornographic, lewd, vulgar, indecent or insulting to any group or individual
4. Material that may incite a person/people to commit illegal acts or violate school board policy
5. Material that is likely to cause substantial disruption or interferes with the orderly operation and discipline of the district, school or school activities

LEGAL REF.: Wisconsin Statutes

Section 118.12(1) [Promotions in the schools]

120.12(2) [Board duty; supervision over the schools]

CROSS REF.:

1410, Free Materials

1510, Advertising/Promotions

AFFIRMED: February 25, 2003

REVISED: March 25, 2003

December 19, 2006

September 28, 2010

June 25, 2013

August 25, 2020

RULE 1520

DISTRIBUTION OF MARKETING MATERIALS TO STUDENTS

The superintendent or his/her designee is responsible for reviewing and approving all materials that will be distributed widely to students.

~~I. INTERNAL REQUESTS~~

~~Distribution of marketing materials must be done in accordance with adopted policies, rules and procedures. Internal requests may be approved if the following are true:~~

- ~~• The materials are an extension of the school's curriculum~~
- ~~• The event is educationally beneficial to students~~
- ~~• The materials provide information about the school's operations, programs or events~~

II. EXTERNAL REQUESTS

Distribution of materials must be done in accordance with adopted policies, rules and procedures. Distribution shall not be construed as an endorsement or approval of the materials by the district. Recognizing the primary mission of the district is to meet the educational needs of its students, the district reserves the right to deny requests. No student may be required, coerced or harassed to accept the materials. Requests may be approved if ALL of the following are true:

- ~~• The event is free~~
- The event is educationally beneficial to students
- The event is age-appropriate for students at the discretion of the superintendent or his/her designee
- The material contains the disclaimer, "This material and/or activity is not sponsored by KUSD or its personnel." This must be located on the front of the material in 12-point font or larger
- Materials are submitted for review one month prior to the event
- Distribution guidelines provided upon approval are followed
- **The requesting organization provides the materials in English and Spanish**
- **The requesting organization agrees to deliver at least 20 copies in both English and Spanish to schools to make available to families who may not have access to technology**
- ~~• The individual or organization seeking approval provides and delivers all printed copies for distribution~~

~~Distribution requests that are denied may be considered for placement on the Events for Youth webpage of kUSD.edu if:~~

- ~~• The event is educationally beneficial to students (academic/athletic considered)~~
- ~~• The material contains the disclaimer, "This material and/or activity is not sponsored by KUSD or its personnel." This must be located on the front of the material in 12-point font or larger~~
- ~~• Materials are submitted for review one month prior to the event~~

The superintendent and/or his/her designee reserves the right to deny requests based on the guidelines above and in the best interest of students/families of KUSD.

This page intentionally left blank

Kenosha Unified School District
Kenosha, Wisconsin

July 28, 2020

Revision of School Board Policy 8850 – School Board Committees

As a follow up to the October 15, 2019 special school board meeting, October 21, 2019 reminder included in the board calendar document, and the June 19, 2020 email where board members were asked to share thoughts and recommendations in regards to Policy 8850 – School Board Committees, attached is the proposed revised policy to be considered as a first reading.

Suggested additions to the policy include:

- An addition of two District staff members added to the committees;
- Committee meetings will be held quarterly each school year on the second Tuesday - October, February, April and June, unless otherwise noted, instead of monthly; and
- Attendance expectation of committee members will be changed from 80% expectancy to missing no more than one meeting per year

Recommendation

It is recommended that Policy 8850 – School Board Committees be approved as a first reading at the July 28, 2020 regular school board meeting and as a second reading at the August 25, 2020 regular school board reading.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

POLICY 8850
SCHOOL BOARD COMMITTEES

The School Board believes committees can be useful in contributing to the decision-making process and in the conducting of Board business. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner, study issues facing the District more in depth, and fully engage as stakeholders in issues ~~take more ownership in things~~ happening in the District. The committee structure is designed to assist the Board in the conducting of Board business; it is not intended to diminish the take away a Board's governance responsibilities ~~member's opportunity to ask questions or to be involved in the decision making process.~~

The Board shall have four standing committees: (1) Audit, Budget and Finance, (2) Curriculum and Program, ~~and~~ (3) Planning ~~and~~ Facilities ~~and Equipment,~~ and (4) Personnel ~~and Policy.~~ Each standing committee shall consist of three Board members. A quorum of the committee shall include a minimum of two ~~(2)~~ Board members. ~~The Board President shall appoint Board members to standing committees in accordance with the established procedures established in Rule 8850.~~ ~~No Board member may serve on more than two standing committees and can only chair one standing committee.~~ ~~The Board President shall select the committee chair.~~ ~~The committee chair shall~~ may seek up to six qualified community members, two District staff members, and two students ~~to serve on the committee.~~ Every attempt will be made to have these committees reflect the diversity of the District. Community member appointments shall be made in accordance with ~~established procedures established in Rule 8850.~~ ~~The term of appointment to a standing committee will be for two one years for community, staff and student members, with option of renewal at the chair's discretion.~~

Standing committees will be held quarterly each school year on the second Tuesday of the month in October, February, April and June unless otherwise noted. Whenever possible, terms will be staggered. It is expected that all committee members will miss no more than one meeting per year attend at least 80% of the meetings of the standing committee to which they have been appointed. ~~Consistent with Board policy concerning Board officers,~~ ~~The chair of each committee may not serve as committee chair for more than two consecutive years.~~

The Board may also establish other standing and temporary ~~ad-hoc~~ committees ~~from time to time~~ as needed. The Board President shall make such ad-hoc committee appointments in the same manner as ~~other~~ standing committee appointments.

The Board President shall serve as an ex-officio member of all standing and temporary ad hoc committees of the Board.

The function of all Board committees ~~should be fact finding, deliberating and advising,~~ shall be advisory ~~but in that they serve as an intermediary through which the School Board will receive feedback on items brought forth by administration, which may include specific assigned duties.~~ Committees are not voting bodies. Requests for agenda items shall be made by Board members only in accordance with Policy 4211. ~~not legislating or policymaking.~~ Standing Board committees may not act or speak for the Board unless authorized by the Board President. ~~Each Board committee shall be assigned specific duties.~~ All policy suggestions ~~making provided by actions taken by~~ a Board committee shall be subject to ratification and approval of the Board. For policy-related items, the Board may ~~will~~ have a first and second reading of the recommended policy before final policy adoption, which. ~~The policy readings shall occur at separate Board meetings.~~

Public notice shall be given for all Board committee meetings in accordance with state law and Board policy.

POLICY 8850
SCHOOL BOARD COMMITTEES
Page 2

LEGAL REF.: Wisconsin Statutes
Sections 19.84 [Public notice requirement]
19.85 [Reasons for closed session]

CROSS REF.: 4211 – Guidelines for staff communications to the school board
8712, School Board Meeting Agenda Preparation and Dissemination
8840, School Board Minutes
8850, School Board Committees
8810, Rules of Order

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: ~~April 21, 1998~~
~~July 13, 1999~~
~~February 22, 2000~~
~~July 10, 2001~~
~~July 28, 2009~~
~~MayJune July XX, 2020~~

DELETED: June 25, 2002

REAFFIRMED: May 13, 2003
~~December 19, 2006~~
~~June 22, 2010~~
~~February 24, 2015~~

REVISED: April 21, 1998
July 13, 1999
February 22, 2000
July 10, 2001
December 19, 2006
July 28, 2009
June 22, 2010
February 24, 2015
July 28, 2020

RULE 8850
SCHOOL BOARD COMMITTEES
Page 1

A. Committee Appointment Process

1. The Board President shall appoint Board members to standing committees ~~immediately following~~ within three (3) months of the School Board's annual organizational meeting. Such appointments shall be made, in order, as follows:
 - a. by seeking volunteers and making appointments based on Board member interest
 - b. by direct appointment of Board members to specific committees
2. Community members, ~~students, and District staff members~~ may be appointed to serve as members on standing committees as outlined in Board policy. -Such appointments shall be made, in order, as follows:
 - a. by ~~encouraging-seeking~~ volunteers who ~~that~~ reflect the diverse student population for appointment to committees by the Board President, or appointment by individual committee chairs with approval of the Board President
 - b. by publicly seeking volunteers and making appointments for appointment to committees by the Board President based on citizen interest
 - c. ~~by direct appointment of the committee chair with approval of the Board President~~
 - d. ~~by appointment of the Board President~~

B. Standing Committee Operating Procedures

1. Whenever possible, ~~policy~~ any new policies of the District ~~items~~ to be considered by the Board shall be introduced to the appropriate standing committee at a ~~monthly~~ quarterly committee meeting. ~~Any item referred to a standing committee must~~ shall come back to the full Board ~~within 30 days, unless a motion by the standing committee to further review the item is determined once a review is completed.~~
2. Standing committees, unless canceled by the committee Chair or Board President shall ~~meet at least on a once each month~~ quarterly basis. Additional meetings ~~may~~ will be scheduled by the chair as deemed necessary. ~~—~~
3. ~~The committee chairs,~~ The Superintendent of Schools and designated administrators shall meet to establish meeting agendas for standing committees. This process will ensure the orderly flow of information and the effective operation of the Board and committees. Committee agenda items are limited to those referred by the Board President, committee chairs and designated administrators. Meeting agendas must be published at least five (5) working days prior to a scheduled meeting.
4. Administrators and other District staff, as appropriate, ~~will~~ may be requested to serve in an advisory capacity to standing committees and/or to provide necessary support resources.
5. Committee meetings shall be conducted in accordance with Policy 8810, to the extent applicable.
6. Any Board member or citizen may attend a committee meeting ~~a standing committee and may speak to any item on the agenda and submit a written comment regarding any agenda item to the office of the Superintendent of Schools. Said comments will be distributed to the members of the specific committee, the Board and relevant District administrators. However, only committee members may vote on agenda items.~~
7. Minutes shall be kept of all standing committee meetings. The minutes shall be distributed to all Board members in order to keep the full Board informed of matters discussed at committee meetings. Committee meeting minutes shall also be made available for inspection by the public in accordance with state law and the Board's policy on -access to

public records.

