



**Kenosha Unified  
School District**

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**ACADEMICS. OPPORTUNITY. SUCCESS.**

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**REGULAR BOARD MEETING**

**Tuesday, November 17, 2020**

**7:00 PM**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

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Regular Board Meeting  
Tuesday, November 17, 2020  
Educational Support Center  
3600 52nd St.  
Kenosha, WI 53144  
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
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• Indian Trail Varsity Girls' Tennis Places at Regional Competition	
• Indian Trail "The Pulse" Newspaper wins KEMPA Regional Journalism Contest	
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**Kenosha Unified School District**  
**Kenosha, WI**  
**November 17, 2020**

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

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>
Appointment	Birz	Alec	Nash Elementary School	Special Education	ESP	10/22/2020	1
Appointment	Carter	Stefanie	Roosevelt Elementary School	Grade 5	Instructional	11/02/2020	1
Appointment	Darow	James	Tremper High School	Special Education	ESP	11/04/2020	1
Appointment	Davis	Kyle	Grant Elementary School	Night Custodian - Second Shift	Facilities	10/05/2020	1
Appointment	Islas	Abigail	EBSOLA CA	Special Education	ESP	10/25/2020	1
Appointment	Johnson	Laurie	Bose Elementary School	Intervention Specialist	Instructional	11/05/2020	0.33
Appointment	Parrone	Christine	KTEC West	Night Custodian - Second Shift	Facilities	10/13/2020	1
Appointment	Perry	Rebecca	Lance Middle School	Administrative Support (12 MO)	ASP	11/10/2020	1
Appointment	Prieto	Crystal	Indian Trail HS & Academy	Administrative Support (12 MO)	ASP	11/02/2020	1
Appointment	Strangberg	Samantha	Nash Elementary School	Multi-Age 4/5	Instructional	10/28/2020	1
Appointment	Werwie	Elizabeth	Tremper High School	Administrative Support (10 MO)	ASP	10/23/2020	1
Appointment	Wilde	Mark	Strange Elementary School	Night Custodian - Second Shift	Facilities	10/05/2020	1
Appointment	Willms	Chad	Facilities	Master Plumber	Facilities	11/02/2020	1
Resignation	Bardwell	Lori	Lincoln Middle School	Guidance	Instructional	11/12/2020	1
Resignation	Barlow-Christoun	Kevin	Facilities	Maintenance, Environmental and Safety Manager	Facilities	01/25/2021	1
Resignation	Cox	Tara	EBSOLA CA	Cross Categorical	Instructional	10/30/2020	1
Resignation	Gallo	Maddie	Indian Trail HS & Academy	History	Instructional	11/08/2020	1
Resignation	Kalowski	Janine	Lance Middle School	Math	Instructional	10/20/2020	1
Resignation	Nicklas	Christine	Bullen Middle School	Cross Categorical	Instructional	11/20/2020	1
Resignation	Rollet	Philippe	Tremper High School	French	Instructional	11/06/2020	1
Resignation	Zapf	Jennifer	Bradford High School	E.D.	Instructional	11/13/2020	1
Retirement	Drosen	Carolyn	Pleasant Prairie Elementary	Grade 5	Instructional	12/31/2020	1
Retirement	Larkin	Valerie	Forest Park Elementary School	Grade 3	Instructional	12/31/2020	1

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SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 22, 2020

A special meeting of the Kenosha Unified School Board was held on Thursday, October 22, 2020, in Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:30 P.M. with the following members present: Mr. Battle, Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis; Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy; Mr. Tarik Hamdan, Chief Financial Officer; and Mr. Kevin Neir, Interim Chief Human Resources Officer; were also present.

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

Mr. Duncan announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation and Personnel: Compensation and/or Contracts.

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. Litigation and Personnel: Compensation and/or Contracts

Attorney Lewis, Mr. Hamdan, and Mr. Neir updated the board on personnel and retiree compensation and asked for direction from the board in regards to same.

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

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 26, 2020

A special meeting of the Kenosha Unified School Board was held on Monday, October 26, 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 Regarding Policy 4111 - Employee Anti-Harassment, Policy 5110.1 - Student Equal Opportunity and Nondiscrimination in Education, Policy 5110.2 - Non Discrimination Guidelines Related to Students Who are Transgender and Students Nonconforming to Gender Role Stereotypes, and Policy 5111 – Bullying.

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. Dr. Savaglio-Jarvis and Attorney Ronald Stadler (virtually) from Jackson Lewis PC were 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.

Views and comments by the public, both in person and virtually, were made. Mrs. Modder indicated that views and comments were received electronically from Ms. Feldt, Mr. Seaver, and Ms. Farrar and noted that they would be posted on the district's website.

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

Meeting adjourned at 6:27 P.M.

Stacy Schroeder Busby  
School Board Secretary



SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 27, 2020

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 27, 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 6:03 P.M. with the following members present: Mr. Battle, Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis; Mr. Kevin Neir, Interim Chief of Human Resources; and Mr. Brian Knee, Litigation Manager at Community Insurance Corporation; 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 Litigation and Personnel: Problems.

Mr. Battle 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. Litigation

Mr. Knee updated Board members on litigation matters.

2. Personnel: Problems

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

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

Meeting adjourned at 6:47 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD OCTOBER 27, 2020

A regular meeting of the Kenosha Unified School Board was held on Tuesday, October 27, 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 7:00 P.M. with the following Board members present: Mr. Battle, Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis was also present.

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

Ms. Stevens introduced the student ambassador, Quentin Smith from Indian Trail High School and Academy, and he made his comments.

Mrs. Tanya Ruder, Chief Communications Officer, presented the WIAA Award of Excellence – Tremper High School Athletes and Coaching Staff.

There were no Administrative and/or Supervisory Appointments.

Dr. Savaglio-Jarvis gave the Superintendent's Report which also included a COVID-19 presentation by Mr. Keckler which included the following topics: total cases by location, positive cases for in-persons student and staff, positive cases for virtual students, positive cases and trending with 7-day average, quarantined staff, quarantined students, and positive cases.

Mrs. Modder gave the legislative report.

Views and comments were made by the public.

Remarks by the President were made by Mr. Duncan.

Board members considered the following Consent-Approve items:

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

Consent-Approve item X-B – Minutes of the 9/15/20 Public Hearing on the Budget, 9/15/20 Annual Meeting of Electors, 9/15/202 Special Meeting, 9/22/20 Special Meeting and Executive Session, 9/22/20 Regular Meeting, and 9/29/20 Special Meeting.

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

“It is recommended that the September 2020 cash receipt deposits totaling \$78,491.23, and cash receipt wire transfers-in totaling \$22,418,457.72, be approved.

Check numbers 595907 through 596492 (net of voided batches) totaling \$4,722,803.92, and general operating wire transfers-out totaling \$3,357,792.67, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the September 2020 net payroll and benefit EFT batches totaling \$11,563,493.60, and net payroll check batches totaling \$7,053.13, be approved.”

Consent-Approve item X-D – Update on Student and Staffing Technology Acceptable Use Policies submitted by Mr. Travis Ciesielski, Technology Program Manager; Mrs. Angela Becker, Network Manager; Mrs. Annie Fredriksson, Coordinator of Instructional Technology; Mr. Kristopher Keckler, Chief Information Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“As Kenosha Unified has expanded its technology inventory over the last several years, the instructional model has also expanded to allow for a variety of teaching methods and support. Looking at the mobile device stock district-wide, KUSD was very close to operating a 1:1 program. Allowing students to interact and gain comfort and value using technology for educational benefit has been a major tenet of the KUSD landscape. With the growth of the COVID pandemic from this past Spring and the realization that students would need to be able to access their curriculum and tools regardless of physical location, the KUSD School Board approved a dedicated 1:1 program in May, 2020. Starting with the 2020-21 school year, each student enrolled in KUSD will be assigned a dedicated mobile laptop, as well as supporting Internet access for those students who do not have dedicated Internet at home. To help support this program, the related policies have proposed revisions to communicate the expectations and objectives for KUSD staff and students. Unless otherwise noted, all KUSD owned devices are to be returned once the student is no longer enrolled or upon request.

Moving ahead, the primary objective is to develop the necessary technological and instructional support structure that will continue to build capacity and positive impact on student learning.

At its September 22, 2020, regular meeting the Board of Education reviewed and approved the listed revisions as a first reading. Administration recommends that the Board of Education review and approve the listed revisions as a second reading at the October 27, 2020, regular School Board meeting:

- Policy and Rule 4226 Staff Technology Acceptable Use Policy; and
- Policy and Rule 6633 Student Technology Acceptable Use Policy.”

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

Dr. Savaglio-Jarvis presented the High School New Course Requests submitted by Mrs. Julie Housman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified School District, in collaboration with Carthage College and the University of Wisconsin—Parkside, has developed a Rising Educators Program to increase the diversity, talent, and commitment of the workforce. Through this program the following will be achieved:

- Offer dual enrollment teacher education courses to high school juniors and seniors.
- Create a Rising Educators Club for high school students.
- Collaborate with Carthage and Parkside to offer eleventh and twelfth grade students up to 16 college credits towards a degree in education.
- Provide students access to the respective college/university and on-campus privileges, such as use of the library.

If approved, the courses will be offered in the second semester of the 2020-21 school year. Juniors and seniors electing to participate in the courses will become part of Cohort 1. Juniors in Cohort 1 will have the ability to complete two additional education courses in the 2021-22 school year. Pending course enrollments and staffing allocations, it is the goal to offer two courses each semester from Carthage College and two courses each semester from the University of Wisconsin—Parkside.

Additional course requests for the Rising Educators Program will be forthcoming in October 2020 for implementation in the 2021-22 school year.

Carthage College, the University of Wisconsin—Parkside, and the Office of Teaching and Learning are proposing, for Board of Education approval, the addition of two new courses for implementation in the second semester of the 2020-21 school year. These new courses will support the Rising Educators Program. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions.

Administration recommends that the Board of Education approve the addition of the following two courses for the Rising Educators Program for second semester of the 2020-21 school year:

- Carthage College: Education and Society A; and
- University of Wisconsin—Parkside: Foundations in Education B.”

Mr. Battle moved to approve the High School New Course Requests for the Rising Educators Program for second semester of the 2020-21 school year. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Request to Provide WIAA Winter and Spring Sports submitted by Mr. Bryan Mogensen, Coordinator of Athletics, Physical Education, Health, Recreation and the Senior Center; Mrs. Housman; and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified School District, Franklin School District, Oak Creek School District and Racine Unified School District make up the Southeastern Athletic conference. WIAA released winter sports guidance on October 9, 2020. Athletics will adhere to the WIAA sports specific guidance. Student athlete participation is strictly voluntary. Each student and parent/guardian will be required to sign the KUSD Extra Curricular Waiver and Release of Claims form (Appendix A). The WIAA winter seasonal start dates are:

- November 16, 2020 for girls basketball, gymnastics, and hockey;
- November 23, 2020 for boys basketball, wrestling, and boys swim and dive;
- April 19, 2021 for track and field, baseball, softball and boys golf;
- April 26, 2021 for girls soccer;
- May 3, 2021 for boys tennis; and
- To be determined date for girls lacrosse.”

Administration supports moving forward with the WIAA recommended plan for winter sports and the anticipated WIAA plan for spring 2021 sports following School Board approval of the plan.

Administration requests that the Board of Education approve WIAA’s recommendation of a seasonal start date of:

- November 16, 2020 for girls basketball, gymnastics, and hockey;
- November 23, 2020 for boys basketball, wrestling, and boys swim and dive;
- April 19, 2021 for track and field, baseball, softball and boys golf;
- April 26, 2021 for girls soccer;
- May 3, 2021 for boys tennis; and
- To be determined date for girls lacrosse.”

Mr. Battle moved to approve WIAA’s seasonal sports start dates contained in the report. Mr. Garcia seconded the motion. Unanimously approved.

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

“Approval from the Board of Education is requested to carry over funds for the Head Start Federal Grant from the 2019-2020 budget year in the amount of \$191,041 to the budget year of 2020- 2021. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program. These funds were not used during last year’s budget due to the circumstances associated with the COVID-19 pandemic.

Administration recommends that the school board approve the request to carryover funds in the amount of \$191,040 from the Head Start Federal Grant for the 2020-2021 school year.”

Ms. Stevens moved to approve the request to carryover funds in the amount of \$191,040 from the Head Start Federal Grant for the 2020-2021 school year. Ms. Adams seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Official Third Friday Enrollment Report submitted by Mrs. Laura Sawyer, Data Analyst; Mrs. Erin Roethe, Data Analyst; Mrs. Lorien Thomas, Research Coordinator; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“Annually, Administration provides the Kenosha Unified School Board with the District's Official Third Friday Enrollment Report. The data contained in this report are also reported to the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this report contains only enrollment data and does not contain student membership data that are used to develop revenue projections and budgetary planning documents.

District-wide, enrollment decreased -1,336 students, from 20,919 students in 2019-20 to 19,583 students in 2020-21. This was the largest single year decrease KUSD has experienced, and about 3 times the decrease from the previous year. Beginning in 2009-10, Kenosha started to experience a decline in community birth rates, with the related effect of declines in elementary school enrollments five years later. This trend has now impacted grades prekindergarten through grade 5. Noticeable increases have been identified in multiple areas when compared to trends from prior school years. Alternative Open Enrollment Out applications were nearly triple this past summer, transfer requests from KUSD public to local private schools were also triple the historical pattern. And most perceptible of all, parents requesting to homeschool their children was at least five times the usual amount when compared to past summers.

The District reported decreases for all levels including elementary, middle and high school boundary groups. Boundary elementary schools decreased overall by -962 students, boundary middle schools decreased by -66 students, and boundary high schools decreased by -173 students. Overall, this is attributed to both the continual declining birth rate and the noticeable exits of student to homeschool and local private schools and Open Enrollment requests.

The 2020-21 Official Third Friday Enrollment Report is an informational item.”