8. ~~Motions that have come from committee shall appear on a regular meeting agenda.~~ Feedback that comes from a committee shall be distributed to the Board, and shall contain the committee's recommendation, and include comments of dissent, in addition to Administration's recommendation.
9. ~~All committee meetings are subject to, and shall adhere to, Wisconsin's Open Meetings Law.~~

RULE 8850
SCHOOL BOARD COMMITTEES
Page 2

C. Specific Duties of Standing Committees

BOARD OF EDUCATION
ORGANIZATIONAL CHART – COMMITTEES

<u>Audit, Budget and Finance Committee</u>	<u>Curriculum and Program Committee</u>	<u>Planning and Facilities Committee, Facilities and Equipment Committee</u>
<ul style="list-style-type: none"> • Review monthly fund statements and financial reports throughout the year Assist in the preparation and development of the Board and District's annual budget • Review all monthly budget expenditures and all budget modifications, changes, etc., throughout the year • Review all budgets related to significant grants submitted and/or awarded • Review, offer ideas, and provide suggestions on all proposed Board policies related to budget and finance matters • Review financial and program audits • Assist in the planning and completion of the District's management, financial, and program audits, including the AASA audit • Review any audit findings and prepare related recommended action plans • Strategic Plan Strategic planning will have a financial 	<ul style="list-style-type: none"> • Review annual recommendations for new curriculum resource requests Review all matters related to existing or new curriculum and programs • Review survey, test and evaluation results of the District Review the District's state student achievement results • Review recommendations for request to modify the curriculum adoption and implementation cycle Monitor curriculum adoption and implementation schedule • Review all grant proposals in terms of program components • Review teaching materials, book selections, etc. • Review, offer ideas, and provide suggestions on all proposed Board policies related to education, teaching or support programs • Review professional 	<ul style="list-style-type: none"> • Review, offer ideas, and provide suggestions on the District's capital improvement budget • Review the implementation of all expenditures related to facilities and equipment • Review building standards for each type of educational facility • Review, offer ideas, and provide suggestions on the District's technology and administrative computer plan • Work with community groups to develop financial plans to implement the district's physical facilities • Review, offer ideas, and provide suggestions on all proposed Board policies related to planning facilities and equipment • Review recommendations related to school program capacity issues • Review job cost summaries for large capital projects such as those associated with a referendum • Periodically review major facilities programs such as safety,

<p>impact as the plan proceeds toward implementation. The Audit, Budget and Finance Committee will review the strategic planning budget and implications to overall District budget.</p> <ul style="list-style-type: none"> • <u>Review annual student enrollment projections</u> • <u>Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board</u> 	<p><u>learning plane comprehensive staff development plan and implementation</u></p> <ul style="list-style-type: none"> • <u>Strategic Plan— Many initiatives of Strategic Plan will have significant curriculum implications. As initiatives are identified and implemented, it is appropriate that the Curriculum and Program Committee be kept apprised of their process.</u> • <u>Review, offer ideas, and provide suggestions on the District's technology and administrative computer plan</u> • <u>Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board</u> 	<p><u>security, building envelop maintenance, indoor air quality, etc.</u></p> <ul style="list-style-type: none"> • <u>Review utility expenditure and consumption data as well as district energy efficiency programs</u> • <u>Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board</u> <u>Assist in the preparation and updating of the District's five-year capital improvement budget</u> <u>Review the implementation of all expenditures related to facilities and equipment</u> <u>Assist in establishing of building standards for each type of educational facility</u> <u>Review and update the District's comprehensive technology and administrative computer plan</u> <u>Work with community groups to develop a financial plan to accommodate the implementation of the District's physical plant plans</u> <u>Review all proposed Board policies related to planning facilities and equipment</u> <u>Strategic Plan— A portion of the strategic plan that involves facilities or accommodations within facilities will be reviewed by this committee.</u>
--	--	---

RULE 8850
SCHOOL BOARD COMMITTEES
Page 3

BOARD OF EDUCATION
ORGANIZATIONAL CHART – COMMITTEES

<u>Personnel and Policy Committee</u>	<u>Ad-Hoc Committee</u>
<ul style="list-style-type: none"> • All employment of staff and related issues concerning staff would be addressed through this committee • Bargaining of Labor Contracts—All contracts that are bargained would be reviewed with recommendations forwarded to the full Board • <u>Review, offer ideas, and provide suggestions regarding staff recruitment and retention strategies-all personnel transactions, job descriptions, hiring, etc.</u> • Review annual student enrollment projections • <u>Newly developed applicable policies should be reviewed by the Committee prior to the first reading by the Board</u> <p><u>Newly developed policies should receive first reading through the Personnel and Policy Committee when applicable</u> <u>Review, offer ideas, and provide suggestions, when applicable, on personnel or policies resulting from strategic planning</u> <u>Prepare and update annual student enrollment projectio</u> <u>Policy Development—All policy development would receive first readings through Personnel and Policy Committee</u></p> <ul style="list-style-type: none"> • Strategic Plan—Any issues of personnel or policy that may come out of plan will be reviewed by 	<ul style="list-style-type: none"> • Ad-hoc committee(s) are appointed by the Board President • Their responsibilities are based on the task(s) for which they are assigned • Ad-hoc committees are not standing committees and have a limited term

~~this committee. Those issues
endorsed by this committee would
be forwarded to the full Board for
approval.~~

**Kenosha Unified School District
Kenosha, Wisconsin**

July 28, 2020

ADOPTION OF KINDERGARTEN THROUGH GRADE 12 ART MATERIALS

Background and Rationale

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

Philosophical Statement

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

Instructional Materials Review Process

In the fall of the 2017-18 school year, the kindergarten through grade 12 art team began the curriculum writing process (Appendix C). The National Coalition for Core Arts Standards, adopted by the Board in June 2017, were used as the foundation for the curriculum writing process.

Initially, there was not a recommendation for curricular resources for visual art as an appropriate platform was not available. Kenosha Unified School District art teachers have had opportunities to connect with professional development from the Art of Education University (Art Ed Pro), and when the company rolled out their curricular resource platform (Flex Curriculum) there was an immediate interest from all of the teachers. Since this is a sole source product with no competing products or platforms, the district has not done a request for proposal (Appendix D).

All of the art teachers received preliminary training on the platform during May 2020 and were given full access to explore and evaluate for the duration of the month. After the demo period, art teachers provided feedback via a Google form followed by a full department round-table discussion. The teachers unanimously requested that the district move forward with adoption.

Instructional Materials

The Purchase/Contract Rationale forms (found in Appendix E) provide cost information for the visual art materials.

CONTENT	GRADE LEVEL/COURSE	VENDOR	COST
Visual Art	K-12	Art of Education University	\$143,543.00

Proposed Professional Learning

The Art of Education University contract will include both the professional development (Art Ed Pro) and the curriculum resources (Flex Curriculum). Art of Education University will provide virtual training for platforms on a yearly basis.

Phases 4 and 5

PHASE 4

Visual art teachers will begin Phase 4 of the curriculum development process in September 2020. Throughout the school year, the coordinator of fine arts will work with teachers, instructional coaches, and principals to monitor the continued implementation of the curriculum and resources. The Phase 4 work will include:

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

PHASE 5

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

- Analyzing student work and assessment validity

- Reviewing and updating curriculum guides and assessments as necessary
- Continuing professional learning and monitoring impact
- Evaluating the improvements made

Recommendation

Administration recommends that the Board of Education grant approval to purchase kindergarten through grade 12 Art of Education University curriculum materials as outlined in this report, including Appendix C, showing an estimated purchased cost of \$143,543.00 for a 7-year contract for online resources.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Scott Plank
Coordinator of Fine Arts

POLICY 6300**CURRICULUM DEVELOPMENT AND IMPROVEMENT**

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

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

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

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

LEGAL REF: Wisconsin Statutes

Sections 118.01 (Educational goals and expectations)

118.30 (Pupil assessment)

120.13 (School board powers)

121.02(1)(k) & (L) (Sequential curriculum plan and instruction)