Mr. Keckler gave an Official Student Enrollment Trend PowerPoint presentation which covered the following topics: overall enrollment trends, number of births and KUSD kindergarten enrollment (5 years), Wisconsin births, KUSD exits to area private schools, KUSD homeschool impact, KUSD open enrollment, student race/ethnicity, 8-year trend, 7-year trend, cohort average, change in enrollments and teacher FTE, and 5 year % change in enrollments and teacher FTE.

Mr. Keckler answered questions from Board members. No action was taken as this was an informational item.

Dr. Savaglio-Jarvis presented the Change in the Fiscal Year 2019-20 Adopted Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“The Board of Education adopted the 2019-2020 budget on October 22, 2019, as prescribed by Wisconsin State Statute 65.90. From time to time there is a need to modify or amend the adopted budget for a variety of reasons. State Statutes require that official modifications to the adopted budget be approved by two-thirds majority of the Board of Education and that there be a publication of a Class 1 notice within 10 days of approval. This document identifies budget modifications to the 2019-2020 budget delineated by fund and project.

The majority of these changes are the result of carryover notifications determined to be available for various grants after the budget was formally adopted. Other grant awards (e.g. Education Foundation, mini-grants) were also received after the adoption of the budget. These grant awards conform to existing board policy and have been previously shared with the Board of Education through the approval of the grant as well as grant summary reports submitted to the Audit/Budget/Finance Committee.

Since State Statutes authorize the budget to be adopted by function; administration also requests approval of additional budget modifications that did not add or subtract dollars to the overall budget, but may have changed the function or purpose of the funding.

These budget modifications include:

- Transferred budgets and expenditures from one salary account to another salary account resulting from a review of position control. Reclassifying the salary and benefit dollars from one account to another does not change the overall amount of the budget.
- Transferred operational line item budget dollars from one budget account to another as a result of ongoing review and monitoring of budgets. Reclassifying budget dollars from one account to another account does not change the overall amount of the budget.
- Transferred grant budgets to the appropriate function or object based on formal DPI grant modifications. Since the budget was formally adopted, some grant managers have requested that expenditure budget dollars be reassigned to the function or object where the dollars were expended. The grant budgets have been revised and the resulting modifications may have changed the function or object of the expenditures, but they did not change the total amount of the grant.

Attachment A is a copy of the Notice of Change in Adopted Budget in the proper State approved format that will need to be published in the Kenosha News after the Board has approved these budget modifications.

Administration requests that the School Board approve this report and that the attached Class 1 notice be published within 10 days of the official Board adoption.”

Ms. Adams moved to approve the Change in the Fiscal Year 2019-20 Adopted Budget and that the attached Class 1 notice be published within 10 days of the official Board adoption. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the 2019-2020 Budget Carryovers to the 2020-2021 Budget submitted by Mrs. Salo, Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“Historically, Kenosha Unified School District (KUSD) has prohibited the automatic carryover of unutilized budget authority from one fiscal year to the next. At the August 9, 2000, meeting of the School Board, it was unanimously approved to discontinue the practice of automatic site carryovers. Carryover authority is now only approved on an exception basis.

Purchases that were authorized, but not fully executed, by the close of the respective fiscal year may lead to a request to carry budget dollars over to the next year to cover those expenses.

Also, several exceptional items are potentially carried over from year to year. The administration is requesting to carryover the following amounts identified in Attachment A to the 2020-2021 fiscal year budget:

Site Requested Carryover	\$ 751,972
Required Grant Carryover	\$ 461,736
School Discretionary Carryover	\$ 374,911
Donation and Mini-Grant Carryover	\$ 260,286
Athletic Fields Carryover	\$ 32,060
Theater (Co-Curricular) Carryover	<u>\$ 65,795</u>
Total Fund 10 Carryover	\$1,946,759

Administration requests that the School Board approve this report so that these carryover funds can be incorporated into the adopted 2020-2021 budget.”

Mr. Wade moved to approve the 2019-2020 Budget Carryovers to the 2020-2021 Budget. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Formal Adoption of the 2020-21 Budget submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“The public hearing on the 2020-21 budget and the annual meeting of district electors were held on September 15, 2020, in the auditorium of Indian Trail High School and Academy. At the annual meeting of district electors, our stakeholders voted to approve the tax levy at the maximum amount allowed by law. At the time of the annual meeting, it is important to note that key variables in the budgeting process were not finalized, therefore conservative estimates were included.



Since the public hearing and the annual meeting, the administration has updated the budget to reflect key components such as student membership, equalized property valuations, certified state aid, tax levies, and detailed staffing costs (salary and benefits).

This year, due to COVID-19, we experienced a larger than expected drop in our student enrollment as submitted in our official 3rd Friday counts which drive our revenue limit authority. While we had planned for a loss of approximately 300 student full-time equivalents (FTE), we actually experienced a loss of 1,187 FTE. This severe decline triggered additional temporary (non-recurring) revenue limit exemptions that are meant to buy us time and provide temporary budget relief as we prepare to make adjustments to our operations. This additional revenue limit authority of approximately \$3.1 MM as compared to the preliminary budget presented on the night of the annual meeting of electors, is not offset by additional state aid, therefore it will lead to an additional tax levy. In addition, the exemption that we claim to fund the private school vouchers which we have to pay through our budget increased by approximately \$875 K due to a higher number of students in our boundary areas enrolling in private schools and qualifying for vouchers.

In the official October 15th certification, our general state aid decreased by \$3,238,095 or 2.16% as compared to last year. Our total state aids, that impact tax levy, decreased by a total of \$4,025,465 or 2.64% due to an additional reduction in the state aid for personal property as shown in the following table.

The 2020-21 general fund (10) is being presented as a balanced budget in which expenditures are projected to equal revenues. The District is in a positive position where we can absorb the carryover spending authority request of approximately \$2 MM within this balanced budget leaving approximately \$500 K pending allocation by the Board of Education.

Unassigned general fund balance reserves are currently greater than 10% of budgeted expenditures; therefore, the portion of school board policy 3323 that requires a one million dollar budgeted surplus (if the fund balance is below the 10% threshold) will not be applicable for the 2020-21 budget.

The proposed tax levy for the general fund (10) is the maximum amount allowed within state law without going to referendum. The overall 9.63% increase in total tax levy equates to \$8,395,734 more local property tax dollars needed for the Kenosha Unified School District as compared to the previous year. The increase in tax levy is directly correlated to decreases in state aid and additional temporary revenue limit authority driven by the severe decline in enrollment and an increase in private school vouchers.

The total mill rate (tax per \$1,000 of equalized property valuation) is \$8.94, a 4.02% increase as compared to the prior year rate of \$8.59. This increase is the result of changes in both tax levy and equalized property values in our district. Our equalized property value increased by 5.39% from last year, which means the increased tax levy is spread over a larger tax base, which results in a mitigated change in the mill rate. This tax levy scenario

and a historical view of the District's equalized property values, tax levies, and mill rates are delineated in Attachment A.

It is requested that the Board of Education accept the following recommendations:

1. Formally adopt the District's 2020-2021 budget using the accompanying budget adoption motion (Attachment B).
2. Direct the administration to prepare a class one legal notice to be published publicly within ten days of the adoption (Attachment C).
3. Approve the property tax levy to be collected from the municipalities within the school district in the amount of \$80,475,961 for the general fund, \$13,598,392 for the debt service fund, and \$1,500,000 for the community service fund, that the Board must approve levy amounts on or before November 1st each year, per Wis. Stats. 120.12 (3)(a).
4. Direct the district clerk to certify and deliver the Board approved tax levy to the clerk of each municipality on or before November 10, 2020.
5. Approve the qualifying items to be included in the ESSER Grant plan (Attachment D)."

Mr. Wade moved to formally adopt the District's 2020-2021 budget using the accompanying budget adoption motion contained in Exhibit B, that administration prepare a class one legal notice to be published publicly within ten days of the adoption (Attachment C), approve the property tax levy to be collected from the municipalities within the school district in the amount of \$80,475,961 for the general fund, \$13,598,392 for the debt service fund, and \$1,500,000 for the community service fund, that the clerk certify and deliver the Board approved tax levy to the clerk of each municipality on or before November 10, 2020, and approve the qualifying items to be included in the ESSER Grant plan (Attachment D). Ms. Stevens seconded the motion. Unanimously approved.

Mr. Garcia presented Resolution 370 – American Education Week which read as follows:

*"WHEREAS*, American Education Week, which has been celebrated since 1921, is designated to celebrate and honor the individuals who are dedicated to ensuring every child receives a quality education; and

*WHEREAS*, collaborative sponsors include the U.S. Department of Education and national organizations, including the American Association of School Administrators, the American Federation of Teachers, the American Legion, the American Legion Auxiliary, the American School Counselor Association, the Council of Chief State School Officers, the National Association of State Boards of Education, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, National PTA, the National School Boards Association, the National School Public Relations Association; and

*WHEREAS*, public schools are the backbone of our democracy, providing young people the tools they need to maintain our nation's precious values of freedom, civility and equality; and

*WHEREAS*, by equipping Kenosha's youth with both practical skills and broader intellectual abilities, we give them hope for, and access to, a productive future; and

*WHEREAS*, all Kenosha Unified staff strive to provide the highest level of professionalism when serving the students and families of our community; and

*WHEREAS*, our schools encourage the bringing together of children, families, educators, volunteers, business leaders and elected officials in a common enterprise that offers exceptional opportunities in academics, athletics, fine arts and extracurricular activities to provide students with the skills needed to grow and succeed in a global society.

*NOW, THEREFORE*, be it resolved that Kenosha Unified School District does hereby proclaim November 16-20, 2020, as the annual observance of American Education Week.

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

Mr. Garcia moved to approve Resolution 370 – American Education Week. Ms. Modder seconded the motion. Unanimously approved.

Ms. Adams presented the Donations to the District.

Ms. Adams moved to approve acceptance of the above listed gifts(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90 (5)(a). Ms. Modder seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:36 P.M.

Stacy Schroeder  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
November 17, 2020

<b>CASH RECEIPTS</b>	reference	total
<b>October 2020 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	state aids register receipts	\$ 305,539.02
Johnson Bank	account interest	96.77
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	7,040.95
Bank (RevTrak)	district web store receipts (net of fees)	66,954.98
Retired & Active Leave Benefit Participants	premium reimbursements	30,326.39
HHS	head start grant	339,941.82
Various Sources	small miscellaneous grants / refunds / rebates	8,900.63
Total Incoming Wire Transfers		758,800.56
<b>October 2020 Deposits to Johnson Bank - All Funds:</b>		
General operating and food services receipts	(excluding credit cards)	74,374.92
<b>TOTAL OCTOBER CASH RECEIPTS</b>		<b>\$ 833,175.48</b>

<b>CASH DISBURSEMENTS</b>	reference	total
<b>October 2020 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>Payroll &amp; Benefit wires</i>		
Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 8,075,758.91
WI Department of Revenue	state payroll taxes	551,161.79
WI Department of Revenue	state wage attachments	4,817.61
IRS	federal payroll taxes	2,821,120.44
Delta Dental	dental insurance premiums	231,888.18
Diversified Benefits Services	flexible spending account claims	4,934.06
Employee Trust Funds	wisconsin retirement system	388,485.94
NVA	vision insurance premiums	21,373.93
Optum	HSA	301,719.49
Various	TSA payments	337,815.69
<i>Subtotal</i>		12,739,076.04
<i>General Operating Wires</i>		
US Bank	purchasing card payment-individuals	195,240.01 *
Kenosha Area Business Alliance	LakeView lease payment	16,666.67
Johnson Bank	banking fees	938.10
United Healthcare	health insurance premiums	3,522,485.76
USAC Payment	erate refund	15,577.44
Various	returned checks	4.00
<i>Subtotal</i>		3,750,911.98
Total Outgoing Wire Transfers		\$ 16,489,988.02

**October 2020 Check Registers - All Funds:**

Net payrolls by paper check	Register# 01020DP, 01021DP 01912DP	\$ 24,709.22
General operating and food services	Check# 596493 thru Check# 597460 (net of void batches)	7,057,329.07
Total Check Registers		\$ 7,082,038.29

**TOTAL OCTOBER CASH DISBURSEMENTS** **\$ 23,572,026.31**

\*See attached supplemental report for purchasing card transaction information

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending October 15, 2020

Merchant Name	Total
BUTTERS-FETTING	\$ 22,868.77
3654 INTERSTATE	\$ 12,306.26
IN *GROHS ELECTRIC LLC	\$ 9,870.77
SAN-A-CARE	\$ 7,014.62
JUSTAGAMELIVE.COM	\$ 6,000.00
PROVANTAGE	\$ 5,892.00
IN *A BEEP, LLC	\$ 5,455.36
INDUSTRIAL CONTROLS	\$ 4,912.07
RESTAURANTS & CATERING	\$ 4,875.32
VEHICLE MAINT. & FUEL	\$ 4,363.53
HALLMAN LINDSAY PAINTS -	\$ 4,217.46
BADGER THERMAL UNLIMITED	\$ 4,197.94
MARK'S PLUMBING PARTS	\$ 3,915.38
TRANE SUPPLY-116407	\$ 3,692.09
GRANITE VALLEY FOREST PRO	\$ 3,117.40
SWEETWATER SOUND	\$ 3,114.00
SCHOOL LEADERS ADVANC	\$ 2,704.00
REI*GREENWOODHEINEMANN	\$ 2,540.78
VIKING ELECTRIC-MILWAUKEE	\$ 2,476.48
MENARDS KENOSHA WI	\$ 2,360.79
RAYNER AND RINN SCOTT INC	\$ 2,265.60
SQ *BADGERLAND MECHANICAL	\$ 2,254.00
IN *TRIED & TRUE TREE CAR	\$ 2,200.00
MUSIC THEATRE INTL	\$ 2,199.00
BATTERIES PLUS #0561	\$ 2,119.55
TRUGREEN *LOCKBOX	\$ 2,006.00
AED SUPERSTORE	\$ 1,634.00
HAJOCA KENOSHA PC354	\$ 1,525.35
FILTRATION CONCEPTS INC	\$ 1,491.28
HIGHWAY C SERVICE INC	\$ 1,467.94
JIM MURRAY INC	\$ 1,430.00
ULINE *SHIP SUPPLIES	\$ 1,382.30
DSPS EPAY ISE	\$ 1,300.00
SQ *WISCONSIN SCHOO	\$ 1,200.00
FIRST SUPPLY LLC #2033	\$ 1,163.96
LYNCH CHEVROLET OF KENOSH	\$ 1,152.19
TYCON SYSTEMS INC	\$ 1,138.28
CUSTOMINK LLC	\$ 1,114.56
CHRISTOPHER R GREEN SR	\$ 1,110.70
IN *BLOOMZ INC	\$ 1,091.47
BESTBUYCOM806332550226	\$ 1,065.49
ZORN COMPRESSOR & EQUIPM	\$ 1,051.41
HUDL	\$ 1,050.00
SCHOLASTIC, INC.	\$ 1,046.89
USPS.COM POSTAL STORE	\$ 1,034.00
GOOD ARMSTRONG TRAINING	\$ 1,025.00
BUILDERS HARDWARE AND HOL	\$ 1,011.00

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending October 15, 2020

Merchant Name	Total
ROBERT BROOKE & ASSOCIATE	\$ 992.29
VYRON CORPORATION	\$ 970.00
DASH MEDICAL GLOVES	\$ 936.90
DEMCO INC	\$ 818.58
LW MEYER INC	\$ 796.92
LOWES #02560*	\$ 796.69
GRAINGER	\$ 778.71
CESA 6	\$ 750.00
CUMMINS INC - F6	\$ 735.25
CLASSY THREADS	\$ 720.59
4IMPRINT	\$ 706.80
SQ *JOPA DBA WANASEK CRAN	\$ 639.63
MCMaster-CARR	\$ 631.34
DOLLAR RENT A CAR	\$ 626.38
VERNIER SOFTWARE & TEC	\$ 625.00
STAGEAGENT FOR SCHOOLS	\$ 600.00
EUROFINS SF ANALYTICAL LA	\$ 574.00
OFFICEMAX/DEPOT 6869	\$ 555.97
HYDRO-FLO PRODUCTS INC	\$ 554.90
BANKS VACUUM CORP	\$ 538.00
TCT*ANDERSON'S	\$ 532.78
SP * BLACKHAWK SUPPLY	\$ 532.58
SHERWIN WILLIAMS 703180	\$ 521.89
INSTACART	\$ 520.57
USMARKERBOARD	\$ 515.94
WASBO FOUNDATION	\$ 505.00
FASTENAL COMPANY 01WIKEN	\$ 503.46
USPS PO 5642800260	\$ 490.00
PACETTI'S MUSIC	\$ 475.00
FLAG CENTER	\$ 440.00
V BELT GLOBAL SUPPLY	\$ 425.82
REALLY GOOD STUFF	\$ 419.87
CONNEY SAFETY	\$ 412.87
INDEED	\$ 399.34
AMAZON.COM*MK6PV0ZG0	\$ 394.12
JON DON ECOMM #999	\$ 385.25
JMAC SUPPLY	\$ 382.03
BRIGHTON DALE LINKS PRO S	\$ 375.00
ILLINOIS SCHOOL PSYCHOLOG	\$ 360.00
SPL*CESA #1	\$ 360.00
HISPANIC ASSOCIATION OF	\$ 345.00
NEOPOST	\$ 343.54
AMZN MKTP US*M49YQ47C1	\$ 341.64
KRANZ INC.	\$ 337.87
AWARD COMPANY OF AMERICA	\$ 328.66
CHESTER ELECTRONIC SUPPLY	\$ 305.98
IN *ECONO SEWER AND DRAIN	\$ 303.85

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending October 15, 2020

Merchant Name	Total
WI DHFS LEAD AND ASBESTOS	\$ 300.00
JOHNSTONE SUPPLY	\$ 299.28
CORWIN *LEARNING	\$ 299.00
BROOKS TRACTOR MOUNT PLEA	\$ 294.96
THE WEBSTAURANT STORE	\$ 294.34
SQ *GEORGE CAPOUN GOLF AC	\$ 294.00
DPI E PAY PUBL SALES	\$ 280.00
BLT*FRAME & OPTIC - WHOLE	\$ 273.65
SAMS CLUB #6331	\$ 268.15
WOODWORKERS HARDWARE I	\$ 255.95
THE HOME DEPOT 4926	\$ 247.26
ACTFL AMRCN CNCL TCHNG FR	\$ 245.00
UWW CAMPS AND CONFERENCES	\$ 240.00
RSCHOOLTODAY	\$ 240.00
ARO LOCK & DOOR	\$ 240.00
S & S SALES CORP	\$ 224.82
AMZN MKTP US*MK0I21491	\$ 222.50
GFS STORE #1919	\$ 221.70
SIGNUPGENIUS	\$ 215.78
AT&T*BILL PAYMENT	\$ 215.43
AMZN MKTP US*M40JB6W52	\$ 208.21
MOTION INDUSTRIES WI08	\$ 207.33
NATIONALASS	\$ 205.00
SMUGMUG*ONLINE PHOTOS	\$ 200.00
AWL*PEARSON EDUCATION	\$ 191.20
DOLLAR TREE, INC.	\$ 183.13
PRAIRIE SIDE ACE HDWR	\$ 182.46
E-CONOLIGHT	\$ 181.47
SHOWMARK MEDIA	\$ 178.50
SCHOLASTIC EDUCATION	\$ 175.32
SCRIPPS SPELLING BEE	\$ 175.00
COLLEGEBOARD WORKSHOPS	\$ 175.00
RESTROOM STRATEGIC	\$ 174.75
CORD DBA NCPN	\$ 165.00
FESTIVAL FOODS	\$ 165.00
TOTALLY PROMOTIONAL	\$ 158.40
OFFICEMAX/DEPOT 6358	\$ 158.19
YAHOO SMALL BUSINESS	\$ 155.76
AMZN MKTP US*MK5657K72	\$ 151.94
FEDEX 771602591374	\$ 150.64
AMZN MKTP US*M407V9MY0	\$ 150.00
DOLLAR TREE	\$ 149.16
KIMBALL MIDWEST PAYEEZY	\$ 148.07
EDUCATION ADMIN WEB ADVI	\$ 148.00
AMAZON.COM*M45RB5H01 AMZN	\$ 145.50
SPECTRUM	\$ 138.91
BSN SPORTS LLC	\$ 135.27



**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending October 15, 2020

Merchant Name	Total
LINCOLN CONTRACTORS SUPPL	\$ 134.98
IN *ALGAE RESEARCH AND SU	\$ 134.90
SIGHT READING FACTORY	\$ 127.80
SQ *JACK ANDREA	\$ 126.18
BEMYAPPHACKATHON.COM	\$ 125.00
REV.COM	\$ 122.50
WAL-MART #1167	\$ 120.64
COSTCO WHSE #1198	\$ 120.54
KENOSHA TAX	\$ 120.00
MICHAELS #9490	\$ 118.50
NSPRA	\$ 118.00
WISCONSIN EDUCATIONAL MED	\$ 118.00
PLANK ROAD PUBLISHING IN	\$ 116.95
TARGET 00022517	\$ 115.22
SQ *GORDON FOOD SER	\$ 105.45
SUB*WASHPOST*006166566	\$ 100.00
TREW AUDIO ATLANTA	\$ 100.00
INSTACART SUBSCRIPTION	\$ 99.00
PADLET* PADLET SOFTWARE	\$ 96.00
WRISTBAND.COM	\$ 94.96
YUTKA FENCE - YUTKAFENCE	\$ 94.80
HARBOR FREIGHT TOOLS 358	\$ 94.80
ROLAND DGA CORPORATION	\$ 92.78
GIH*GLOBALINDUSTRIALEQ	\$ 92.50
SPEEDY METALS - WEBSITE	\$ 91.21
CDW GOVT #2645287	\$ 89.88
HOBBY LOBBY #350	\$ 89.79
SPEED STACKS 877-468-2877	\$ 85.00
HOTEL	\$ 82.00
MEIJER # 284	\$ 81.06
AMZN MKTP US*MK1JX13M2 AM	\$ 80.12
MID STATE EQUIP SALEM 010	\$ 80.06
WERNER ELECTRIC - KENOSHA	\$ 77.67
THE UPS STORE #1893	\$ 76.69
ISTE	\$ 75.00
BOOKLIST MAGAZINE	\$ 75.00
HOLLAND SUPPLY INC	\$ 73.70
SPELLCITY	\$ 69.95
MONSTER JANITORIAL LLC	\$ 66.82
BEST BUY 00011916	\$ 63.29
SAMSClub #6331	\$ 62.92
B&H PHOTO 800-606-6969	\$ 60.15
MAILCHIMP	\$ 59.99
GIMKIT PRO - 1 YEAR	\$ 59.88
REINDERS BRISTOL	\$ 59.87
SCREENCASTIFY UNLIMITE	\$ 58.00
AMZN MKTP US*M42999WV2	\$ 57.86

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending October 15, 2020

Merchant Name	Total
WM SUPERCENTER #1167	\$ 57.59
AMZN MKTP US*M41S86ST1	\$ 52.74
AMZN MKTP US*M46O53CU0	\$ 52.74
DOA WISGLP RAFFLE LICENSE	\$ 51.00
ACCOUNTING SERVICES UT -	\$ 50.00
ZOOM.US	\$ 50.00
PAYPAL *LIZARDPOINT	\$ 49.90
ENCRYPTOMATIC LLC	\$ 48.99
AMZN MKTP US*M48FO5SB2	\$ 46.00
AMZN MKTP US*MK7XE3Z31	\$ 44.00
WALMART.COM AT	\$ 43.93
LEES RENT IT	\$ 43.60
AMZN MKTP US*M43067651	\$ 42.99
AMZN MKTP US*MK1T30TB1	\$ 40.67
RETHINKING SCHOOLS	\$ 40.00
PICK N SAVE #856	\$ 39.59
FIELDPRINT INC	\$ 39.00
SMK*WUFOO.COM CHARGE	\$ 39.00
AMZN MKTP US*MK21W2IX0	\$ 38.91
AMZN MKTP US*MK7L71V71	\$ 33.95
AMZN MKTP US*MK9A28ZC0 AM	\$ 33.21
FBLA-PBL	\$ 33.00
HOERNEL LOCK & KEY INC-KE	\$ 31.80
ADOBE STOCK	\$ 31.64
AMAZON.COM*MK58X91W2 AMZN	\$ 31.29
USA CLEAN INC	\$ 30.22
UPS*1ZT4Y09K0127448228	\$ 30.19
PAYPAL *QUICKLUTION QU	\$ 30.00
SIMPLEINOUT.COM	\$ 29.99
AMAZON.COM*M45P446V0 AMZN	\$ 29.98
CESA 6 GMS SERV FEE	\$ 29.60
AMZN MKTP US*M466N8H22	\$ 29.44
STATSMEDIC.COM	\$ 29.00
DSPS E SERVICE FEE COM	\$ 26.00
AMAZON.COM*M444M3M72 AMZN	\$ 25.29
EB 2020 SYSTEMNOW CON	\$ 25.00
AMZN MKTP US*MK06X9412	\$ 21.98
COSTCO WHSE #1074	\$ 20.32
KENOSHA CHAMBER OF COMMER	\$ 20.00
BLAIN'S FARM & FLEET	\$ 19.98
ENDICIA	\$ 17.99
APPLE.COM/BILL	\$ 15.59
AMZN MKTP US*MK4R33GK0	\$ 15.45
AMAZON.COM*MK1TQ6IL1 AMZN	\$ 15.16
ULTIMATE SLP	\$ 12.95
TACONY CORPORATION	\$ 12.72
USPS.COM CLICKNSHIP	\$ 10.90

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending October 15, 2020

Merchant Name	Total
VIKING ELECTRIC - KENOSHA	\$ 10.22
CALENDLY	\$ 10.00
AMZN MKTP US*MK4WM74P2	\$ 9.99
AMZN MKTP US*M46PC58W0	\$ 9.48
GOPHER SPORT	\$ 8.95
KOHL'S #0212	\$ 7.68
JPMCKENOSHATAXFEE	\$ 2.99
AMAZON PRIME	\$ (79.73)
SCIENCEKITSTORE.COM	\$ (93.91)
AMZN MKTP US	\$ (334.39)
US Bank Purchasing Card Payment - Individuals	\$ 195,240.01

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 17, 2020

**Administrative Recommendation**

It is recommended that the October 2020 cash receipt deposits totaling \$74,374.92, and cash receipt wire transfers-in totaling \$758,800.56, be approved.

Check numbers 596493 through 597460 (net of voided batches) totaling \$7,057,329.07, and general operating wire transfers-out totaling \$3,750,911.98, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the October 2020 net payroll and benefit EFT batches totaling \$12,739,076.04, and net payroll check batches totaling \$24,709.22, 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

November 17, 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, February 19, 2020, July 28, 2020 and on October 26, 2020 for public input:

- 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 lapse in time and the additional Title IX revisions, the policies are being brought forward again for a first and second read.

The policies were approved as a first reading at the July 28, 2020 regular school board meeting and the following suggested changes made at that meeting have been incorporated into the revised policies:

**Policy 4111 – Employee Anti-Harassment:**

- Page two of policy, second from last paragraph, where it states “sexual relationships between staff members, where one has supervisory responsibilities over the other, are highly discouraged”. Replace the word “highly” with a stronger word such as “totally” and/or “firmly”;
- Capitalization of “superintendent” throughout the policy;

- Change “should” to “shall” in the first paragraph of the Rule, when referencing the responding to a harassment claim within 30 days; and
- Add “or designee” when referencing CHRO.

**Policy 5110.1 – Student Equal Opportunity and Non-Discrimination in Education:**

- Replace “should” or “may” with “will” or “shall” throughout policy.

**Policy 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Conforming to Gender Role Stereotypes:**

- Page one of policy, third paragraph under SCOPE. Change “in a timely manner” to “within 15 days”.