Wisconsin Administrative Code

PI 8.01(2)(k) & (l) Rules implementing school district standards

CROSS REF: 6100, Mission, Vision, Core Values and Strategic Goals

6310, Elementary School Curriculum

6610, Selection of Instructional Materials

6620, Library Resources

Board-Adopted Academic Standards

AFFIRMED: September 24, 1991**REVISED: November 8, 1994**

October 13, 1998

January 29, 2002

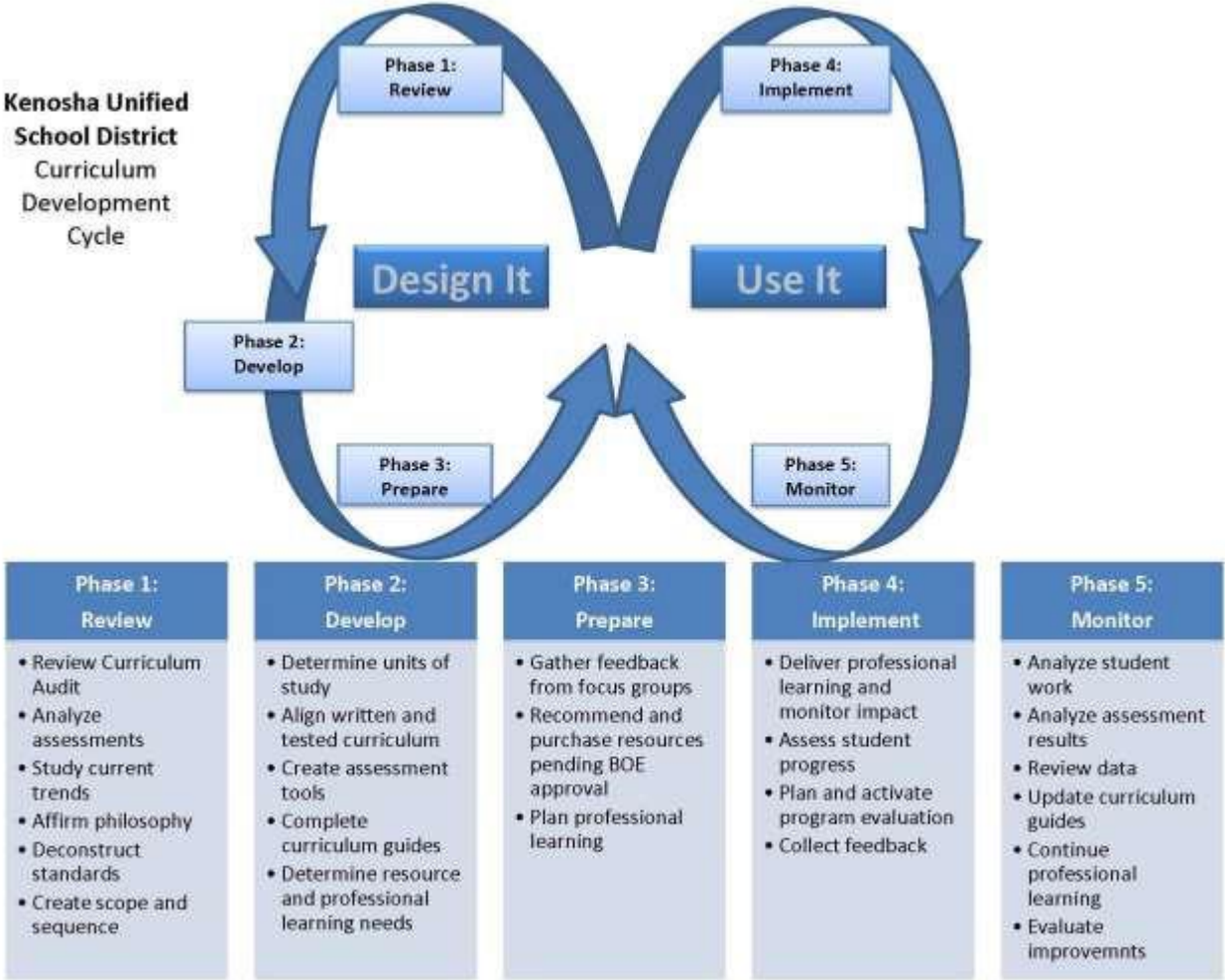
December 20, 2011

June 25, 2013

December 15, 2015

August 27, 2019

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT



Philosophical foundations and lifelong goals

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

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

APPENDIX C

K-12 ART CURRICULUM RESOURCE REVIEW TEAM

TEAM MEMBER	POSITION	SCHOOL
Ben Jerry	Elementary Art Specialist	Bose Elementary School Harvey Elementary School
Katy Scarmardo	Elementary Art Specialist	Brass Community School
Barb Canterbury	Elementary Art Specialist	EBSOLA Creative Arts
Trisha Kochersperger	Elementary Art Specialist	EBSOLA Dual Language Prairie Lane Elementary School
Erica Herron	Elementary Art Specialist	Forest Park Elementary School Grant Elementary School
Sheri Wawiorka	Elementary Art Specialist	Forest Park Elementary School Southport Elementary School
Dana Herman	Elementary Art Specialist	Frank Elementary School Wilson Elementary School
Jerril Grover	Elementary Art Specialist	Grewenow Elementary School Whittier Elementary School
Sue Gralinski	Elementary Art Specialist	Jefferson Elementary School Vernon Elementary School
Mary Beth Braun	Elementary Art Specialist	Jeffery Elementary School Whittier Elementary School
Amy Dollar	Elementary Art Specialist	McKinley Elementary School Prairie Lane Elementary School
Karen Van Blarcom	Elementary Art Specialist	Nash Elementary School
Gabriela Pettit	Elementary Art Specialist	Pleasant Prairie Elementary School
Julia Matthews	Elementary Art Specialist	Roosevelt Elementary School
Kristie Nixon	Elementary Art Specialist	Somers Elementary School
Rebecca Hall	Elementary Art Specialist	Stocker Elementary School
Nancy Schiro	Elementary Art Specialist	Strange Elementary School
Angela Konicki	Elementary Art Specialist	The Brompton School
Jurga Petkus	Elementary Art Specialist	Dimensions of Learning Academy
Heather Waldron	Elementary Art Specialist	KTEC East
Bryanna VanCaster Kristin Cushman	Elementary Art Specialist	KTEC West
Melody Kaelber	Middle School Art Specialist	Bullen Middle School
Kristin Krueger Daniel Delaney	Middle School Art Specialist	Lance Middle School
Cara Leiting Amber Stone	Middle School Art Specialist	Lincoln Middle School
Katherine Starosta Rebekah Soden	Middle School Art Specialist	Mahone Middle School

Diane Ulezelski	Middle School Art Specialist	Washington Middle School
David Koel Allie Baryenbruch	High School Art Specialist	Bradford High School
Sandra Bleser Allyson Neu Katie Sciarra Beverly Slater	High School Art Specialist	Indian Trail High School & Academy
Pete Kollman Laura Covelli Robbin Church	High School Art Specialist	Tremper High School
Mandy Mahaffey	High School Art Specialist	Harborside Academy
Amy Missurelli-Sorenson	High School Art Specialist	Reuther High School



SOLE SOURCE & PROPRIETARY STATEMENT

ALL RIGHTS EXCLUSIVITY RESERVED

January 1, 2020

To Whom It May Concern:

This letter is to confirm that the subscription-based, on-demand, personalized professional learning and supplemental curriculum products designed explicitly for art education professionals, PRO Learning and FLEX Curriculum respectively, (collectively, the "Product") offered by The Art of Education University, LLC, (the "Company"), referred to as the "Curriculum Suite" is a sole source product, created, sold and distributed exclusively by the Company. No division of the Company, nor any other company, makes a similar or competing product. The Product must be purchased directly by institutions and individual art teacher purchasers from the Company through its website. The Company holds a variety of intellectual property protections in the Product, including exclusive copyrights and trademarks concerning the Product. Competition is precluded by the existence of such intellectual property rights. There are no agents or dealers authorized to represent or otherwise sell the Product except the Company.

There is no other on-demand, personalized professional learning for art educational professionals like Product(s) available for purchase that would serve the same purpose or function and there is only one price for the Product. Thus, the Company is the sole source vendor for the Product.

If you desire additional information, please feel free to contact me at (515) 236-5087 at any time or visit our website at <https://www.theartofeducation.edu>.

Sincerely,

EJ Caffaro
Chief Growth Officer
The Art of Education University, LLC

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: **Art of Education University**

Purchased Good/Program: **Art Ed Pro / Flex Curriculum**

Start Date/Date Needed: **August 1, 2020**

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

Art Ed Pro / Flex Curriculum offer both curriculum resources and professional development for K-12 art teachers. These resources are all aligned with the National Arts Standards.

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

Total cost for the recommended 7-year subscription is \$143,543. Funding source is T&L curriculum.

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed YES
NO ☒ If no, please request an RFP packet

* An RFP was not requested as this is a "Sole Source" product and there are no other companies providing these types of resources for visual arts curriculum (Appendix D)

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

Currently, visual art teachers routinely scour the internet and use Pinterest to find projects and study materials for their students to engage with. This is time consuming and it doesn't ensure that all of our teachers are connecting learning to our district objectives and the National Core Arts Standards. The Flex Curriculum is a growing body of resources that includes lesson plans, pdf and print resources, videos and assessments. All of these resources are created by visual art teachers and are aligned to the National Standards. Every month, Art of Education adds at least 3 new sets of resources in order to grow their library and keep material fresh and relevant. Having this resource means that we will be able to have alignment across the district and fidelity to the curriculum. In turn, this will serve to increase student learning in visual art for all schools.

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

The teachers have requested that the platform to be available by no later than August 1, 2020 in order to have time for planning for the fall. Teachers were provided access to the resources during 4th quarter 2020 in order to demo the platform for our evaluation.

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

Appropriate Leadership Signature Julia Harwood Date 5/25/2020

This page intentionally left blank

**Kenosha Unified School District
Kenosha, Wisconsin**

July 28, 2020

ACT 55—NOTICE OF ACADEMIC STANDARDS

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 2020-21 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.

CURRICULAR AREA	ACADEMIC STANDARDS	REFERENCE LINK
Early learning	Wisconsin Model Early Learning Standards	https://dpi.wi.gov/early-childhood/practice In early education the district has adopted the use of Teaching Strategies Objectives for Development and Learning to document and report student progress. The Teaching Strategies Objectives for Development and Learning are aligned with Wisconsin Model Early Learning Standards.
English/language arts (includes reading and writing)	Common Core Standards	http://dpi.wi.gov/ela/standards In kindergarten through fifth grade, the district has adopted standards-based grading in English/language arts. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Mathematics	Common Core Standards	http://dpi.wi.gov/math/standards In kindergarten through fifth grade, the district has also adopted standards-based grading in mathematics. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports

CURRICULAR AREA	ACADEMIC STANDARDS	REFERENCE LINK
		applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Science	Next Generation Science Standards	http://www.nextgenscience.org/next-generation-science-standards In kindergarten through fifth grade, the district has also adopted standards-based grading in science. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.
Social studies	Wisconsin Standards for Social Studies	https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018_WI_Social_Studies_Standards.pdf In kindergarten through fifth grade, the district has also adopted standards-based grading in social studies. Student progress reports reflect a summarized version of the relevant academic standards established for the content area. Copies of the typical progress reports applicable to each marking period in each grade can be reviewed by contacting the Office of Teaching and Learning.

Additionally, with regard 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>.

Recommendation

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 2020-21 school year at the July 28, 2020, board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. Che Kearby
Coordinator of Educator
Effectiveness and Social Studies

Mrs. Jennifer Lawler
Coordinator of Mathematics

Mrs. Susan Mirsky
Coordinator of English/Language Arts

Mrs. Christine Pratt
Coordinator of Science

Ms. Luanne Rohde
Director of Early Education

This page intentionally left blank

**Kenosha Unified School District
Kenosha, Wisconsin**

July 28, 2020

EDUCATION FOR EMPLOYMENT PLAN

Background

The Wisconsin Department of Public Instruction (DPI) has revised the Education for Employment (E4E) administrative rule or Chapter PI 26 (Appendix A). The purpose of E4E programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. School boards and districts must adhere to the following guidelines:

- Provide academic and career planning (ACP) services to students in grades 6 through 12.
- Develop an E4E plan with the school district staff and community stakeholders.
- Publish the plan on the school district's website.
- Review the plan annually.

The E4E plan shall include:

- Local, regional and state labor market needs.
- Education and training requirements for occupations that will fill labor market needs.
- A process to engage parents regarding ACP services provided and opportunities to participate.
- A description of career and technical (CTE) programming available, staff professional development for ACP delivery, and how the school district will meet E4E program requirements.
- A strategy to engage business, postsecondary education, and workforce development.

The services shall provide information and opportunities that lead to:

- Career awareness in elementary.
- Career exploration in middle and high school.

Career planning and preparation in high school should include:

- Career research;
- School-supervised work-based learning experiences;
- Career decision making;
- Application of academic skills, technologies, economics, and entrepreneurship;
- Personal financial literacy;
- CTE opportunities;
- Labor market information; and
- Employability skills.

The district ACP leadership team had provided guidance on the implementation and input on marketing and communication information to schools, students, and families. In 2019-20 the leadership shifted to school teams. School teams were led by a school administrator and assembled at each middle and high school with the expectation to meet four times annually and to document meeting minutes.

This review is an information update to the school board about Kenosha Unified School District's Education for Employment Plan as required by WI PI 26.03.

Kenosha Unified School District Education for Employment Plan

Kenosha's plan provides students, parents, and community members with an understanding of learning outcomes and the implementation of E4E programs and services in the district. The objectives listed in the related legislation (WI PI 26.03) include:

- Preparing all students for future employment.
- Ensuring technical literacy to promote lifelong learning.
- Promoting good citizenship.
- Promoting cooperation among business, industry, labor, postsecondary schools, and public schools.

- Establishing a role for public schools in the economic development of Wisconsin.


A student's pathway to a career includes all relevant learning experiences that help to inform his/her investment in postsecondary education or training, and it positions him/her for success in a career of interest.

As the E4E plan is updated each year, the economic growth in Kenosha County, regionally, and in the state is studied. Some of the major developments in Kenosha are industrial, healthcare, housing, and retail. It is important that economic development is shared with staff and students so that everyone is educated about labor market needs and educational and training requirements for occupations that will fill those needs.

Kenosha's E4E plan aligns with the required components in WI PI 26.03 (Appendix B).