**Policy 5111 – Bullying:**

- Fourth paragraph on page two of the policy, change “may” to “will”.

A special board meeting was also held on October 26, 2020, to allow board members the opportunity to hear from the public in regards to these policies.

**Current Legal Challenge**

In regards to Policy 5110.2 - Non Discrimination Guidelines Related to Student Who are Transgender and Students Non Confirming to Gender Role Stereotypes, specifically #3 – Student Privacy, Names and Pronouns, and Official School Records and #7 – Overnight Accommodations, please note that in September, a Dane County Circuit Court Judge issued an injunction that forbids Madison Metropolitan School District employees from lying or deceiving parents about the gender identity that their child may have adopted at school. The lawsuit is ongoing, but the injunction goes into effect immediately as the case is under consideration. Parents have challenged the policy, which includes changing names and pronouns without parental consent, as being unconstitutional. The results of this case will provide further guidance to school districts in Wisconsin as to whether policies allowing minors to change their name or pronouns without parental consent is constitutionally permissible.

Due to this ongoing legal challenge, it is advisable that the board consider approving this policy as a second reading without sections (#3 - Student Privacy, Names and Pronouns, and Official School Records and #7 – Overnight Accommodations) until these legal court matters are resolved.

**Recommendation**

Administration’s recommendation is that revised school board policies 4111, 5110.1, 5110.2, and 5111 be approved as a second reading at the November 17, 2020, regular school board meeting withholding sections #3 – Student Privacy, Names and Pronouns, and Official School Records and #7 – Overnight Accommodations from Policy 5110.2 - Non Discrimination Guidelines Related to Student Who are Transgender and Students Non Confirming to Gender Role Stereotypes until the legal challenge is resolved.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

*Kenosha Unified School District*

*School Board Policies*

*Kenosha, Wisconsin*

*Rules and Regulations*

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~~ 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 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 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 staff to staff, student to staff, or staff to student, 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;
- 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~~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 ~~staff~~ member with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another 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 any person who has stated that they are not interested~~;~~;
- obscene telephone calls, text messages, or social media postings;
- communicating with students and/or parents/guardians via email, text message, websites, social 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;
- inappropriate boundary invasions of personal space or personal life~~;~~; and~~;~~
- ~~Non~~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~~firmly discouraged~~, as they are suspect.~~ 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 ~~distriet~~District but also for each individual in the ~~distriet~~District. It is the responsibility of the administration and all ~~employees~~staff members to ensure that these prohibited activities do not occur. 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 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 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~~Superintendent or 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.

## 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 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., ~~LEGAL REF:~~

~~Wisconsin Statutes~~  
~~Sections 111.31-111.395 (Fair employment standards – employment discrimination)~~  
~~118.195 (Handicapped teacher discrimination)~~  
~~118.20 (Teacher discrimination, including sexual harassment).~~  
~~Title VI and VII U.S. Office of the Civil Rights Act of 1964, as amended by, Equal Rights Division of the Department of Workforce Development, or the U.S. 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 Opportunity Commission Guidelines (29 C.F.R. Part 1604.11)) and/or with courts having proper jurisdiction.~~  
~~(Employee sexual harassment)~~

~~CROSS REF.: 4110 – Equal Employment Opportunity and Affirmative Action~~  
~~Employee Handbook~~

~~ADMINISTRATIVE REGULATIONS: None~~

~~AFFIRMED: April 22, 1994~~

~~REVISED: March 11, 1997~~

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.

~~March 9, 1999~~

~~June 27, 2000~~

~~September 23, 2014~~

~~October 28, 2014~~

~~August 28, 2018~~

**RULE 4111**

ANTI-HARASSMENT - General

Complaints

~~Staff who believe they have been unlawfully harassed by another member of the district or a non-employee are entitled to~~

~~"Harassment" means any threatening, insulting, or dehumanizing gesture, 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) or their designee is designated as the complaint officer and is responsible for responding to harassment complaints not resolved on an informal 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 complaint incident involves the CHRO, the report should be made to the District Superintendent shall be designated as the complaint officer and will be responsible for responding to the harassment claim.

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.

~~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 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, not to exceed 30 days. 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 or designee 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 or designee 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 the 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, subject to the appeal process set forth below.

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 U.S. Equal Employment Opportunity Commission, 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 District 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 District conditioning the provision of an aid, benefit, or service of the 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 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 sexually harassed by another 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 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. An oral 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 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, 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
- every person is prohibited from 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. The district 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~~ 30 days. ~~This deadline may be extended for good cause, but it should~~ will always be completed in a timely manner without any undue delay. If a complainant believes that there is undue delay, 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; they learn during the course of the investigation.

~~All information shall be compiled~~ The complaint officer and ~~provided along with~~ 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 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 appropriate/relevant 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~~will 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~~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 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. The school board shall be the decision-maker on all appeals. A written decision of the appeal shall be provided simultaneously to both parties within 30 days and shall state the rationale for the decision.

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, U.S. Equal Employment Opportunity Commission) 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.

LEGAL REF: Wisconsin Statutes

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

118.195 (Handicapped teacher discrimination)

118.20 (teacher discrimination, including sexual harassment).

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

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Age Discrimination in Employment Act of 1967 (Age discrimination)

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

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 11, 1997

March 9, 1999

4813-8824-7735, v. 4 June 27, 2000

September 23, 2014

October 28, 2014

August 28, 2018

RULE 4111

ANTI-HARASSMENT

*Kenosha Unified School District  
School Board Policies  
Kenosha, Wisconsin  
Rules and Regulations*

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 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 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 staff to staff, student to staff, or staff to student, 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;
- 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;
- harassing behavior toward a subordinate 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 staff member with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another 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;
- 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 their clothing, hair, or body;
- asking personal questions about another individual's sex life or sharing remarks about one's own sexual activities or sexual history;
- repeatedly asking out any person who has stated that they are not interested;
- obscene telephone calls, text messages, or social media postings;
- communicating with students and/or parents/guardians via email, text message, websites, social 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;
- 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 firmly discouraged as they are suspect. 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 staff members to ensure that these prohibited activities do not occur. 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 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 staff member who witnesses or otherwise becomes aware of harassment or similar unacceptable behavior has an affirmative duty to report said conduct to 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 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.

## 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 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, not to exceed 30 days. 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 or designee 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 or designee 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 the 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, subject to the appeal process set forth below.

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 U.S. Equal Employment Opportunity Commission, 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 District 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 District conditioning the provision of an aid, benefit, or service of the 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 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 sexually harassed by another 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 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. An oral 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 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, 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 the 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.

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
- every person is prohibited from 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 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 within 30 days. This deadline may be extended for good cause, but it will 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 appropriate/relevant 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 will be aimed at stopping the alleged harassment and may include discipline of the respondent, up to and including termination of their employment.

### 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 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, 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. The school board shall be the decision-maker on all appeals. A written decision of the appeal shall be provided simultaneously to both parties within 30 days and shall state the rationale for the decision.

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, U.S. Equal Employment Opportunity Commission) 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.

LEGAL REF: Wisconsin Statutes

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

118.195 (Handicapped teacher discrimination)

118.20 (teacher discrimination, including sexual harassment).

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

Title IX, Education Amendments of 1972 (Sex discrimination)

Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975 (Age discrimination)

Age Discrimination in Employment Act of 1967 (Age discrimination)

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

Immigration Control and Reform Act of 1986 (Citizenship discrimination)

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

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

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

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

ADMINISTRATIVE REGULATIONS: None

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RULE 4111  
ANTI-HARASSMENT

## **POLICY 5110.1**

### **STUDENT EQUAL OPPORTUNITY~~AND~~, NON DISCRIMINATION ~~IN EDUCATION~~AND ANTI- HARASSMENT**

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, 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 5110.2), 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~~shall 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~~resolved 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~~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 ~~(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 informal~~these complaint ~~procedure~~procedures for such complaints.

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 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., 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 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 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 RETALIAITON~~



~~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 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.~~

### 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 discrimination, 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 discrimination, 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.

#### DISCRIMINATION - General

“Discrimination” means to be treated differently on the basis of one’s protected characteristics of the failure to accommodate one’s disability.

“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 discrimination or 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 discrimination or 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 process, the complainant shall present in writing the specific nature of the alleged discrimination or harassment and corresponding date; names of those who may have witnessed the alleged discrimination or harassment; and, the name, address and phone number of the complainant. Upon receipt of a discrimination or 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 shall 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 discrimination or 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 this 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, typically no later than thirty (30) days. 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 discrimination or harassment as provided in this policy and State and Federal law as to whether the complainant has been subjected to discrimination or 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 discrimination or 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 discrimination, 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 will 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 discrimination or 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 subject to the appeal procedures set forth below.

Sanctions:

Any remedial action shall be aimed at stopping the alleged discrimination or harassment and will 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 discrimination or harassment or any person who reports an alleged act of discrimination or 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.

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. The school board shall be the decision-maker on all appeals. A written decision of the appeal shall be provided simultaneously to both parties and shall state the rationale for the decision.

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.

#### 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 oral 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 orally 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.

#### 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 will 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 not to exceed 30 days, 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 30 days. This deadline may be extended for good cause, but it shall 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 appropriate, relevant 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 shall be aimed at stopping the alleged harassment and may include discipline of the respondent, up to and including termination of their 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. The school board shall be the decision-maker on all appeals. A written decision of the appeal shall be provided simultaneously to both parties and shall state the rationale for the decision.

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.

#### 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]

Proposed 5110.1  
August 2020

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

December 10, 2019

## **POLICY 5110.1**

### **STUDENT EQUAL OPPORTUNITY, NON DISCRIMINATION AND ANTI- HARASSMENT**

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 5110.2), 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 shall 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 resolved 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 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 these 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 discrimination, 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 discrimination, 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.

### DISCRIMINATION - General

“Discrimination” means to be treated differently on the basis of one’s protected characteristics of the failure to accommodate one’s disability.

“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 discrimination or 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 discrimination or 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 process, the complainant shall present in writing the specific nature of the alleged discrimination or harassment and corresponding date; names of those who may have witnessed the



alleged discrimination or harassment; and, the name, address and phone number of the complainant. Upon receipt of a discrimination or 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 shall 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 discrimination or 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 this 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, typically no later than thirty (30) days. 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 discrimination or harassment as provided in this policy and State and Federal law as to whether the complainant has been subjected to discrimination or 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 discrimination or 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 discrimination, 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 will 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 discrimination or 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 subject to the appeal procedures set forth below.

#### Sanctions:

Any remedial action shall be aimed at stopping the alleged discrimination or harassment and will 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 discrimination or harassment or any person who reports an alleged act of discrimination or 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.

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. The school board shall be the decision-maker on all appeals. A written decision of the appeal shall be provided simultaneously to both parties and shall state the rationale for the decision.

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.

## 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 oral 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 orally 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.

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 will 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 not to exceed 30 days, 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 30 days. This deadline may be extended for good cause, but it shall 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 appropriate, relevant 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 shall be aimed at stopping the alleged harassment and may include discipline of the respondent, up to and including termination of their 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. The school board shall be the decision-maker on all appeals. A written decision of the appeal shall be provided simultaneously to both parties and shall state the rationale for the decision.

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.

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

Proposed 5110.1  
August 2020

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

## Policy 5110.2

### **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, arise, an individual may ask the needs and concerns of each student Title IX coordinator for clarification. Any such request will be assessed in a timely manner on an individualized basis with consultation with parents/guardians where appropriate, and a response shall be provided within fifteen (15) after being presented to the Title IX coordinator.

#### 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.

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

## **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~~their 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~~their 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~~within fifteen (15) school days. This deadline may be extended for good cause with notice to the requestor.

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

5110.2 Showing Proposed August Version

input from all students' parents. The response shall be provided in a timely fashion without any undue delay.

**REVIEWED:**

4822-3405-5607, v. 4

**Policy 5110.2**

**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 arise, an individual may ask the Title IX coordinator for clarification. Any such request will be assessed on an individualized basis with consultation with parents/guardians where appropriate, and a response shall be provided within fifteen (15) after being presented to the Title IX coordinator.

**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.

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- 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.**

**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 transgender status or their 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 their 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 within fifteen (15) school days. This deadline may be extended for good cause with notice to the requestor.

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:

## **POLICY 5111 BULLYING**

The Kenosha Unified School District strives to provide a safe, secure and respectful learning environment for all students and 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, 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-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~~.)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 staff member believes that bullying is occurring on any basis they should seek to invoke the protections of this policy.

All District 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~~shall 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 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

118.02 (9t)

Instructional Programs

118.13

Special observance days

118.46 (2)

Student discrimination, including harassment,

120.13 (1)

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

## **POLICY 5111 BULLYING**

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REF.: Wisconsin Statutes Sections

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ADMINISTRATIVE REGULATIONS: None

AFFIRMED: January 11, 1994

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

Kenosha Unified School District  
Kenosha, Wisconsin

November 17, 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 were forced to shut down and create virtual learning experiences. Meeting these challenges requires leadership from all entities, including educators, medical professionals, parents, community members, boards of education and other vital stakeholders. Schools across the nation found themselves having to reinvent end-of-year learning and summer learning.

Many districts are realizing there is little reason to believe that a “normal” school year is within reach. In an effort to develop a plan for fall of 2020, the District created dedicated teams of experts to determine how to best educate students in the safest ways possible. The core work teams recognized that there is not a one-size-fits-all answer, and as such the [Return 2020 plan](#) was created. It took creativity and a great deal of planning to ensure the needs of all students could be met.

The RETURN 2020 core workgroups spent countless hours researching, meeting, writing, presenting, adjusting and finalizing this plan to get it 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.

**Timeline**

**July 28, 2020**

At its July 28, 2020, board meeting, the board considered the attached report (Attachment A).

The following motions were voted on at the July 28, 2020, regular school board meeting:

*Mr. Battle moved to approve the Return 2020 plan which gives the option of virtual or in-person learning. Mr. Wade seconded the motion.*

*Roll call: Ayes: Mr. Battle and Mr. Wade. Noes: Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, and Mr. Duncan. Motion failed.*

*Ms. Adams moved to return to school as fully virtual for students with a return date for in-person to be determined. Ms. Stevens seconded the motion.*

*Roll call: Ayes: Ms. Stevens, Mrs. Modder, Mr. Garcia, Ms. Adams, and Mr. Duncan. Noes: Mr. Battle and Mr. Wade. Motion carried.*



## **August 18, 2020**

The following motions were voted on at the August 18, 2020, special school board meeting:

*Mrs. Modder moved to rescind the motion made at the July 28, 2020, meeting for students to return to school fully virtual with a return date for in person to be determined. Mr. Wade seconded.*

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

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

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

## **August 21, 2020**

On August 21, 2020, the Wisconsin Education Association Council (WEAC) submitted a letter claiming that the notice for the August 18, 2020, School Board meeting did not provide notice "in such a form as is reasonably likely to apprise members of the public" of the subject matter of the meeting as required in Wis. Stat. 19.84(2). In order to comply with the requirements of state statute, the Return 2020 plan, which includes virtual and in-person learning, as well as a return to WIAA fall sports was revisited on September 3, 2020, to allow the board to reconsider the motions made at the August 18, 2020, special school board meeting and new motions to be made and voted upon.

## **September 3, 2020**

At its September 3, 2020, regular board meeting, Administration recommended that the Board of Education approve the School 2020 reopening plan, including virtual and in-person instruction as well as the fall 2020 return to WIAA sports as contained in the following links.

- [Return 2020 plan English](#)
- [Return 2020 plan Spanish](#)
- [Request to Provide WIAA Fall Sports](#)

The following motions were voted on at the September 3, 2020, regular board meeting:

*Mrs. Modder moved to rescind all prior decisions of the Board regarding (1) virtual and in-person return to the 2020-21 school year; and (2) return to fall 2020 WIAA sports. Ms. Stevens seconded the motion.*

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

*Mr. Battle moved to approve the School 2020 Reopening Plan, which includes both virtual and in-person instruction, and the Fall 2020 Return to WIAA Sports. If a COVID surge outbreak should occur, this agenda item should be revisited. Mr. Wade seconded. Roll call.*

*Roll call: Ayes: Mr. Battle, Mrs. Modder, Mr. Garcia, Mr. Wade and Mr. Duncan. Noes: Ms. Stevens and Ms. Adams. Motion carried.*

### **October 16, 2020**

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

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

Access the thresholds flyer [here](#).

### **November 9, 2020**

On November 9, 2020, a media release from Kenosha County Health Officer, Dr. Jen Freiheit, strongly recommended that all schools within the county — K-12, colleges and universities — switch to virtual instruction only between November 23 and January 4 due to the continuing upward trend of COVID-19 cases in Kenosha County, with no slowdown projected in the next 12 weeks. Read the full release [here](#). It goes on to share, “It is not a binding order, but Freiheit urges schools, colleges and universities to give it serious consideration. This recommendation also includes sports and other extracurricular activities.”

Since the start of school, we have addressed areas of high need while having little to no impact on other schools that have not been greatly impacted by COVID-positive cases. Even the few switches to all virtual learning we have implemented have greatly affected our families as they search for alternate care during these brief closures.

Please know that the Return 2020 plan and current COVID impact within KUSD will now be a regular board meeting agenda item starting this month, and will remain throughout the duration of the pandemic so Board members may discuss the topic as needed.

This item is being presented for board discussion and possible action.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Susan Valeri  
Chief of School Leadership

Julie Housaman  
Chief Academic Officer

Tanya Ruder  
Chief Communication Officer

Kristopher Keckler  
Chief Information Officer

Tarik Hamdan  
Chief Financial Officer

Kevin Neir  
Interim Chief Human Resources Officer

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

November 17, 2020

**SCHOOL SAFETY LAW REQUIREMENTS**

**Background:**

On March 26, 2018, the former Governor signed the Wisconsin School Safety Bill which created a new Office of School Safety in the Department of Justice (DOJ) and provided \$100M in funding for school safety grants of which KUSD received \$2,121,287. In addition to the grant funding, the new school safety law contained other requirements some of which require School Board review and approval. This report will serve as the formal Board approval of these requirements for 2020.

**Emergency Operations Plan:**

The law requires (State Statute 118.07 (4) (b, c, d & e)) that school districts file a copy of their school safety plan with the Department of Justice Office of School Safety prior to January 1, 2019, and before January 1 every year thereafter. We will submit our safety plan as part of the annual submittals to the DOJ at the end of December. The law also requires that the School Board review and approve the plan every three years, and that local law enforcement also review the plan. Our formal review and approval was done in 2018 with the law enforcement review signed by the Director of the Kenosha County Emergency Management Lt. Horace Staples of the Kenosha County Sheriff's Department on May 14, 2018, and School Board approval on December 11, 2018. The next approval is required in 2021 or when we make significant changes to the plan whatever comes first.

**School Safety Assessments:**

The law also requires (State Statute 118.07 (4) (b)) that school districts in consultation with a local law enforcement agency perform an on-site safety assessment of each school building, site and facility regularly occupied by pupils. To meet this requirement, KUSD hosted an 8-hour School Security Assessment Training session administered by the Wisconsin School Safety Coordinators Association (WSSCA). A total of nineteen (19) Kenosha Unified, Kenosha Police Department, and Pleasant Prairie Police Department staff members attended the training session at Indian Trail High School & Academy. In the fall of 2018 members of the Facilities Department and officers from our two local police departments performed assessments of every school in the District. The assessments took between two and three hours depending on the size of the school and involved three main areas of review:

- Direct observation of either student arrival or dismissal including all of the activities leading up to and following bell time.

- A lengthy interview with the School Principal and other appropriate team members
- A walkthrough of the building and site looking at specific areas related to school safety and security

The assessment tool used was developed by WSSCA and modified by KUSD to customize it for our District. Each assessment was summarized on a 16-17 page document that was written by the Facilities Department staff member participating in the assessment, and then was reviewed by the Principal and the police officer who was on the assessment team. We utilized the services of our five School Resource Officers on the assessment teams. Those assessments were provided as part of the December 2018 update to the Board and submitted to the DOJ shortly thereafter. We plan on updating the assessments on a frequency such that at least one third of the district is re-evaluated annually starting in the 2021-22 school year (we were originally going to start the re-assessment process this school year, but are pushing back one year because of the COVID-19 pandemic). The updated assessments will be provided to the Board as part of each year's submittal of this report.

### **School Violence Event Safety Drills:**

Another requirement of the law (State Statute 118.07 (4) (cp)) is that districts perform at least one annual drill related to a school violence event. As part of our District-wide adoption of ALICE a few years ago, KUSD developed a set of seven lesson plans per grade level that included two active threat/ALICE drills each year. As a result of our comprehensive plan in response to the new school safety law, we have expanded the number of drills from two to three. The law also requires that the Principal of each school submit a brief written description of each annual drill(s) to the School Board within 30 days of holding the drill. Those assessments are coordinated by the Office of School Leadership. Last spring's drill was scheduled for a date after the COVID-19 Governor mandated school closure, and the November 10 drill assessments can be reviewed via the following link.

Link: [November 10<sup>th</sup> Drill Summary](#)

### **School Security Training:**

There are a number of staff and student training requirements associated with the law and the two grant applications. One of the reporting requirements of the law (State Statute 118.07 (4) (e)) is to report the date of the most recent school training on school safety. KUSD has a very extensive training system related to ALICE as well as other safety and security prevention topics. As mentioned above, our ALICE training for students involves seven age-appropriate lessons/drills that were formally developed as lesson plans. We also have trained every staff member and new staff member the past several years on ALICE. The initial staff training is a three-hour session that includes 90 minutes of classroom instruction to understand both what is ALICE and why we have adopted it, followed by 90 minutes of active simulations in actual classrooms in our schools. Because of the COVID-19

pandemic, the training for new staff this year was done virtually, so it did not include the 90-minute simulation portion. Staff trained this year will be offered the opportunity to attend a simulation at a later date if they are interested. Information related to our training initiatives related to ALICE this school year can be reviewed on the following link:

Link: [ALICE 2020-21 Lesson Drill Schedule](#)

**Administration Recommendation:**

Administration recommends Board approval of the School Safety Law Requirements as described in this report.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Susan Valeri  
Chief of School Leadership

Mr. Patrick M. Finnemore, PE  
Director of Facilities

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 17, 2020

**BRADFORD PLANETARIUM AD HOC COMMITTEE SUMMARY REPORT**

At the November 27, 2018 Board meeting, the Bradford Planetarium was brought forward to determine whether or not to demolish it or spend the funds (\$130,000) necessary to refurbish the space. A motion was made and passed to refurbish the Bradford Planetarium.

An Ad Hoc Committee was formed and began meeting in January 2019. The Committee has since established a purpose statement, vision statement and a list of priorities. This is where the Committee will focus their energy.

Attached is a summary of activity provided by the Bradford Planetarium Ad Hoc Committee.

This is an informational item.

Tom Duncan  
School Board President



# *Planetarium*

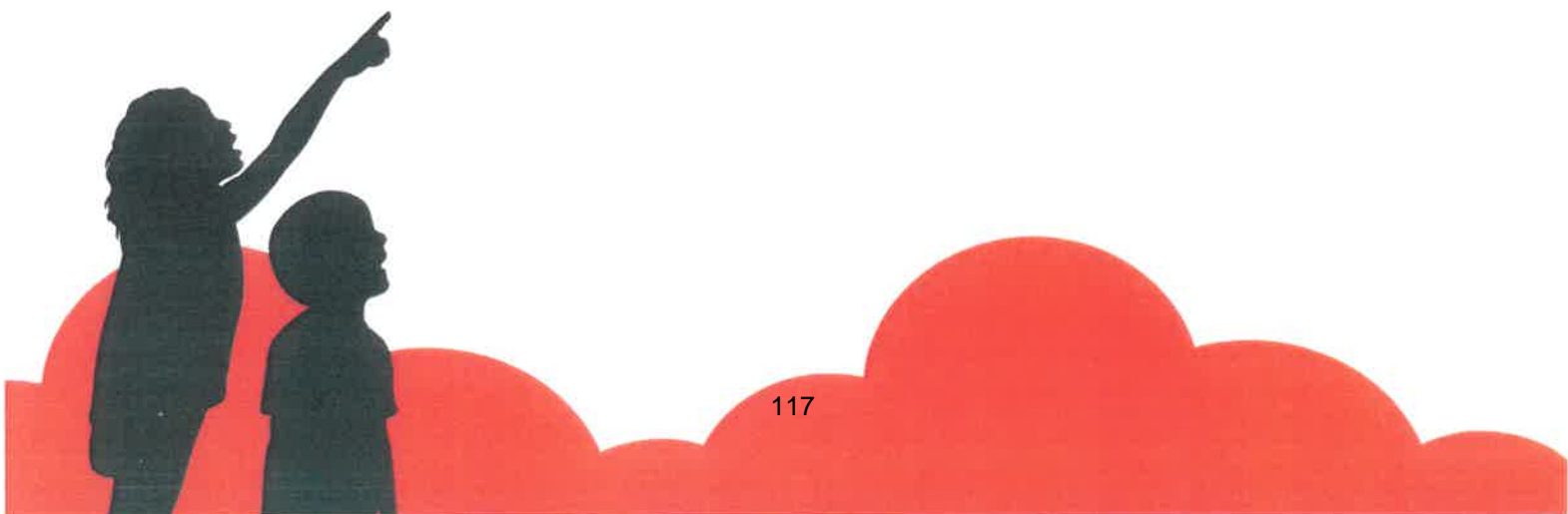
KENOSHA UNIFIED SCHOOL DISTRICT

3700 Washington Road, Kenosha, WI 53144

P: 262.359.6172 | F: 262.359.7672



## BRADFORD PLANETARIUM CITIZEN'S AD HOC COMMITTEE SUMMARY ACTIVITY REPORT



## **Kenosha Unified School District Planetarium Ad Hoc Committee Members**

**Tom Duncan, Chair, Board Member**

**Brian Schwartz**

**Jason Standish**

**Karen Ackerman**

**Ken Goltry**

**Nancy Mathews**

**Donald King**

**Ed Antaramian**

**Christine Pratt**

**Barbara Meyocks**

**Adam Sulko**

**Rebecca Stevens, Board Member**

**William Parker**

**Rocco LaMacchia**

**Pauline Hammerbeck**

## Bradford Planetarium Citizen's Ad Hoc Committee

Following the vote by KUSD School Board to fund improvements for the Planetarium, the Planetarium avoided the wrecking ball. Following this action, a Citizen's Ad Hoc Committee was established to work on rejuvenating usage of the Bradford Planetarium built in 1961. The Planetarium is a unique treasure for KUSD and the potential for educational astronomy programs are vast not only for KUSD students but the general public of southeast Wisconsin.

On December 19, 2018, the Kenosha News ran a headline "Community Invited to Step Up for Planetarium." KUSD also posted a notice reaching out for community members to join a Bradford Planetarium Citizen's Ad Hoc Committee. Looking for community members to assist in inspiring the next generation of scientists by keeping the night sky alive through this unique science facility.

The first committee meeting was scheduled for January 30, 2019. However, due to inclement weather, was rescheduled to February 20, 2019. The listing of committee members, 18, is attached. Since that date, seven committee meetings (agendas and meeting minutes attached) have been held along with meetings of the three workgroups, Purpose/Vision, Fundraising and Programming (member assignments and minutes attached).

The work of Purpose/Vision work group resulted in the following Purpose Statement and Vision Statement.

### Purpose Statement

The purpose of the Bradford Planetarium is to use the unique physical structure of the planetarium to enhance science literacy and inspire investigation of the surrounding world in students of Mary D. Bradford High School, students of the Kenosha Unified School District, and members of the community at large.

### Vision Statement

Our vision is: to promote a science-minded culture in the Kenosha community, to enhance the appreciation of astronomy and other sciences at the planetarium, and to inculcate a sense of wonder of the physical world through experiencing the vastness of the universe.