Education for Employment Plan Highlights for 2019-20

- Two middle schools offered virtual Career Days for all grade levels in spring 2020.
- The elementary schools created a Virtual Career Week to teach virtually in spring 2020.
- Reality Check days were completed first semester at all comprehensive high schools.
- Career Pathways teams developed regional career pathways based on labor market needs, including manufacturing, nursing, information technology, and construction pathways.
- Career Cruising, the pathway students use to explore career pathways, has been updated; and the new version is called Xello. All staff was trained in August 2019.
- XELLO End-of-Year Report—
 - 29,800 student logins so far in 2020 (second largest total student logins in the state)
 - 83 percent use of Xello (largest use statistic in the state)
 - 3,600 educator logins so far in 2020
 - 1,400 Xello lessons completed
 - 2,600 lessons in progress
 - 1,374 transcripts sent so far

STUDENTS		EDUCATORS	
Total Students	10,582	Total Educators	396
Unique Logins	8.8k	Unique Logins	302
		Students Per Educator	35
Total Logins	29.8k	Total Logins	3.6k
Avg Logins / Student	3.4	Avg Logins / Educator	11.9
Average Session (Minutes)	18	Average Session (Minutes)	8.2

- In May 2020 the Southeast Wisconsin Job & Resource Fair was held virtually in conjunction with the Kenosha County Job Center in lieu of the youth job fair.
- Gateway Technical College hosted a technical college signing day for students that will attend a technical college in fall 2020. Forty-one of two hundred sixteen students attending this event were district students.
- One hundred thirty-six students participated in youth apprenticeship opportunities. This is up from 47 in 2018-19 and from 13 in 2017-18. Business partners included:
 - (The) Addison;
 - Advocate Aurora Health, Inc.;
 - Animal Hospital of Gurnee;
 - Athletico;
 - Automated Controls, Inc.;
 - Alloy Welding Inc.;
 - (The) Bay at Sheridan;
 - Beach Aire Motel;
 - Beckart Environmental;
 - Ben's Lawn Care LLC;
 - Birchwood Foods;
 - Blackhawk Community Credit Union;
 - Bradshaw Medical;
 - Calvin Klein;
 - Capri Senior Communities;
 - Catalyst Exhibits;
 - Chick-Fil-A;
 - Cheddar's;
 - Chipotle;
 - CNH Industrial;
 - Coach;
 - Colbert Packaging;
 - Comprehensive Orthopedics;
 - Costco;
 - Crawford & Wright Orthodontics;
 - Culvers, Cute Nails & Spa;
 - CVS Pharmacy;

- Divino Gelato;
- Don's Auto Parts;
- Educators Credit Union;
- Engendren Corporation;
- Fair Oaks Farms;
- Familia Dental;
- Festival Foods;
- Froedtert South (Kenosha Medical Center);
- Froedtert South (Pleasant Prairie Hospital);
- Good Foods;
- Goodwill Industries;
- Handi-Ramp;
- Iguana Wana;
- Insinkerator;
- JC Building Systems;
- JC Penney;
- Kenosha Human Development Services;
- Kenosha Lakeshore Veterinary Clinic;
- Kenosha Unified School District;
- Kentucky Fried Chicken;
- Kirsan Engineering;
- Kohl's;
- Levi's;
- LMI Packaging Solutions;
- Mason's Eatery;
- Medtorque;
- Milwaukee Burger Company;
- Nissan;
- Nothing Bundt Cakes;
- Old Navy;
- Palmen Motors;
- PBA Baseball Academy;
- Pleasant Prairie Animal Hospital;
- Porcaro Mitsubishi;
- PT Pros;
- Red Robin;
- Reebok;
- Riley Construction;
- Rizzo & Diersen;
- Southern Lakes Credit Union;
- Starbucks;
- State Farm Insurance;
- Stein's Aircraft Services
- Toolamation;
- Town & Country Engineering;
- Valeo's Pizza;

- Walgreens; and
- Wendy's.
- Students can earn multiple industry certifications in CTE courses including:
 - American Hotel and Lodging,
 - Certified Nursing Assistant,
 - Dremel 3D Idea Builder,
 - HTML 5 Application Development Fundamentals,
 - IT Essentials,
 - Production Technical Safety,
 - Serve Safe,
 - Snap-on 525 Meters,
 - Snap-on Precision Measurement Angle Measurement,
 - Snap-on Precision Measurement Dial Gauge Measurement,
 - Snap-on Precision Measurement Gauge Measurement,
 - Snap-on Precision Measurement Micrometer Measurement,
 - Snap-on Precision Measurement Slide Caliper Measurement,
 - Snap-on Precision Measurement Tape and Rule Measurement, and
 - Wisconsin State Welding.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Jenny Schmidt
Director of Special Education and Student Support

Ms. Cheryl Kothe
Coordinator of Career and Technical Education

Mr. Edward Kupka
Coordinator of Student Support

Chapter PI 26

EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

PI 26.01 Applicability and purpose.
 PI 26.02 Definitions.
 PI 26.03 Education for employment program.

PI 26.04 General requirements for school boards.
 PI 26.05 Program approval.

Note: Chapter PI 26 was repealed and recreated by CR 15–025 Register November 2015 No. 719, eff. 12–1–15.

PI 26.01 Applicability and purpose. (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017–18 school year.

(2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:

- (a) Prepare elementary and secondary pupils for future employment.
- (b) Ensure technological literacy; to promote lifelong learning.
- (c) Promote good citizenship.
- (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
- (e) Establish a role for public schools in the economic development of Wisconsin.

(3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.02 Definitions. In this chapter:

(1) “Academic and career plan” means a comprehensive plan developed and maintained by a pupil that includes the pupil’s academic, career, personal, and social goals and the means by which the pupil will achieve those goals both before and after high school graduation.

(2) “Academic and career planning services” means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.

(3) “Academic and career planning software tool” means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.

(4) “Child with a disability” has the meaning given in s. 115.76 (5), Stats.

(5) “Department” means the Wisconsin department of public instruction.

(6) “Education for employment program” means the program under s. 121.02 (1) (m), Stats.

(7) “Individualized education program” has the meaning given in s. 115.76 (9), Stats.

(8) “Parent” includes a guardian.

(9) “Pupil postsecondary outcomes” means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.

(10) “School board” has the meaning given in s. 115.001 (7), Stats.

(11) “State superintendent” means the state superintendent of public instruction.

History: CR 15–025; cr. Register November 2015 No. 719, eff. 12–1–15.

PI 26.03 Education for employment program.

(1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:

(a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

(b) A process used to engage parents in academic and career planning. The process shall do all of the following:

1. Inform parents in each school year about what academic and career planning services their child receives.
2. Provide parents with multiple opportunities during each school year to participate in their child’s academic and career planning.
3. Update parents throughout the school year on the progress of their child’s academic and career planning.

(c) A description of all of the following:

1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).
2. The career and technical education provided in the school district.
3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.
4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

(d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

(2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

(a) Career awareness at the elementary grade levels, including developing an understanding of the following:

1. Why people work.
2. The kinds of conditions under which people work.
3. The levels of training and education needed for work.
4. Common expectations for employees in the workplace.

5. How expectations at school are related to expectations in the world of work.

(b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

(c) Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.
2. School-supervised, work-based learning experiences.
3. Instruction in career decision making.
4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
5. Pupil access to career and technical education programs, including programs at technical colleges.
6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

(3) Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

(a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

(b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and

career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

(c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

(d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

PI 26.04 General requirements for school boards.

The school board shall do the following:

(1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.

(2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.

(3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.

(4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15; correction in (4) made under s. 35.17, Stats., Register November 2015 No. 719.

PI 26.05 Program approval. A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss. 115.28 (59) and 121.02 (1) (m), Stats.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

2018-2021

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
1 (a)	Analyze local, regional, and state labor market needs.	Increase knowledge of administration, counselors and Career & Technical Education (CTE) teachers about industries and careers with high demand in the projected labor market.	Create knowledge and use survey for counselors, administrators and CTE staff	August 2018	Survey	CTE & Student Support Coordinators	Survey data collected from counselors after business visits and KABA presentation
			Gather labor market data from KABA, US Census Data, US Labor Statistics, WI Labor Market Information and Community Workplace Profiles	July annually		CTE Coordinator	
			Presentation by KABA to school administrators about the state of Kenosha County labor market	October annually	Pre- and Post-survey	School Leadership	Administrators will complete surveys following business visits
			Conduct business visits by all school administrators	November annually	Focus group feedback	CTE Coordinator	

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							Four business visits scheduled for Summer 2019
			Train school counselors on the use of labor market data found on the Department of Workforce Development (DWD) site	December 2018 and as needed for new staff	Pre- and Post-survey	CTE & Student Support Coordinators w/ DWD rep	KABA presentation to counselors in March 2019
			Conduct business visits by all school counselors	March 2019	Focus group feedback	CTE & Student Support Coordinators	Counselors went to Jockey and InSinkErator March 2019
			Train new CTE staff on the use of labor market data found on the Department of Workforce Development (DWD) site	August annually as needed	Pre- and Post-survey	CTE Coordinator	KABA presentation videotaped for all CTE staff. Survey sent to CTE staff.
1 (b)	Develop a process to engage parents in academic and career planning including: 1. Inform about ACP services. 2. Multiple opportunities to participate in ACP planning.	Provide ACP programs and services that are valued by parents and help them better understand and support their student's goals and action plans.	Parents/guardians will be introduced to the parent portal of Career Cruising during 6 th grade	October annually	Parent Participation report in Career Cruising	Counselors	Occurred as expected each fall.
			A minimum of one formal parent meeting with student and counselor in 8th and 10th grade Develop a parent feedback survey to gather feedback on the meeting process	Annually September 2018	Counselor Meeting Completion report Parent survey	Counselors & school ACP teams Student Support Coordinator	Schools continue to track parent meetings, including a survey of parent appreciation of the meeting.

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	3. Update parents throughout the year.		Information is provided through parent newsletters 2 times per year	Annually	School websites, event calendars, newsletters	School ACP teams, Student Support Coordinator	August information sent through school newsletters and again for 2019.
			School robocalls about school-level opportunities and updates a minimum of 2 times per year	Annually			Robocalls to continue for every event.
			School and district website updates about ACP events as needed	August annually			Every school website is updated and linked to district ACP website info.
			Include parent and student focus groups to help inform the ongoing communication plan for the district ACP implementation team	March annually	Focus group feedback	Student Support Coordinator	Focus groups will be scheduled for fall 2019 to gather insights on the new Xello product from Career Cruising previously statewide.
1 (c)	A description of all of the following: 1. How, in each year of the plan, the school district will support pupils in academic and career planning.	Provide age-appropriate ACP instruction, programs and services to students in grades 6-12 that are valued by students, help them better understand themselves, set goals, and develop action plans that prepare	Counselors introduce ACP via Career Cruising to all students through guided activities annually	May annually	ACP completion report in Career Cruising	Student Support Coordinator	All activities and lessons have been updated. These will be uploaded to the Xello system by August 11, 2019.
			All grade-level outcomes are supported by lesson plans created by the district ACP leadership team and reviewed annually for summer updates	August annually	ACP feedback survey with counselors	Student Support Coordinator	Lessons have been created. Lesson plans will be stored in Xello.

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
		them for life after high school.	The ACP for students identified as Special Education is shared with their IEP team and the ACP is considered in overall goal setting and action planning to support all special needs the student may have	On-going	Post Transition Plan (PTP) in annual IEP updates.	Case Managers	All PST and transition coordinators are versed in Career Cruising. Xello product training is scheduled for August 28, 2019.
	2. The Career and Technical Education (CTE) provided in the school district.	Ensure all students are provided with a strong CTE foundation and have awareness of the opportunities available both inside and outside of the district to explore and/or prepare for stated career interests.	<p>The following activities are part of the CTE department:</p> <ul style="list-style-type: none"> Partnerships with industry and post-secondary education to guide curriculum/programming and provide student mentorship Foundational skills that support clusters/pathways Industry and career exposure Course progressions that support clusters/pathways of interest Opportunity for project and/or work based learning aligned to cluster/pathway Opportunity to earn industry credentials aligned to cluster/pathway of interest Post-secondary guidance aligned to cluster/pathway(s) of interest Opportunity to earn post-secondary credits aligned to cluster/pathway(s) of interest 	August annually	Career and Technical Education Enrollment Report System (CTEERS)	Coordinator of Career & Technical Education	<p>CTEERS completed July 2018</p> <p>Graduate follow-up study (CTE concentrators) completed May 2019</p> <p>Gateway Technical College provides New Students Specialists (NSS) who work in the high schools one day per week.</p> <p>Gateway Technical College grants in Hospitality, Business, and Certified Nursing Assistant. Mentorship provided to our CTE staff.</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							<p>Gateway Technical College transcribed credits for CTE students in 90 classes.</p> <p>WI Career Pathways held 5 meetings. KUSD attends each meeting with CTE staff, counselors, administrators, Coordinator of Student Support and Coordinate of CTE. Pathways maps will be completed in nursing and construction by August 2019.</p> <p>Business tours are held in CTE courses at the high school level. In the middle school STEM classes visited area business and iMET.</p> <p>2018 seniors completed 157</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							qualified ACT 59 certifications. As of March 2019 KUSD students are leading the nation in NC3 certifications.
	3. The professional development provided to staff to assist them with delivering academic and career planning services to pupils in grades 6 to 12.	School administration will ensure that all staff understand the value of ACP and how to connect students and their families to resources that can help inform a student's ACP.	<p>School ACP teams will select the training appropriate for their staff.</p> <ul style="list-style-type: none"> Career Cruising/Inspire training Staff meeting presentations from Coordinators of Student Support and CTE Small group presentations from Coordinators of Student Support and CTE Wisconsin School Counselors Association (WSCA) Conference 	On-going	Frontline Surveys	CTE & Student Support Coordinators	<p>Inspire training has not been offered because of impending transition to Xello. Anticipated completion fall 2019.</p> <p>Xello training is scheduled for August 28, 2019. KUSD is the first district in Wisconsin to receive the training.</p> <p>ACP school meetings have been held once per quarter. The Coordinators of Student</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							Support and CTE attend meetings.
			Administrators and school staff new to the district or ACP will be provided with Career Cruising accounts and receive training to use this tool with proficiency	November annually	Career Cruising Advisor Reports	Counselors & Student Support Coordinator	Xello upgrade training from Career Cruising is scheduled for August 28, 2019 as the first Wisconsin district to be trained.
	4. How the education for employment program will provide access to applied curricula; guidance and counseling services, technical preparation, youth apprenticeship and instruction in skills relating to employment.	During high school, all students will research post-secondary and career options, revise their course plan to include an alignment to post-secondary education/training, and prepare for their transition to life after high school.	<p>Counseling Services are available to all students</p> <p>Youth Apprenticeship (YA)-School supervised work-based learning</p> <p>Industry based certifications</p>	<p>June annually</p> <p>August annually</p> <p>September annually</p>	<p>KUSD counselor assignments</p> <p>YA End of Year report outcomes</p> <p>ACT 59 report</p>	<p>Student Support Coordinator</p> <p>CTE Coordinator</p> <p>CTE Coordinator</p>	<p>Counselors have connected with students via Career Cruising.</p> <p>2018-19 Grant written for 30 students. We had 50 students placed in YA. 2017-18 we had 13 students in YA.</p> <p>2018 seniors completed 157 qualified ACT 59 certifications.</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
			<p>Advanced standing and transcribed credit coursework</p> <p>Start College Now (SCN) classes at Gateway Technical College</p>	<p>June annually</p> <p>July annually</p>	<p>Gateway Technical College (GTC) report to high schools</p> <p>Report of all students in SCN courses</p>	<p>CTE Coordinator</p> <p>CTE Coordinator</p>	<p>Gateway Technical College transcribed credits for CTE students in 90 classes.</p>
1 (d)	Implement a strategy to engage businesses, post-secondary education institutions, and workforce development in overall planning in alignment with projected needs.	Local businesses, post-secondary partners and workforce development will meet with KUSD staff to plan for future needs.	<p>Businesses will be invited to the August CTE staff meeting to discuss curriculum, current employment needs, industry trends, etc.</p> <p>Participate in the Gateway Technical College Career Prep Consortium</p> <p>KUSD CTE staff are members of Gateway Technical College's advisory committees</p>	<p>Annually in August</p> <p>Monthly meetings September-May</p> <p>Twice yearly</p>	<p>Meeting evaluation</p> <p>Outlook calendar</p> <p>Meeting minutes</p>	<p>Coordinator of CTE</p> <p>Coordinator of CTE</p> <p>Various CTE Staff</p>	<p>Business Partners meeting held August 2019</p> <p>Coordinator of CTE attended monthly Career Prep Consortium meetings</p> <p>KUSD staff are members of the manufacturing and culinary advisory committees</p>

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
			Develop a Business Partnerships website page for an overview of the ways in which the business community can get involved	May 2019	KUSD webpage snapshot	CTE staff / ACP/Inspire Leadership Team	In development and will be made public for August meeting
2 (a)	Provide career awareness at the elementary levels. Specifically: 1. Why people work. 2. The conditions under which people work. 3. The levels of training and education needed for work. Common expectations for employees in the workplace. 5. How expectations at school are related to expectations in the world of work.	By completion of the 5 th grade, students will understand that there are a wide variety of career opportunities available and that it takes hard work, education and training to do them well.	Career and skills exploration activities are conducted in each elementary grade level in the month of May	May annually	Career feedback survey	Elementary School Counselors	Discussions continue and elementary counseling curriculum will be updated to align with the career and interest exploration modules for elementary students. Parent supported events are conducted at elementary schools.
2 (b)	Provide career exploration at the middle school levels. Specifically: 1. Continuum of careers. 2. Alignment of	By completion of the 8 th grade, students will understand how to align their personal skills and interests to a wide variety of careers and research	Students are introduced to career cruising and complete grade level skill profile expectations... Grade 6: Career Matchmaker, My Skills and explore career clusters Grade 7: Learning Styles Inventory,	May annually	Portfolio Completion Standards report in Career Cruising	Counselors & Student Support Coordinator	Middle school lessons have been developed at every grade level. Updates are in process based on student and counselor

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	personal interests/skills relate to those careers. 3. Work-based learning in high school. 4. Career research to identify personal preferences.	how to effectively prepare for careers of interest.	inventory assessment and document activities Grade 8: Career selector, explore careers of interest, outline high school course planner and share portfolio with parent/counselor meeting Youth Apprenticeship presentation will be created as an ACP lesson for 8 th grade	December 2018		CTE Coordinator	feedback. This work will be completed by August 2019. Google presentation shared with counselors.
2 (c)	Provide career planning and preparation at the high school levels. Specifically: 1. Career research to identify personal preferences for specific occupations. 2. School supervised work-based learning experiences 3. Career decision making 4. Application of	All high school students will research post-secondary options, revise their course plan to include an alignment to post-secondary education/training, understand the relevance of assessments, develop a financial plan, and prepare for their transition to life after high school.	Students continually refine and revise their ACP through grade level skill profile completion: Grade 9: Career Matchmaker, My Skills, Learning Styles Inventory, Careers of Interest, School of Interest and School Selector. Also update 4-year education plan Grade 10: Career Matchmaker, My Skills, Learning Styles Inventory, Careers of Interest, School of Interest and School Selector. Update 4-year education plan, document activities and present portfolio to counselor and parent in formal meeting Grade 11: Career Matchmaker, My Skills, School of Interest, School Selector and Financial Aid selector	May annually	Portfolio completion standards report in Career Cruising	Counselors & Student Support Coordinator	Regular lesson delivery varies at each high school based on school schedule, including advisories (ITHS), Quest (Bradford) and Check n Connect (Tremper).

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	<p>academic skills, applied tech, economics, entrepreneurship and personal financial literacy.</p> <p>5. Pupil access to career and technical education programs, including programs at technical colleges.</p> <p>6. Pupil access to accurate national, regional and state labor market information, including labor market supply and demand.</p> <p>7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain</p>		Grade 12: School of interest, school selector and financial aid selector				
			High school students participate in the Business in Education Partnership Program (BEPP) to visit local colleges and businesses that provides career exploration connected with the labor market needs	March annually	Participation exit survey	Student Support Coordinator & Chamber of Commerce	BEPP was conducted for three student visits this year. A calendar for next year will include monthly instead of weekly business visits.
			<p>Students are able to apply what they are learning through:</p> <ul style="list-style-type: none"> Career and Technical Education courses Elective coursework (i.e. economics, entrepreneurship, etc.) 	August annually	Career and Technical Education Enrollment Report System (CTEERS)	Coordinator of CTE	Offerings has been refined to include counselor input with the interests of students to

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	employment.		<ul style="list-style-type: none"> Youth Apprenticeship (YA)-School supervised work-based learning teaches students the skills and behaviors needed to obtain and retain employment Advanced Standing and Transcribed Credit coursework is available to high school students through CTE courses Start College Now (SCN) courses at Gateway Technical College are available during the fall and spring semester 				streamline career path access in all components of this initiative.
			KUSD requires financial literacy as a graduation requirement for all students (can be obtained by taking Personal Finance, Economics or Marketing)	June annually	Graduation requirements	Counselors	Completed
			Students and their families are provided information regarding financial aid and the Gateway Promise	May annually	Evening with the counselors feedback survey	Counselors & New Student Specialist (GTC)	Every school has a calendar to present these resources to students and their families.
			KABA and KUSD work collaboratively together to onboard more companies to Inspire Southeast Wisconsin. Additional career research and access to career coaches is provided through Inspire of SE WI. For more information: http://inspiresoutheastwisconsin.com/	October-June monthly	Inspire Metrics	Inspire Southeast Wisconsin Coordinator	Despite a strong launch from KUSD, there have been delayed reactions from the community businesses and our greater labor market community along with Wisconsin Coordinator

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
							turnover. However, this is a focus discussion always among CTE educators and every connection we have with Gateway and others joining in the labor market work (Building Our Future, etc.).
3 (a)	Provide academic and career planning services including individualized support appropriate to the pupil's needs from the district staff to complete and annually update a career plan.	Refer to 1 (c)					
3 (b)	Individualized education team may take a pupil's academic and career plan into account when developing the pupil's transition plan.	Refer to 1 (c)					
3 (c)	Access to an academic and career planning software tool that allows pupils to engage in	Refer to 1 (c)					

WI PI 26.03 Requirements	Description	KUSD Objectives	Initiatives to Achieve Objectives	Completion Date	Measurement Tool	Person Responsible	2018-19 Status Update
	career exploration and career planning and exploration.						
3 (d)	Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic plan.	Refer to 2 (b) and 2 (c)					

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 28, 2020

Annual Restraint & Seclusion Report

By October 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. A new requirement of Act 118 calls for the respective data to be forwarded to the State Superintendent of Public Instruction, prior to December 1 of that year after the local School Board receives the report.