Members of this work group were re-assigned after completion of the initial scope of work.

The committee of the whole were asked to submit a list of priorities and how should the committee focus their energy. The result of that activity is identified by seven categories of activity and focus.

1. Pre-Renovation
2. Post Renovation
3. Naming Convention
4. Organization Name
5. Develop Identity
6. Partnerships

## 7. Develop a Public Relations Schedule of Events

After review of the priority setting activities, energy focus was on:

- Funding and participation for Jason Standish to attend Spitz 2019 Training Institute Center (scholarship awarded), July 2019
- Bi-weekend programs lead by Jason Standish
- Graphic images and tagline development and selection
- Decision to select/pursue new chairs for planetarium sky-dome viewing
- Development of fundraising letter different than Duncan's in December 2018
- Short term goal of fundraising effort to raise \$11,000 for 40 chairs
- Chair selection by committee was the Movii Nester with color selection of ONYX for chair back, FIRE for chair seat and the color FOG, for frame and casters
- Additional activity and timeline as follows:

GO TO TAB 10

**BRADFORD PLANETARIUM  
ONGOING PRIORITY SETTING ACTIVITIES**

WINTER 2019/2020	<p>Bi-Weekend programs continue</p> <p>Structures developed for recruitment and use of volunteers</p>
SPRING 2020	<p>Range of programs begins to expand beyond just astronomy</p> <p>Volunteer recruitment and training begins</p> <p>Intermediate Fundraising goals selected</p>
SUMMER 2020	<p>Planetarium/Bradford renovations complete</p> <p>Volunteers begin putting on shows</p> <p>Perhaps some dedicated staff time? (such as an intern)</p>
FALL 2020	<p>Move towards weekly programs lead by volunteers</p> <p>Range and scope of programming increases</p> <p>Arrangements made for permanent/continued funding for support staff</p>
WINTER/SPRING 2021	<p>Assessment of further expansion of programming</p>
FALL 2021	<p>Earliest possible date for permanent staff support. With staff support, possibility of programs as part of KUSD curriculum</p>

# Planetarium

KENOSHA UNIFIED SCHOOL DISTRICT

3700 Washington Road, Kenosha, WI 53144

P: 262.359.6172 | F: 262.359.7672



Dear Friends,

December 6, 2019

The Kenosha Unified School District (KUSD) Planetarium Ad Hoc Committee is seeking community support (in the form of monetary donations) to rejuvenate and better utilize the planetarium. The planetarium at Bradford High School is a unique treasure for our school district. The potential for educational astronomy programs is vast not only for KUSD students but for the general public of southeastern Wisconsin. Constructed in 1961, the planetarium has become underutilized over the last few years. With your assistance we believe the planetarium can become a learning tool for the school district as well as the general public.

While the KUSD School Board approved funding to renovate the planetarium, your assistance is needed to further enhance the planetarium that will create a best in class educational experience for students and community. Our short-term goal is to raise \$11,000 for the purchase of 40 planetarium viewing chairs. New chairs are needed to enhance the experience and support ongoing program events.

The longer-term goals consist of continued fundraising. One day the computer system and projector will need to be replaced. When that day comes, we would like to turn the planetarium into what is referred to as a SciDome. This planetarium will then educate students and the general public not only about astronomy, but also earth science, anatomy, and physics. The future can be amazing for the KUSD Planetarium, but we truly need your assistance in getting there.

As an ad hoc committee of the KUSD School Board, we cannot take on our own legal entity; therefore, we cannot exist as a 501(c)(3). However, any donation is completely deductible. KUSD as a taxing entity is a political subdivision of the State of Wisconsin, and has Federal tax-exempt status by that definition, with charitable contributions being tax-deductible under subsection 170(c)(1) of the IRS code. Donations made for the planetarium can be directed to KUSD and restricted for use by the planetarium.

We sincerely hope you will consider donating to the planetarium and assisting us in reaching our initial goal of \$11,000 to purchase new chairs. In the first quarter of 2020, we will be extending an invitation to our donors to attend a "Night Under the Stars" to view firsthand this unique learning environment. We are confident, once you have invested an hour of your time, you will see the potential impact this resource could have on future generations of scientists.

Thank you.

Planetarium Ad Hoc Committee Members

Tom Duncan, Brian Schwartz, Jason Standish, Karen Ackerman, Ken Goltry, Nancy Mathews, Donald King, Ed Antaramian, Christine Pratt, Barbara Meyocks, Adam Sulko, Rebecca Stevens, William Parker, Rocco LaMacchia, Pauline Hammerbeck





# Bradford Planetarium Remodel

October 2020





# Planetarium Scope

## EXTERIOR WORK SCOPE

- Tuck-Pointing
- Metal Flashing Replacement
- New Windows & Wall Panels

## INTERIOR WORK SCOPE

- New LED Lighting & Ceiling
- New Carpet
- New HVAC Equipment



# Tuck-pointing & Metal Flashing

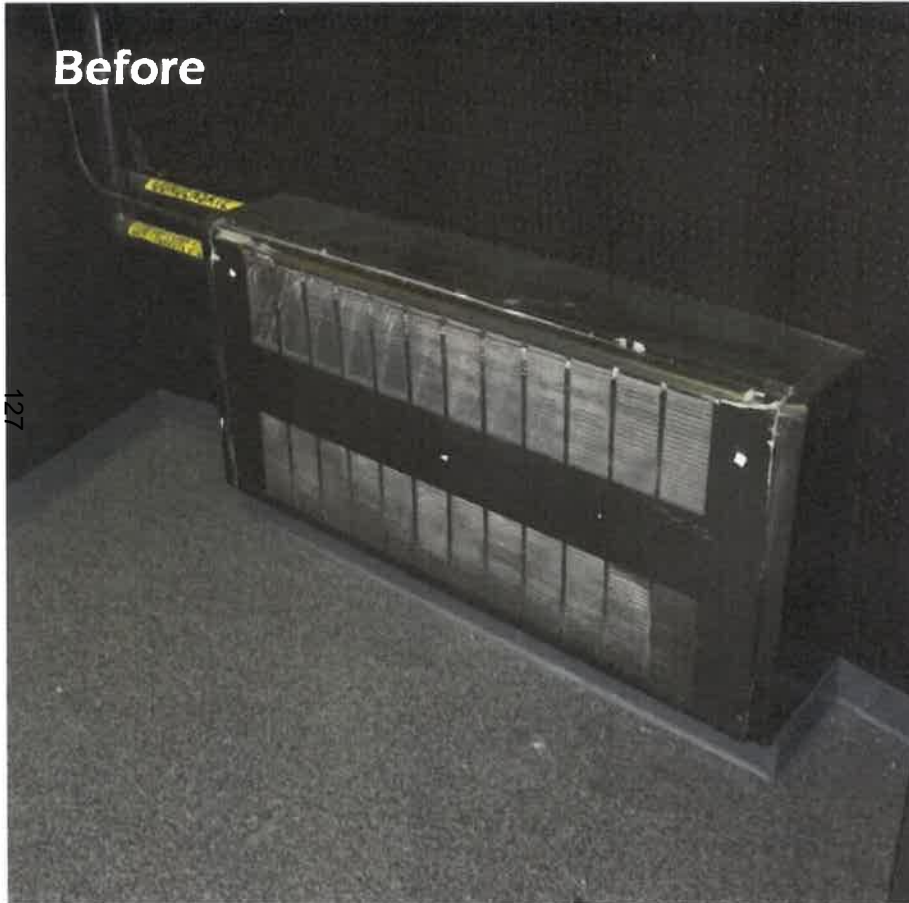


# Windows & Wall Panels



# HVAC Equipment

Before



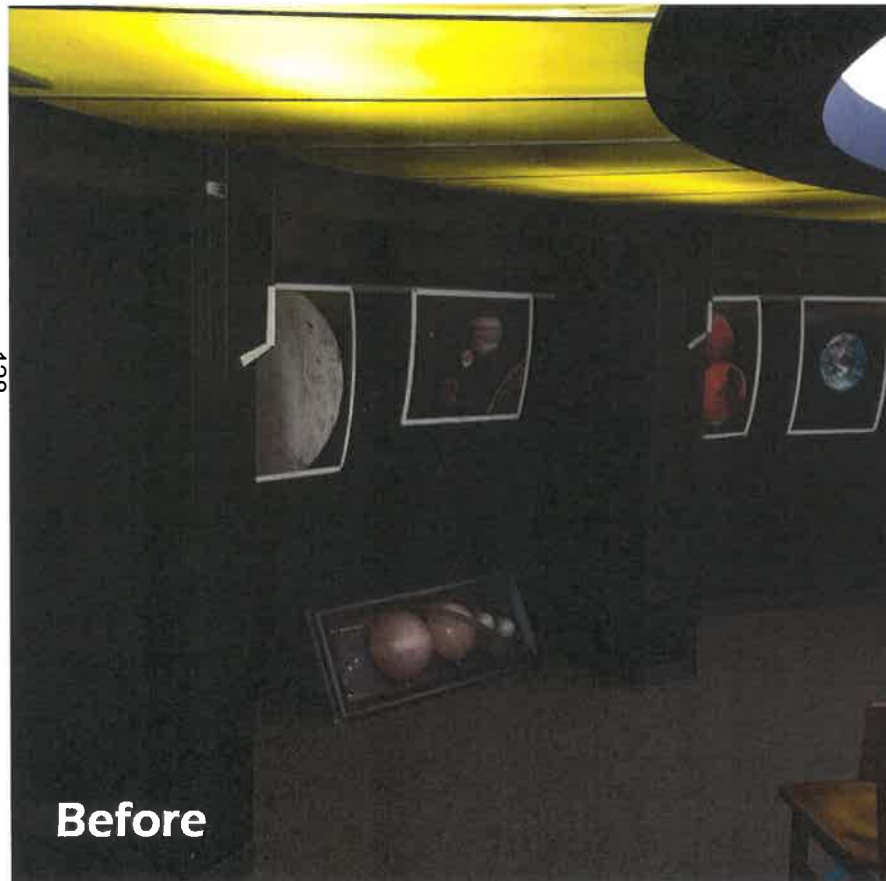
After





# Lighting – Ceiling – Carpet

128



# Lighting – Ceiling – Carpet

129



# Carpet



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**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 17, 2020**

**COURSE CHANGE PROPOSALS: EDUCATORS RISING PROGRAM**

**Background**

Kenosha Unified School District, in collaboration with Carthage College and the University of Wisconsin-Parkside, has developed a Rising Educators Program to increase the diversity, talent, and commitment of the workforce. The proposed courses will be available to all high school students either in person or virtually. Juniors and seniors who participated in a course in the 2021 spring semester will be eligible to take the next in a series of four course offerings. Pending course enrollments and staffing allocations, it is the District's goal to offer two courses each semester from Carthage College and from the University of Wisconsin-Parkside.

**Course Change Requests**

<b>COURSE NAME</b>	<b>ACTION</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Carthage College: Educational Psychology and Assessment (Semester 1)	Add	Available to all District high school students	A
Carthage College: Teaching and Supporting Learners with Diverse Characteristics (Semester 2)	Add	Available to all District high school students	B
University of Wisconsin Parkside: Child and Adolescent Development (Semester 1)	Add	Available to all District high school students	C
University of Wisconsin Parkside: Mathematics for Elementary and Middle School Teachers (Semester 2)	Add	Available to all District high school students	D

**Recommendation**

It is recommended that the Board of Education approve this request to add Educational Psychology and Assessment, Teaching and Supporting Learners with Diverse Characteristics, Child and Adolescent Development, Mathematics for Elementary and Middle School Teachers beginning in September 2021.



Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

## COURSE CHANGE PROPOSAL

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

Date Initiated: 7/20/2020    Administrator Name: Julie Housaman

Department and School: TBD

Course Name: Educational Psychology and Assessment

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

Credits:            Check if honors: ☒

Recommended Prerequisites (if any): Carthage College: Education and Society

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

This course is one of four courses proposals in the partnership with Carthage College in the Educators Rising Program. This course will be offered through Carthage College; and students will earn four college credits.

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

In this course students will learn the history and philosophy of education in K-12 settings, as well as current social, political, governance, and finance issues in a variety of learning environments, including diverse learners and students with special needs.

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

ATTACHMENT A-1

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

ATTACHMENT A-1

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**EDUCATIONAL PSYCHOLOGY AND ASSESSMENT (EDU 2010) Syllabus**

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4 credits Online Fall 2020 MWF 1:35-2:40

Instructor: Marilyn J Ward Office LH 321 (262) 551-5875

Home (262) 552-5332

Email mward@carthage.edu

**CATALOG DESCRIPTION**

How do people learn? Students in EDU 2010 learn about research on learning, major theories of learning and instruction, and instructional design tactics based on the theories covered. Different developmental ages and abilities are addressed. Students read research articles and learn how to analyze research studies. They will also learn about measuring learning and how these learning assessments are developed, interpreted, and scored.

**REQUIRED TEXT**

Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.

ISBN: 978-0-13-499519-9

**THE ROLE OF YOUR TEXTBOOK**

The textbook in this course is integral to your learning. Because there are so many topics to cover, online assignments will highlight some key concepts and connect the concepts with teaching practices. You are responsible for all that is presented in the text. In addition, the textbook will serve as a *valuable resource* as you prepare for any exams that you will need to take in order to receive your teaching license. To be successful in this course and complete the assignments, it is vital that you read the assigned readings.

**FOCUS QUESTIONS**

You will be challenged to develop and demonstrate your skills as an intentional teacher. In order to guide our quest, we will be focusing on the following questions.

- Foundation : What is Educational Psychology? How does work in this field impact teaching and learning?
- Theories of Human Development : How do children develop? What happens when development is atypical? What are the implications of typical child development on the structure and design of learning environments and lesson design?
- Theories of Learning: How do children learn? What are the implications for instruction and the learning environment? What happens when children don't learn as expected?
- Pedagogy: What does effective instruction look like? What is culturally responsive instruction? How can students be motivated to engage in learning? What constitutes an effective learning environment?
- Assessment: How is student progress assessed? How are assessment strategies determined? How can students be involved in the process of the assessment of their learning? What are the different uses for and implications of standardized testing?