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 2019-20 school year, KUSD had 3 incidents of *mechanical* restraint, 100 incidents of *physical* restraint, and 151 incidents of *seclusion*.

The use of handcuffs by school resource officers (police) and other police officials while on school property or during school functions have been identified as mechanical restraint. Those cases would be the direct result of the state expectation to ensure that any police involved use of handcuffs or other restraint are documented and reported. 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

Jenny Schmidt
Director of Special Education and Student Support

Kristopher Keckler
Chief Information Officer

Laura Sawyer
Research Analyst

Number of Restraint or Seclusion Incidents by Demographics 2019-20

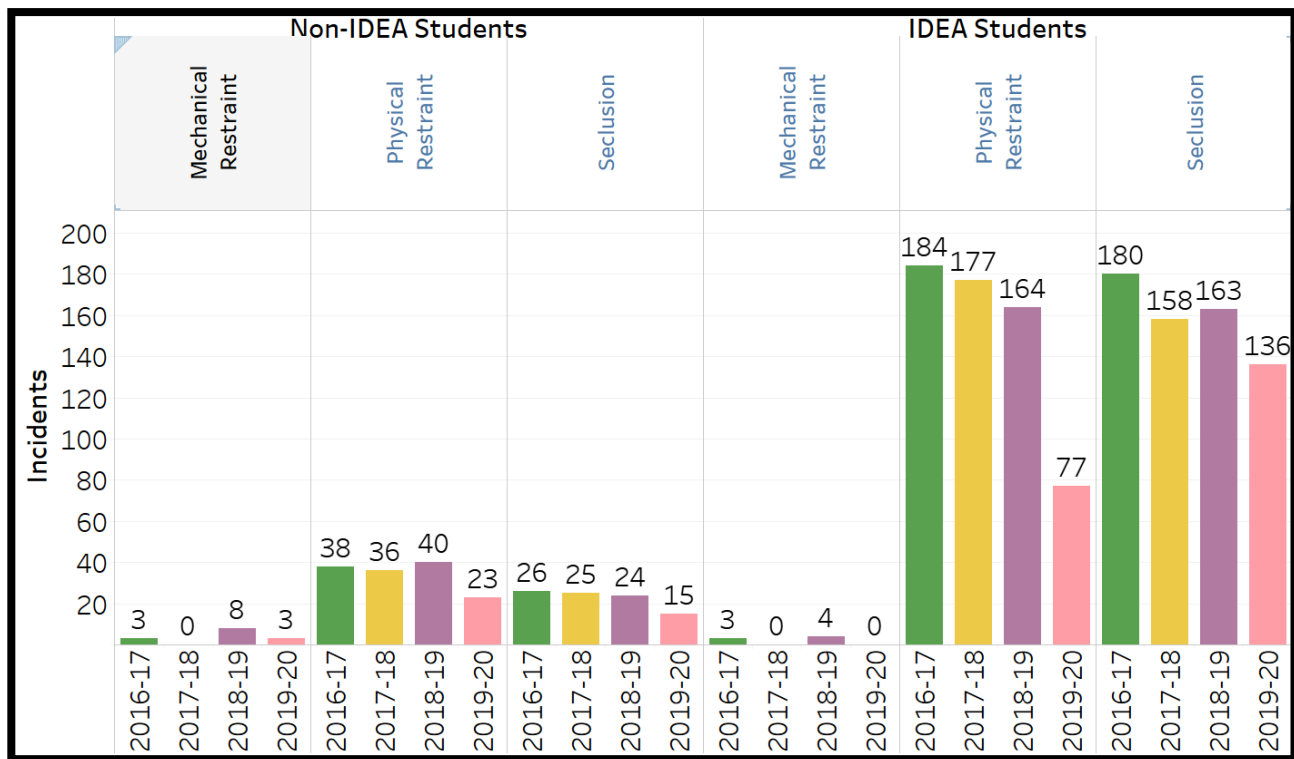
Type	Male										Female										
	H	I	A	P	B	W	T	Total	504	LEP	H	I	A	P	B	W	T	Total	504	LEP	
Non-IDEA Students																					
Mechanical Restraint	0	0	0	0	1	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0	
Physical Restraint	1	0	0	0	5	0	10	18	0	0	0	0	0	0	4	1	0	5	0	0	
Seclusion	1	0	0	0	2	1	9	13	0	0	0	0	0	0	2	0	0	2	0	0	
IDEA Students																					
Mechanical Restraint	0	0	0	0	0	0	0	0	NA	0	0	0	0	0	0	0	0	0	NA	0	
Physical Restraint	3	0	0	0	22	11	5	41	NA	1	13	0	0	0	6	18	0	37	NA	0	
Seclusion	45	0	0	0	13	7	5	70	NA	0	35	0	0	0	4	27	0	66	NA	0	

Number of Incidents of Restraint or Seclusion 2019-20

Type	Non-IDEA Students	Students Serviced Under Section 504 Only	IDEA Students
Mechanical Restraint	3	0	0
Physical Restraint	23	0	77
Seclusion	15	0	136

**Number of Incidents of Restraint or Seclusion
SY 2016-17, 2017-18, 2018-19, and 2019-20**

Type	Non-IDEA Students				Students Serviced Under Section 504 Only				IDEA Students			
	1617	1718	1819	1920	1617	1718	1819	1920	1617	1718	1819	1920
Mechanical Restraint	3	0	8	3	0	0	0	0	3	0	4	0
Physical Restraint	38	36	40	23	3	2	1	0	184	177	164	77
Seclusion	26	25	24	15	3	2	0	0	180	158	163	136



Kenosha Unified School District
2019-20 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
Edward Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Edward 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	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	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4K (community sites)	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
Phoenix Project	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	1	1	0	2	0	0	0	0	0	0	1	0	0	1	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	1	1	0	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
2019-20 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	1	0	0	0	1	0	0	2	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
Edward Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Edward 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	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	2	0	0
Jefferson	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4K (community sites)	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
Phoenix Project	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	2	0	0	2	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	1	0	0	0	0	0	0	1	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	1	0	0	1	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	8	8	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	0	0	0	5	0	10	18	0	0	0	0	0	0	4	1	0	5	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
2019-20 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
Edward Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Edward 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	0	0	0	0	0	0	0	0	1	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4K (community sites)	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
Phoenix Project	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	1	0	0	1	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	1	0	0	0	0	0	0	1	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	7	7	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	2	1	9	13	0	0	0	0	0	0	2	0	0	2	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
2019-2020 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	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		
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Edward Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Edward 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 4K (community sites)	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		
Phoenix Project	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	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	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
2019-2020 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	2	1	0	3	0	0	0	0	0	0	0	0	0	0		
Bradford	1	0	0	0	1	2	0	4	1	0	0	0	0	0	0	0	0	0		
Brass	0	0	0	0	2	1	0	3	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		
Edward Bain Creative Arts	0	0	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0		
Edward 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	1	0	2	3	0	0	0	0	0	0	7	0	7	0		
Grant	0	0	0	0	4	0	0	4	0	0	0	0	0	2	0	0	2	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	2	0	0	2	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	2	0	3	0	13	0	0	0	0	0	0	13	0		
Jeffery	0	0	0	0	0	1	0	1	0	0	0	0	0	0	8	0	8	0		
Kenosha 4K (community sites)	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		
Phoenix Project	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	1	0	1	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	1	0	0	1	0	0	0	0	0	0	1	0	1	0		
Mahone	0	0	0	0	0	1	0	1	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	2	0	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	0	0	0	0		
Reuther	0	0	0	0	1	0	0	1	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	3	0	3	0	0	0	0	0	0	0	0	0	0		
Southport	0	0	0	0	1	0	2	3	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	0	0	0	0	0	0	0	0	0	1	0	0	1	0		
Vernon	1	0	0	0	0	0	0	1	0	0	0	0	0	3	1	0	4	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	1	0	0	1	0	0	0	0	0	0	0	0	0	0		
Wilson	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0		
TOTAL	3	0	0	0	22	11	5	41	1	13	0	0	0	6	18	0	37	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
2019-2020 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	0	2	0	2	0	0	0	0	0	0	0	0	0	0		
Brass	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0		
Brompton	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0		
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	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		
Edward Bain Creative Arts	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0		
Edward 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	1	0	3	4	0	0	0	0	0	0	14	0	14	0		
Grant	0	0	0	0	2	0	0	2	0	0	0	0	0	1	0	0	1	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	1	0	0	0	0	0	0	1	0	35	0	0	0	0	0	0	35	0		
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	11	0		
Kenosha 4K (community sites)	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		
Phoenix Project	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
KTEC	0	0	0	0	0	1	0	1	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	42	0	0	0	0	0	0	42	0	0	0	0	0	0	1	0	1	0		
Lincoln	0	0	0	0	3	0	0	3	0	0	0	0	0	0	1	0	1	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	1	0	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	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	1	0	1	0	0	0	0	0	0	0	0	0	0		
Somers	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0		
Southport	0	0	0	0	0	0	2	2	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Vernon	1	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	2	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	1	0	0	1	0	0	0	0	0	0	0	0	0	0		
TOTAL	45	0	0	0	12	7	5	69	0	35	0	0	0	4	27	0	66	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
2019-20 Restraint and Seclusion

Table 7. Instances of Restraint or Seclusion

School	Mechanical Restraint			Physical Restraint			Seclusion		
	IDEA	Only S504	Non-IDEA	IDEA	Only S504	Non-IDEA	IDEA	Only S504	Non-IDEA
Bose	0	0	0	3	0	0	2	0	0
Bradford	0	0	0	4	0	2	2	0	0
Brass	0	0	0	3	0	0	2	0	0
Brompton	0	0	0	0	0	0	1	0	0
Bullen	0	0	0	1	0	0	1	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0
Edward Bain Creative Arts	0	0	0	3	0	0	2	0	0
Edward Bain Dual Language	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	0	0	0	0
Frank	0	0	0	10	0	0	18	0	0
Grant	0	0	0	6	0	0	3	0	0
Grewenow	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	2	0	0	0	0	0
Indian Trail	0	0	0	0	0	3	0	0	1
Jefferson	0	0	0	16	0	2	36	0	0
Jeffery	0	0	0	9	0	0	11	0	0
Kenosha 4K (community sites)	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0
Phoenix Project	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	1	0	0	1	0	0
LakeView	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	43	0	0
Lincoln	0	0	0	2	0	2	4	0	1
Mahone	0	0	0	1	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0
Nash	0	0	0	2	0	0	1	0	0
Pleasant Prairie	0	0	0	0	0	0	0	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0
Reuther	0	0	3	1	0	0	0	0	0
Roosevelt	0	0	0	0	0	1	1	0	1
Somers	0	0	0	3	0	1	2	0	2
Southport	0	0	0	3	0	1	2	0	0
Stocker	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	8	0	0	7
Tremper	0	0	0	1	0	0	0	0	0
Vernon	0	0	0	5	0	0	3	0	0
Washington	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	1	0	0	1	0	0
Wilson	0	0	0	1	0	3	0	0	3
TOTAL	0	0	3	78	0	23	136	0	15

IDEA = Students with disabilities

Non-IDEA = Students without disabilities and students with disabilities served solely under Section 504

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)

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 28, 2020

Renewal of Southeastern Wisconsin School Alliance Membership

For the past seventeen (17) 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 over 30 urban and suburban school districts with a combined enrollment of more than 220,000 students.

The mission of the Southeastern Wisconsin Schools Alliance is to advocate for the benefit of all students by driving education policies supporting strong public schools to ensure world-class practices, economic vitality, and community well-being.

The SWSA supports the mission through the following tiered approach:

- Develop and implement key strategies to advocate for sound education policy
- Leverage research to drive educational practice and advocacy
- Raise the impact of SWSA by identifying and developing mutually beneficial partnerships
- Continue to strengthen the SWSA business model by supporting school districts and their communities

The SWSA meets at least once a month and the annual membership fee is \$3,200. Attachment A is the letter from the fiscal agent, the required resolution to be approved by the Board in order to participate in the alliance, and the 66.0301 Agreement which authorizes the School District of South Milwaukee as the fiscal agent to manage the SWSA funds. Attachment B is the 2020-21 Proposed Annual Budget for the SWSA, the projected participating member school districts with payment schedule, and the 2019-20 Annual Report for the SWSA.

RECOMMENDATION

Administration recommends that the Board approve the attached resolution and membership in SWSA for the 2020-2021 fiscal year and authorization of Board Officers and District Administration to execute any and all documents related to the renewal.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Date: May 22, 2020

TO: SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE
District Members

FROM: Blaise Paul, Director of Business Services
South Milwaukee – Fiscal Agent

SUBJECT: SWSA 2020-21 Agreement

The attached packet for the Southeastern Wisconsin School Alliance includes:

1. Resolution (check appropriate box and return)
2. 66.0301 Agreement (sign and return)
3. Proposed Annual Budget for SWSA
4. Payment Schedule
5. Participant Listing
6. SWSA Annual Report

NOTE:

1. The resolution should be presented to your school board for approval, the appropriate box checked and returned to our district.
2. The 66.0301 Agreement must be signed and returned to our district.

If you have any questions, please contact Katrina Haack – khaack@sdsms.k12.wi.us
phone #414-766-5020.

RESOLUTION

SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE

BE IT RESOLVED that the School District of South Milwaukee retain Hubbard, Wilson & Zelenkova, for the period of July 1, 2020 through June 30, 2021 as Legislative Counsel on a cooperative basis with the other school districts that are members of the Southeastern Wisconsin School Alliance, regarding matters of mutual interest as determined by the Alliance, including but not limited to, constitutional limitations on and legislative decisions related to funding for education, research, public awareness and information sharing.

BE IT FURTHER RESOLVED that the District share the fees for these services, plus reasonable and necessary expenses, with the other school districts that are members of the Southeastern Wisconsin School Alliance on the basis of:

Dues (Check One):

_____ \$3,200 annual fee for school districts participating in Southeastern Wisconsin School Alliance

_____ Not participating

_____ School District

Southeastern Wisconsin School Alliance Agreement
(Section 66.0301)

Pursuant to a resolution adopted by school districts participating in the Southeastern Wisconsin School Alliance (SWSA):

Participating school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said parties agree and contract with Hubbard, Wilson & Zelenkova, to serve as Legislative Counsel for the Southeastern Wisconsin School Alliance as hereinafter set forth;
2. That the School District of South Milwaukee is to be the operator and fiscal agent of the Southeastern Wisconsin School Alliance;
3. That the fiscal agent district shall establish and maintain records in accordance with the uniform financial accounting system prescribed by the Department of Public Instruction;
4. That the pro-ration of costs will be assessed equally to each participating school district as provided in the authorizing resolution;
5. That the estimated budget and plan of operation for this cooperative shall be approved in advance to contract signing by all school district parties hereto;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file the required financial reports with the Department of Public Instruction;
8. That attached hereto and incorporated herein by reference are the budget, the plan for operation and plan of payments to said operator of fiscal agent by each school district.

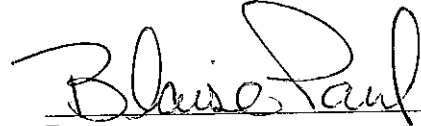
School District

School Board President

School Board Clerk

Date

SCHOOL DISTRICT OF
SOUTH MILWAUKEE


By _____

Director of Business Services
Title

May 22, 2020
Date

2020-21 PROPOSED ANNUAL BUDGET
SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE (SWSA)

May 12, 2020

EXPENSES:	PROPOSED BUDGET
Legislative Liaison	\$31,777
Executive Director	52,615
Dues/ Memberships	2,500
Operational Expenses (Web development/host, travel, printing & supplies)	1,800
Additional Research (Potential studies commissioned by the membership)	8,500
	<hr/>
TOTAL EXPENSES	<u><u>\$97,192</u></u>
REVENUES:	PROPOSED BUDGET
Fees from Participating School Districts (based on 30 members)	92,800
	<hr/>
TOTAL REVENUE	<u><u>\$92,800</u></u>
USE OF RESERVES:	\$4,392

Basis for Prorating Costs: Equal distribution among member districts based upon 66.0301.

PAYMENT SCHEDULE
SOUTHEASTERN WISCONSIN SCHOOL ALLIANCE
July 1, 2020 – June 30, 2021

Each member District will remit payment to the School District of South Milwaukee, Fiscal Agent, as follows:

There will be a one time payment due no later than September 25, 2020.

All Districts:

- | | | |
|----|--------------------|----------------|
| 1. | September 25, 2020 | <u>\$3,200</u> |
|----|--------------------|----------------|

2020-21 Southeastern Wisconsin School Alliance Projected Participant Listing:

District	SWSA Fee
Brown Deer	\$ 3,200
Cudahy	\$ 3,200
Elmbrook	\$ 1,600
Fox Point / Bayside	\$ 3,200
Franklin	\$ 3,200
Glendale / River Hills	\$ 3,200
Grafton	\$ 3,200
Greendale	\$ 3,200
Greenfield	\$ 3,200
Hamilton	\$ 3,200
Hartland-Lakeside	\$ 3,200
Kenosha	\$ 3,200
Kettle Moraine	\$ 3,200
Milwaukee Public Schools	\$ 3,200
Menomonee Falls	\$ 3,200
Mequon / Thiensville	\$ 3,200
Muskego-Norway	\$ 3,200
Nicolet	\$ 3,200
Oak Creek / Franklin	\$ 3,200
Oconomowoc	\$ 3,200
Pewaukee	\$ 3,200
Port Washington-Saukville	\$ 3,200
Racine Unified	\$ 3,200
Saint Francis	\$ 3,200
Shorewood	\$ 3,200
South Milwaukee	\$ 1,600
Waukesha	\$ 3,200
Wawautosa	\$ 3,200
West Allis / West Milwaukee	\$ 3,200
Whitefish Bay	\$ 3,200
Whitnall	\$ 3,200
Total	\$ 96,000

2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

May, 2020

"Education is not the filling of a pail but the lighting of a fire." - William Butler Yeats

"If we teach today's students as we taught yesterday's, we rob them of tomorrow." - John Dewey

COVID-19... This virus has upended our lives and the lives of our children, teachers, families and communities. I began this annual report with two quotes that we've all read; however, I ask you to read them again but through the lens of our current circumstances.

- Our teachers are "lighting the fire" of our children and giving them an opportunity to really explore virtual options and what that means. Educators are guiding this experience and allowing children to push new boundaries. The children are so happy to spend time (albeit virtually) with their educators!
- Our educators are helping our children discover innovative ways to learn and explore! We live in the 21st century and are in the midst of a pandemic. We've been changing how we educate children over the past two decades, but this quote from John Dewey seems to mean much more today.

Since early March, SWSA has been working extremely hard to provide you the support you need in a timely manner in response to the COVID-19 pandemic.

- SWSA immediately created an [SWSA COVID-19 Resource Page](#) and continually updates these resources
- Ramie Zelenkova, our legislative liaison, provides a weekly summary recap report
- We immediately moved our monthly SWSA meeting to a virtual platform hosting 49 participants in April and 52 participants in May. We will continue to host these meetings virtually for the time being.
 - Guests included DPI leadership and Mental Health resources from NAMI (National Alliance on Mental Health)
- SWSA hosted bi-weekly meetings with board members to provide a virtual platform for them to discuss their most pressing challenges with fellow board members from their region
 - Dan Rossmiller from WASB has been attending our bi-weekly meetings and providing clarification on issues for board members
- SWSA is now embarking on a communications strategy utilizing short videos to continue to "tell our story"
- We continue to work closely and coordinate our work with other K-12 advocacy organizations across the state to share information and ensure a consistent message

Although our current focus is on COVID-19 and the health and safety of our kids and our staff, SWSA has spent the past year doing some extraordinary work which is shared throughout this annual report. SWSA members continue to keep children at the center of our conversation and this helps us focus our efforts and resources to ensure their success.

As you read through this annual report and reflect on the accomplishments throughout the 2019-2020 calendar year, I would ask that you take a moment to thank members of our fabulous Executive Committee and our Co-Chairs for their tireless commitment to you and the organization. This team meets at least once per month and are constantly asked to respond frequently to emails regarding legislative positions and other issues that face the organization. SWSA would not be where it is today without the incredible dedication from these education leaders.



2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

I would also like to personally thank Mark Hansen who has provided his leadership as he has served on the Executive Committee for the past three years in the Co-Chair Elect and in the Co-Chair position. His term ends on June 30, 2020. We are grateful for his passion for education and the children and communities he serves! Thanks Mark!