## **STUDENT LEARNING OUTCOMES**

1. Learner Development. The student understands how pupils grow and develop, and recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas. (InTASC.1)
2. Learning Differences. The student understands that individual pupils can demonstrate learning differences, and that classes can consist of pupils from diverse cultures and communities. (InTASC.2)
3. Learning Environments. The student can describe learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC.3)
4. Assessment. The student understands multiple methods of assessment and how it is used to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making. (InTASC.6)
5. Instructional Strategies. The student can describe a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (InTASC.8)
6. Leadership and Collaboration. The student demonstrates leadership and collaboration using the skills of communication, conflict resolution, compromise, respect for others' opinions, initiative, and reliability. (InTASC.10)

## **CLINICAL EXPERIENCES**

*(The following is how clinical experiences have been handled in the past. We may have to be flexible in this class as we navigate the world of COVID-19.)*

All students will observe for four (4) hours in a regular public or private school classroom setting, or an alternative, non-traditional learning setting (such as in a Montessori School). The minimum four-hour requirement of observation time is documented by the student and signed by the observed cooperating teacher(s) on forms provided by the Education Department. The form is then signed by the course professor and placed in the student's file in the Education Office to meet a prerequisite expectation of building on-site "field hours" prior to being officially admitted to the Teacher Education Program. The clinical field experience culminates with a classroom observation form or a journal, which is submitted to the course professor for assessment. The journal is expected to reflect the student's ability to summarize and analyze specific teacher and student behaviors in a classroom setting in relation to specific principles and theories of learning embraced in the course of study. Additionally, the journal is intended to be another demonstrated source for students to meet course and department writing objectives, which are:

1. Students will be able to describe the relationship between teaching events and student learning.
2. Students will reflect on the data related to the relationship between teaching events and learning.
3. Students will be able to adjust their language and terminology for a selected audience.
4. Students will use a writing structure that is well organized, focused, clearly composed, and addresses a selected audience.

Copies of the classroom observation form are available outside Josie's office, LH 324..

You will need to have a background check done. It can be done online [here](#).

**GRADING POLICY**

Grades will depend on the quality of Assignments and Projects. NO LATE WORK. If you need accommodations, let me know.

**COURSE REQUIREMENTS**

1. Assigned readings
2. Chapter Assignments
3. Project 1 Teacher Spotlight
4. Project 2 Theory Capsule
5. Project 3 Using Picture Books
6. Project 4 Research Article Review and Newsflash
7. Final Lesson Plan Assignment
8. Four hours of classroom observation. (We will have to talk about this.)

## COURSE CHANGE PROPOSAL

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

Date Initiated: 10/14/2020 Administrator Name: Julie Housaman

Department and School: TBD

Course Name: Teaching and Supporting Students with Diverse Characteristics & Needs

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

Credits:              Check if honors: ☒

Recommended Prerequisites (if any): Carthage College: Education and Society

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

This course is one of four courses proposals in the partnership with Carthage College in the Educators Rising Program. This course will be offered through Carthage College; and students will earn four college credits.

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

This methods course prepares preservice general educators to effectively teach and support learners with diverse characteristics and needs in the context of the general education classroom. Characteristics of learners with learning and behavioral differences, including those eligible for special education services, are addressed with additional content on the impact of cultural and language differences on learning. Participants will apply principles of differentiation and universal design in planning whole-class and small-group instruction that involves the integration of technologies and strategy instruction.

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

ATTACHMENT B-1

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

ATTACHMENT B-1

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

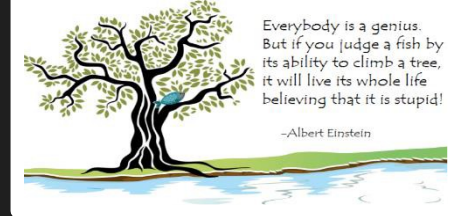
B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

# EDU 2050

EDU 2050 Teaching and Supporting Students with  
Diverse Characteristics & Needs



**Instructor:** Nina F. Weisling, Ph.D.  
**Office:** 336 Lentz Hall  
**Email:** [nweisling@carthage.edu](mailto:nweisling@carthage.edu)  
**Phone:** 262-551-5831 (o)  
 773-439-9883 (c)



**Office Hours:** T: 4-5:30; W: 10-11:30; R: 12-1:00; by appointment  
**Class Meeting Times:** T/R 2:20-4:00  
**Class Location:** LH 225

## Course Description from Catalog

This methods course prepares preservice general educators to effectively teach and support learners with diverse characteristics and needs in the context of the general education classroom. Characteristics of learners with learning and behavioral differences, including those eligible for special education services, are addressed, with additional content on the impact of cultural and language differences on learning. Participants will apply principles of differentiation and universal design in planning whole-class and small-group instruction that involves the integration of technologies and strategy instruction. A field-based project is required.

## Course Text(s)

*Required:* Karten, T. (2017). *Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom*. Alexandria, VA: ASCD.

*Additional required readings will be provided on Schoology.*

## Student Learning Outcomes

1. Identify, describe, and apply culturally responsive instructional and behavioral support strategies for fostering ALL students' engagement and positive behavior.
2. Define, describe, distinguish between, and apply principles of Universal Design for Learning (UDL) and Differentiated instruction (DI).
3. Describe and differentiate the key characteristics of common learner differences, as well as their common and unique educational, social, and behavioral needs.
4. Apply knowledge of individual student and whole class needs, interests, cultural assets, and other academic and behavioral characteristics, as well as UDL and DI, to design a student-centered lesson plan.



**Standards Addressed:** This table indicates the teaching and learning standards addressed by this course.

InTASC Teaching Standards:	Danielson Standards	Council for Exceptional Children Standards	Carthage Student Learning Outcomes
#1 Learner Development #2 Learner Difference #3 Learner Environment #7 Planning for Instruction #8 Instructional Strategies #9 Professional Learning and Ethical Practice	#1 Planning & Preparation #2 Classroom Environment #3 Instruction & Assessment #4 Professional Responsibilities	#1 Learner Development & Individual Learning Difference #2 Learning Environments #5 Instructional Planning and strategies #7 Collaboration	-Diverse approaches to knowledge -Communication -Self-knowledge, personal ethics, & civic engagement -Disciplinary expertise

### Grading Scale

This table describes the grading scale for this course.

Scale	Rule	Scale	Rule	Scale	Rule
A+	98-100	A	93-97	A-	90-92
B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72
D+	68-69	D	63-67	D-	60-62

### Major Assignments

Each assignment will be reviewed and/or modeled in class and have a 1-page handout distributed in-class and available online.

Assignments		% of Final Grade
Partner/Group	<b>Student Inventory and Write Up:</b> In small groups students will select a tool for learning about their classmates, administer and collect data from the tool in class, and then analyze and reflect upon what was/was not learned about the class from this tool and next steps they would take if this was their class.	10%
Partner/Group	<b>Diverse Learner Exhibit with Memoir:</b> In groups, students will select a category of diverse learner and create a stand-alone exhibit to teach their peers <i>what</i> the category is (definition; academic, behavioral, social emotional characteristics), <i>how</i> it manifests in the classroom, and <i>how</i> teachers can support. In addition, the exhibit must include an interactive component <i>and</i> a personal perspective summary based on a first-person source (memoir – book, article, documentary, etc.).	20%
Individual	<b>UDL + DI:</b> To show their understanding of UDL and DI, including similarities, differences, and practical application, students will have a choice: online quiz, lesson plan analysis, or visual representation.	10%
Partner/Group	<b>Formative Assessment and Handout:</b> Given one of the assigned in-class readings/ videos, students will be responsible for (a) selecting a method of formative assessment from a provided list, (b) developing 5-7 questions assessing peers' understanding of core concepts from reading/video, (c) implement the assessment with the class, (d) present peers with a handout guiding them to use the formative assessment method, and (e) submit a report of the class' results and initial interpretations to the instructor.	10%
Individual	<b>IEP Activity:</b> Given a case study, students will prepare for an IEP meeting as a general education teacher.	10%
Individual	<b>Lesson Plan and Analysis:</b> Students will use knowledge of individual and class-wide student data to create a lesson plan, highlighting where and how they used that knowledge, as well as where they incorporated UDL and DI.	20%
Variable	<b>Participation:</b> I.A.N. (interactive notes), reading assignments, discussions, Jig Saws, role plays, field journal/notes, etc.	20%

## Policies & Supports

The Carthage **Director of Learning Accessibility** offers a variety of services and accommodations to students with disabilities/learning needs, based on appropriate documentation, nature of disability, and academic need. At the start of the semester, students should (1) meet with **Diane Schowalter the Director of Learning Accessibility, in Hedberg Library (x5802; dschowalter1@carthage.edu)** to discuss reasonable accommodation and (2) speak with individual faculty members from whom accommodations are sought, to communicate needs and make requests in a timely manner. This instructor is prepared to make accommodations for participants with learning differences, and open to hearing any learning needs you have for this class.

**Academic Success and Health:** Good health can help you achieve academic success. The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are provided by experienced and licensed professionals. Services are available to all full-time, undergraduate students.

TARC 2240 | 262-551-5710 | Website: <https://www.carthage.edu/campus-life/health-counseling/>  
Mon-Fri 8:00am-4:00pm

*Health Services* are available during walk-in hours (M-F, 8:30am-1:00pm) for the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available to students.

*Counseling Services* are available by appointment and during walk-in hours (M-F, 11:30am-1:00pm). Students often see counselors to discuss a wide variety of topics: depression, anxiety, relationship concerns, stress management, indecision about a major or career path, and academic concerns.

HCC also supports students who are feeling suicidal or who are in crisis.

Suicide Prevention Lifeline: 1-800-273-8255

Emotional Support TEXT Line: Text "HOPELINE" to 741741

NAMI Non-Emergency Line: 1-800-448-3000 or look to <https://www.nami.org/find-support/nami-helpline> for more supports

**Attendance & Work Completion:** Coming to class and being well-prepared is critical to your learning, as well as the learning of your peers. But I also recognize that life happens! So:

*All homework is due, completed, by the assigned deadline even if you are absent from class that day.* If you know you are going to need additional time on an assignment, you *must obtain approval from the instructor at least 24-hours prior to the due date.* Late work without prior permission will be subjected to a late penalty for every day it is late.

Likewise, *you are expected to come to class on time and prepared for each class meeting.* If you are ill or have an emergency that requires you to **miss class**, or the field, you *must communicate with your instructor (please email and text) and your cooperating teacher/carpool.* For each absence, you will be asked to provide an annotation of all assigned readings. After the second absence, you may be asked to complete additional make-up work and/or could negatively impact your participation grade.

## Tech Tips

In addition to posting all reading and assignments on Schoology, this class uses Google Drive *through* Schoology for several major and minor assignments. To maximize your success I recommend:

- Using Chrome to access Schoology or work on your Drive assignments for this class (when possible).
- Syncing Schoology to Drive early: <https://support.schoology.com/hc/en-us/articles/201001883-How-do-I-use-the-Google-Drive-Resource-App->

## Additional Supports

**Your Peers:** Your peers can be a tremendous source of support, especially if you are unclear on something OR you are absent from class. Find at least three peers with whom you can exchange contact information in case you need support!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Office Hours:** These are optional windows of time when you can meet with me to discuss the material being presented in class, ask for help, seek clarification of readings or material presented, follow up on aspects of the class you find compelling or confusing, or discuss other related interests or concerns you may have. Students may come alone or in small groups, with or without an appointment. YOU are expected to drive the “agenda” so come prepared! While I have specific hours posted, we can also set up appointments for other times.

### Reasons to come to office hours:

- One-on-one interactions and individualized support can lead to higher student achievement (Kim & Lundberg, 2016).
- You need clarification or have questions about the course syllabus, assignments, rubrics, grades, course content and get personalized support.
- Get tips and strategies for studying and/or completing assignments
- Review and get clarity on assignments, rubrics, and/or feedback/grades.
- Work through another issue or concern.

### Ways to maximize your office hours visit:

- Review materials (readings, handouts, notes, syllabus, Schoology) and talk to peers to ensure your concern has not been addressed elsewhere (there’s a reason so many faculty make jokes about, “It’s in the syllabus!”)
- Where possible, have specific questions prepared beforehand.
- Come prepared with what you need – documents, readings, computer, note-taking devices, etc.
- Where possible, set up an appointment and be on time (or sent a text/email when you are going to be late or need to cancel or reschedule).
- Be honest and brave! This session is *all about helping you be successful*. Ask whatever questions you need to ask. There is no judgment!
- Be prepared to answer questions – to help uncover the root of your concern and/or help understand where you got “stuck,” I will often answer your question with a question! In addition, I may ask you questions to help you think differently and/or to ensure you have what you need to be successful moving forward.
- At the end, summarize what we discussed to make sure we have a shared understanding of your next steps.

## COURSE CHANGE PROPOSAL

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

Date Initiated: 7/20/2020 Administrator Name: Julie Housaman

Department and School: TBD

Course Name: Child and Adolescent Development

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

Credits: .5    Check if honors: ☒

Recommended Prerequisites (if any): University of Wisconsin Parkside – Intro to Teaching Profession/Teaching the Whole Child/Exploring Equity in Education

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

This course is one of four courses proposals in the partnership with UW-Parkside in the Grow Your Own Teacher Education program. This course will be offered through the Parkside Access to College Credits program, students will earn three college.

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

This course focuses on physical, social, emotional, and cognitive domains of development and their application to classroom and other educational settings. Students in the course will explore developmentally appropriate practices across different developmental levels to include: the science of learning and developing, the importance of classroom environments, and the teaching and development of content specific knowledge. Students will learn the importance of family, culture, and community, the needs of diverse learners, and the support of children's emotional and social well-being as essential to the learning process.