Please take a moment to thank the following Executive Committee Members:

Members of the SWSA Executive Committee:

Mark Hansen, SWSA Co-Chair (Superintendent Elmbrook)
 Larry Dux, SWSA Co-Chair Elect (School Board Member, Pewaukee)
 Lisa Elliot, SWSA Co-Chair Elect (Superintendent Greenfield)
 Region 1 Rep: John Thomsen (Superintendent, Whitefish Bay)
 Region 2 Rep: Judy Mueller (Superintendent, Franklin)
 Region 3 Rep: Faith Vanderhorst (School Board Member, Menomonee Falls)
 Region 4 Rep: Jane Barbian (School Board Member, Racine)
 Region 5 Rep: Chris Thiel (Legislative Policy Director Milwaukee Public Schools)
 Blaise Paul, Business Manager for South Milwaukee School District, and SWSA's fiscal agent
 Ramie Zelenkova, SWSA Legislative Liaison

Finally, I would like to recognize those in our organization who are transitioning to new opportunities:

Retirements and Transitions:

SWSA recognizes the following members for their significant contributions to the SWSA, their dedication to their communities, and most importantly to the students in their districts.

- ❖ *Dr. Deborah Kerr, Superintendent of Brown Deer. Deb has served as the AASA President over the past year and has been extremely involved in advocacy at the national level. SWSA has benefitted from her updates and information that has strengthened our local advocacy efforts. Deb, we thank you for your service and wish you the best in your next adventure!*
- ❖ *Dr. Jim Heiden, Superintendent of Cudahy. Jim has been a tireless advocate for children and will be retiring from the Cudahy School District at the end of June. We wish Jim much happiness!*
- ❖ *Dr. Todd Gray, Superintendent of the School District of Waukesha. Todd spent time serving on the Executive Committee and also shares his great knowledge of school finance with the team. His perspective on legislative issues has been invaluable. Thank you for your service and best wishes!*
- ❖ *John Haslam, School Board Member, South Milwaukee. John has served the South Milwaukee School District as a board member for 33 years. In addition, he was one of the "founding fathers" of the SWSA organization serving as one of the first co-chairs of the organization. John also stepped in just a few years ago and served as co-chair completing the term of one of our co-chairs who retired. John, thank you for your service to both your community and the SWSA. We are going to miss you!*



2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

As we reflect on these past 12 months, I would like to personally thank each of you for your passion, leadership, and willingness to engage in advocacy. This isn't easy work, and often frustrating. We represent over 220,000 children, and if we don't have a voice in the conversation, neither do our kids. Let's keep talking, debating, and ensuring that the best K-12 education policy is enacted in Wisconsin.

SWSA will continue to provide support and leadership opportunities to build capacity and our ability to advocate effectively on behalf of our children and communities.

Most Sincerely,

Theresa A. Phillips

Terri Phillips
SWSA Executive Director



Our current reality! We still continue to meet and advance the great work of the organization and our school districts!!



2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

The SWSA's mission is to advocate for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being.

The SWSA supports our mission through the following tiered approach:

- Develop and implement key strategies to advocate for sound education policy
- Leverage research to drive educational practice and advocacy
- Raise the impact of SWSA by identifying and developing mutually beneficial partnerships
- Continue to strengthen the SWSA business model by supporting school districts and their communities

Accomplishments in the Key Strategic Areas include:

Strategy	Measurable Outcomes
Advocating for sound education policy	<ol style="list-style-type: none"> 1. <i>Developed a legislative agenda with the SWSA Membership.</i> <ol style="list-style-type: none"> a. Each year we review the legislative priorities for the organization and have honed in on six key priority areas. SWSA 2019-2020 Legislative Priorities. With the direction and assistance from the Executive Committee and our legislative liaison, Ramie Zelenkova, we were able to identify these key areas for advocacy. b. Board members have been actively engaged in legislative advocacy by regularly meeting with their legislators, writing letters, and passing board resolutions. This is an area where we can continually improve. We have several speakers and panels planned for 2020-2021 to provide support in the area of legislative advocacy. 2. <i>SWSA continually strategizes with Ramie Zelenkova, (our legislative liaison), to develop legislative priorities and identify the best use of resources for advocacy.</i> <ol style="list-style-type: none"> a. Ramie created the SWSA Bill Tracker <ol style="list-style-type: none"> i. The SWSA Bill Tracker is an opportunity for districts to take legislative advocacy "into their own hands" and review bills that your districts may want to advocate for or against. ii. We provided training to the organization to build an understanding of how to review bills, supporting documentation, and how to track the progress of these bills. b. Developed a document format to share key legislative talking points to our members. 3. <i>Facilitated Wisconsin K-12 Advocacy Partners work group</i> <ol style="list-style-type: none"> a. SWSA has coordinated efforts with other advocacy organizations (SAA, WASB, WiRSA, and WPEN) across the state to ensure legislative strategic priorities are aligned. This definitely has taken some time and effort. 4. <i>Hosted several key guests this year to support advocacy work:</i> <ol style="list-style-type: none"> a. Representative Evan Goyke b. Speaker Vos c. DPI State Superintendent Carolyn Stanford Taylor (large group and small group meetings) d. Charles Franklin and Alan Borsuk e. Dr. Rob Asen, UW-Madison to share research on advocacy around Wisconsin f. Invited to participate in Governor's press releases

2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

	<p>5. Continued to influence legislation including:</p> <ul style="list-style-type: none"> a. Tobacco 21 bill (stalled due to COVID-19; however, partnership with the American Heart Association was key here) b. AB702- giving preference to New Berlin for open enrollment; SWSA's advocacy efforts stalled the advancement of this bill c. AB705/AB779- Interscholastic sports and extracurricular activities; SWSA's advocacy efforts stalled the advancement of this bill d. Continued advocacy regarding Dyslexia bills e. Supported Peer to Peer Suicide prevention f. Opposed open enrollment expansion
Leveraging research to drive educational practice and advocacy	<p>1. Continued to cultivate our partnership with the Wisconsin Policy Forum to provide access to research and educational opportunities for SWSA members.</p> <ul style="list-style-type: none"> a. SWSA plays an active role and serves on the Education Committee with the Public Policy Forum. In addition, a team from the SWSA partners annually meet with the Public Policy Forum research staff to review their research products and identify ways to improve the value of the information they are providing. b. The WI Policy Forum views SWSA as a key stakeholder partner and consults us often as they are developing new research papers. The relationship between SWSA and the Wisconsin Policy forum gives us the opportunity to drive education policy for the region and state. c. As members of the Wisconsin Policy Forum, all SWSA superintendents have been included on their email distribution list and are first to receive new report releases! <p>2. UW-Madison</p> <ul style="list-style-type: none"> a. SWSA was asked to participate in research related to community advocacy. b. The primary researcher, Dr. Rob Asen, presented his findings to the full membership in December 2019.
Raise the impact of SWSA by identifying and developing mutually beneficial partnerships	<p>1. Nurtured strong relationships and partnerships with stakeholders outside of education. SWSA realizes that influencing public policy requires bringing other stakeholder groups to the table along with education leaders. SWSA often includes business, healthcare, law enforcement, local elected officials and others in our advocacy efforts resulting in increased awareness of the importance of sound education policy and their involvement.</p> <p>2. Developed strong relationships and partnerships with other education organizations across the state. There is great value to SWSA member districts and advocacy efforts by building relationships across the education continuum. These include the Department of Public Instruction, higher education, other education advocacy organizations such as the Wisconsin Association of School Boards (WASB), Wisconsin Rural Schools Alliance (WIRSA), School Administrators Association (SAA), and others. These strong relationships have helped to develop a well-educated membership capable of strong advocacy to influence public policy.</p> <ul style="list-style-type: none"> • One of the focus areas for 2019-2020 was to rebuild relationships with DPI with the new state superintendent and staff. We have successfully done that as have connected with the state superintendent and her staff frequently. • SWSA members have benefited greatly from our relationship with other DPI leadership including: <ul style="list-style-type: none"> i. Senior policy advisory, Dee Pettack

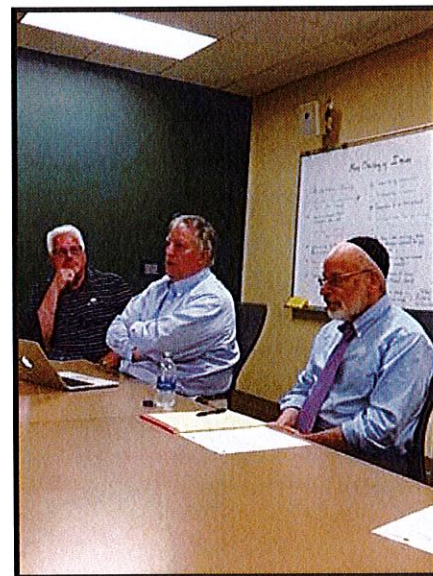
2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

	<p>ii. Assistant State Superintendent and Director for Finance and Management, Bob Soldner</p> <p>iii. DPI Budget Director, Erin Fath</p>
Continue to strengthen the SWSA business model by supporting school districts and their communities	<p>1. Continued to revise and update website to support member districts and the work of the SWSA. SWSA is proud to have launched our new website in the summer of 2019.</p> <p><i>a.</i> The website is updated frequently to reflect legislative issues, highlighting SWSA member accomplishments, and making information easily accessible for members.</p> <p>2. School boards and District Administrators share strategies and best practice when working with their legislators and building strong relationships to influence sound education policy. One of SWSA's greatest assets is the collegiality among the members and their willingness to share what is working and perhaps more importantly what is not. SWSA often leverages the relationship a legislator has with their school district to build understanding on an issue and influence their position on education policy. This has been extremely evident over the course of the last two budget cycles where education funding has begun to take a priority.</p> <p>3. At the request of SWSA school board representatives, we have begun meeting monthly and discussing key topics to support their role. Board members are finding this discussion (following the SWSA meeting) to be extremely beneficial and are now requesting topics for discussion.</p> <p><i>a.</i> During the COVID-19 crisis, these meetings were held bi-weekly and will be returning to a monthly meeting beginning June 5, 2020.</p>



SWSA superintendents and board members meet with Charles Franklin and Alan Borsuk to discuss specific challenges facing K-12 education and to review the Marquette poll.



2019-2020 Annual Report

SWSA advocates for the benefit of all students by driving education policies supporting strong public schools to ensure world class practices, economic vitality, and community well-being. www.schoolsalliance.com

A team of SWSA members are invited to attend one of the Governor's press conferences.



Speaker Robin Vos joins the SWSA for full membership meeting March 2020. The team shared questions prior to the meeting that Speaker Vos addressed during the meeting.

The DPI State Superintendent Carolyn Stanford Taylor meets with the SWSA Membership and also with a small group to discuss issues facing K-12 education.



KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 28, 2020

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

July

- July 3, 2020 – Fourth of July Observance – District Closed
- July 16, 2020 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- July 20, 2020 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- July 28, 2020 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual

August

- August 17, 2020 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- August 18, 2020 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- August 25, 2020 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual

Bd/ragtsr.doc

This page intentionally left blank