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

- A. Identify biological, cultural, and environmental influences on growth and development;
- B. Explain the history and theories of child and adolescent development by education theorists such as: Dewey, Montessori, Erikson, Piaget, Bandura, and Vygotsky;
- C. Explain the social, emotional, physical and cognitive domains of development from birth through age 15;
- D. Analyze the influence of culture, family and community on child and adolescent development;
- E. Identify the developmental assets that children and youth need to be successful in elementary and middle school settings;
- F. Use knowledge of child and adolescent development to plan positive learning experiences in an elementary or middle school classroom setting;

- G. Recognize the need for differentiation to meet the needs of diverse learners in the classroom;
- H. Identify assessment components in the elementary and middle school classroom environment;
- I. Through reflection, analyze how educational experiences, values, and beliefs influence teaching styles.

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

#### ATTACHMENT C-1

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

- A. Teaching Staff: \$10,141.36 (.17 FTE, Appendix E)
- B. Textbooks/Kits: \$45 (T&L budget)
- C. Supplementary: \$0
- D. Facilities/Space: \$0
- E. Professional Learning: \$0

**Scope and Sequence**  
**Child and Adolescent Development**  
**UW-Parkside, EDU 211**

**Course Description**

The focus of this class is on the physical, social, emotional, and cognitive domains of development and their application to classroom and other educational settings. Well-known theories of development, influences of culture, family and community on child and adolescent development will be the basis for analyzing a variety of learner characteristics that influence development and academic achievement.

Students in the course will explore developmentally appropriate practices across elementary and middle education settings and different developmental levels to include: the science of learning and developing, the importance of classroom environments, and the teaching and development of content specific knowledge. Students will learn about developing high quality elementary and middle school education, including the importance of family, culture, and community, the needs of diverse learners, the role of assessment in learning, and the support of children's emotional and social well-being as essential to the learning process.

Week	Topics
1	<b>Ways of thinking about children</b> <ul style="list-style-type: none"> <li>• Nature vs. nurture</li> <li>• Risk and resilience</li> </ul>
2	<b>Classic theories of learning and cognition</b> <ul style="list-style-type: none"> <li>• Behaviorism</li> <li>• Piaget's theory of cognitive development</li> </ul>
3	<b>Classic theories of learning and cognition</b> <ul style="list-style-type: none"> <li>• Vygotsky's sociocultural theory</li> <li>• Comparing theories of learning and cognition</li> </ul>
4	<b>Physical development and health</b> <ul style="list-style-type: none"> <li>• Brain development</li> <li>• Growth and motor development</li> <li>• Contemporary health challenges</li> </ul>
5	<b>Information processing, memory, and problem solving</b>
6	<b>Cognitive ability: intelligence, talent, and achievement</b>
7	<b>Attachment and personality</b>
8	<b>Self-control and discipline</b>
9	<b>Emotional development</b> <ul style="list-style-type: none"> <li>• Emotional regulation</li> <li>• Understanding others' emotions</li> </ul>
10	<b>Social cognition</b> <ul style="list-style-type: none"> <li>• Theory of mind</li> <li>• Humor</li> </ul>

	<ul style="list-style-type: none"> <li>• Moral judgement</li> </ul>
11	<b>Social behavior</b> <ul style="list-style-type: none"> <li>• Prosocial behavior</li> <li>• Antisocial behavior and aggression</li> <li>• Conflict resolution</li> </ul>
12	<b>Peers, friends, and play</b>
13	<b>Language and literacy</b> <ul style="list-style-type: none"> <li>• Language development</li> <li>• Verbal and non-verbal language</li> </ul>
14	<b>Language and literacy</b> <ul style="list-style-type: none"> <li>• Age trends in literacy</li> <li>• Individual and group diversity in literacy</li> <li>• Classroom implications of literacy development</li> </ul>
15	<b>The self-system and motivation</b> <ul style="list-style-type: none"> <li>• Self-esteem, self-concept, and self-efficacy</li> <li>• Motivation</li> </ul>
16	<b>Development and evolution of social identity</b> <ul style="list-style-type: none"> <li>• Gender identity</li> <li>• Ethnic identity</li> <li>• Sexism and racism</li> </ul>
17	<b>The child in context</b> <ul style="list-style-type: none"> <li>• Family structure</li> <li>• Child care</li> </ul>
18	<b>The child in context</b> <ul style="list-style-type: none"> <li>• Television and other media</li> <li>• Children in the community</li> </ul>



## COURSE CHANGE PROPOSAL

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

Date Initiated: 7/20/2020 Administrator Name: Julie Housaman

Department and School: TBD

Course Name: Mathematics for Elementary and Middle School Teachers I

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

Credits: Check if honors: ☐

Recommended Prerequisites (if any): University of Wisconsin Parkside – Intro to Teaching Profession/Teaching the Whole Child/Exploring Equity in Education

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

This course is one of four courses proposals in the partnership with UW-Parkside in the Grow Your Own Teacher Education program. This course will be offered through the Parkside Access to College Credits program, students will earn three college.

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

This course explores the mathematics needed to teach math successfully through third grade. Content strands include number and operations, geometry, measurement, statistics, probability and algebraic reasoning. Topics and activities for the course fit into the six NCTM Principles for School Mathematics: equity, curriculum, teaching, learning, assessment, and technology.

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

- A. Do and learn mathematics, following the UW System Early Childhood/Elementary & Middle School Mathematics Learning Outcomes;
- B. Develop greater awareness of mathematical thinking;
- C. Demonstrate fundamental and computation skills and comprehensive, in-depth understanding of early childhood mathematics content;
- D. Facilitate mathematical interaction and communication (discourse);
- E. Participate in discussion about critical current issues in mathematics education and research on children's mathematical learning.

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

ATTACHMENT D-1



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

- A. Teaching Staff: \$10,141.36 (.17 FTE, Appendix E)
- B. Textbooks/Kits: \$57 (T&L budget)
- C. Supplementary: \$0
- D. Facilities/Space: \$0
- E. Professional Learning: \$0

## Scope and Sequence

### Mathematics for Elementary and Middle School Teachers I EDU 212

#### Course Description

This course explores the mathematics needed to teach math successfully through third grade. This will include the study of number and operations, geometry, measurement, statistics, probability and algebraic reasoning.

Topics and activities for the course fit into the six Principles for school mathematics (NCTM):

- **Equity.** Excellence in mathematics education requires equity—high expectations and strong support for all students.
- **Curriculum.** A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades.
- **Teaching.** Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- **Learning.** Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- **Assessment.** Assessment should support the learning of important mathematics and furnish useful information to both teachers and student.
- **Technology.** Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

Week	Topics
1	<b>Whole numbers and operations</b> <ul style="list-style-type: none"> <li>• Counting and cardinality</li> <li>• Relationships across multiple representations</li> <li>• Recognize problem types and associated meanings</li> </ul>
2	<b>Whole numbers and operations</b> <ul style="list-style-type: none"> <li>• Operate on whole numbers with a variety of strategies</li> <li>• Identify, represent, and use properties</li> </ul>
3	<b>Rational numbers and operations</b> <ul style="list-style-type: none"> <li>• Fraction models</li> <li>• Recognize fractions as numbers</li> </ul>
4	<b>Rational numbers and operations</b> <ul style="list-style-type: none"> <li>• Fraction models</li> <li>• Recognize fractions as numbers</li> </ul>
5	<b>Rational numbers and operations</b> <ul style="list-style-type: none"> <li>• Extend representations of whole numbers to include fractions</li> <li>• Explain fraction operations in mathematical and real-world problems</li> </ul>
6	<b>Rational numbers and operations</b> <ul style="list-style-type: none"> <li>• Extend representations of whole numbers to include fractions</li> <li>• Explain fraction operations in mathematical and real-world problems</li> </ul>
7	<b>Algebraic thinking</b> <div style="text-align: right;">149</div> <ul style="list-style-type: none"> <li>• Recognize equal sign as symbol of equivalence</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and use properties of real numbers</li> </ul>
8	<b>Algebraic thinking</b> <ul style="list-style-type: none"> <li>Recognize equal sign as symbol of equivalence</li> <li>Identify and use properties of real numbers</li> </ul>
9	<b>Algebraic thinking</b> <ul style="list-style-type: none"> <li>Identify and explain arithmetic patterns</li> <li>Use mathematical structure, systematic thinking, and representations to analyze arithmetic and algebraic situations</li> </ul>
10	<b>Algebraic thinking</b> <ul style="list-style-type: none"> <li>Identify and explain arithmetic patterns</li> <li>Use mathematical structure, systematic thinking, and representations to analyze arithmetic and algebraic situations</li> </ul>
11	<b>Geometry and measurement</b> <ul style="list-style-type: none"> <li>Recognize defining attributes of 2D and 3D shapes</li> <li>Categorize shapes based on properties and distinguish polygons from non-polygons</li> </ul>
12	<b>Geometry and measurement</b> <ul style="list-style-type: none"> <li>Recognize defining attributes of 2D and 3D shapes</li> <li>Categorize shapes based on properties and distinguish polygons from non-polygons</li> </ul>
13	<b>Geometry and measurement</b> <ul style="list-style-type: none"> <li>Explain and apply the process of measurement</li> <li>Identify and distinguish between length, perimeter, and area as measurable attributes</li> </ul>
14	<b>Geometry and measurement</b> <ul style="list-style-type: none"> <li>Use estimation to predict results of a measurement</li> <li>Use standard and non-standard units of measurement to measure lengths</li> </ul>
15	<b>Probability and statistics</b> <ul style="list-style-type: none"> <li>Understand concepts of probability and chance</li> <li>Informally evaluate likelihood of events and probability as a long run behavior</li> </ul>
16	<b>Probability and statistics</b> <ul style="list-style-type: none"> <li>Recognize and describe distinguishing characteristics of a meaningful statistical question</li> <li>Collect categorical and numerical data using appropriate data collection methods to reduce bias</li> </ul>
17	<b>Probability and statistics</b> <ul style="list-style-type: none"> <li>Construct appropriate visual representations of data such as pictographs, bar graphs, and line plots to answer statistical questions</li> <li>Explain and interpret the meaning of the mode with reference to the context in which data was gathered.</li> </ul>

18	<p><b>Probability and statistics</b></p> <ul style="list-style-type: none"> <li>• Construct appropriate visual representations of data such as pictographs, bar graphs, and line plots to answer statistical questions</li> <li>• Explain and interpret the meaning of the mode with reference to the context in which data was gathered.</li> </ul>
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## BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title:

Budget Year:

Department:

Budget Manager:

### REQUEST

This request is for a .34 FTE and/or the equivalent in extended day contracts to teach two courses annually for the Rising Educators Program.

### RATIONALE/ INSTRUCTIONAL FOCUS

Kenosha Unified School District, in collaboration with Carthage College and the University of Wisconsin-Parkside, has developed a Rising Educators Program to increase the diversity, talent and commitment of the workforce. The requested FTE increase is necessary to offer four college education courses taught by a KUSD teacher annually (two courses options each semester for juniors and seniors).

### IMPACT

The immediate outcome is to offer high school students an opportunity to enroll in college introductory education courses to increase understanding and interest in pursuing a career in education. The long term impact is to increase the diversity, talent and commitment of the District's workforce in anticipation of Kenosha education graduates returning to the District to teach.

### BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	\$16,861.28
200's	Fringes	\$3,421.44
300's	Purchased Services	\$0
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
TOTAL *		\$20,282.72

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

Is this a  One-time or  Recurring expenditure?

### FUNDING SOURCES

Enter Funding Sources – Fund 10

**Kenosha Unified School District  
Kenosha, Wisconsin**

**November 17, 2020**

**COURSE CHANGE PROPOSALS: CAREER AND TECHNICAL EDUCATION AND  
FINE ARTS**

**Background**

Five Course Change Proposal forms are being submitted to update course names for 6 career and technical education courses and 1 fine arts course.

**Courses**

<b>CURRENT COURSE NAME</b>	<b>PROPOSED COURSE NAME</b>	<b>SCHOOLS</b>	<b>APPENDIX</b>
Developing Child 1 Developing Child 2	Child Development 1 Child Development 2	Bradford High School Indian Trail Academy Reuther Central High School Tremper High School	A
21 <sup>st</sup> Century	Digital Literacy	Bullen Middle School Lance Middle School Lincoln Middle School Mahone Middle School	B
Accounting	Honors Accounting	Bradford High School Indian Trail High School and Academy Tremper	C
Employability Skills	Employability Seminar	Bradford High School Indian Trail High School and Academy Reuther Central High School Tremper High School	D
Women's Choir	Cantare	Bradford High School Indian Trail High School and Academy Tremper High School	E

### **Recommendation**

Administration recommends that the School Board approve the proposal for new course names for the aforementioned Career and Technical Education and Fine Arts courses.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mrs. Cheryl Kothe  
Coordinator of Career and Technical Education

Mr. Scott Plank  
Coordinator of Fine Arts

**COURSE CHANGE PROPOSAL**

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

Date Initiated: 10/9/20 Administrator's Name: Cheryl Kothe

Department and School: Family and Consumer Sciences/Bradford, Indian Trail, Reuther, and Tremper

Course Name: Developing Child 1, Developing Child 2

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

Credits: .5 credits each Check if honors: ☐

Recommended Prerequisites (if any): n/a

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

Name change to Child Development 1 and Child Development 2 to better align with Gateway Technical College coursework within the Early Childhood Education degree.

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

N/A

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

N/A

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

N/A

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0





## APPENDIX B

### COURSE CHANGE PROPOSAL

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

Date Initiated: 10/9/20 Administrator's Name: Cheryl Kothe

Department and School: CTE/Bullen, Lance, Lincoln, and Mahone

Course Name: 21<sup>st</sup> Century

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

Credits: .5 credit Check if honors: ☐

Recommended Prerequisites (if any): n/a

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

Name change to Digital Literacy to ensure that skills being taught are current digital tools. 21<sup>st</sup> Century is an outdated name and the new name is aligned to the State Superintendent's Wisconsin Digital Learning Plan.

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

N/A

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

N/A

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

N/A

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**COURSE CHANGE PROPOSAL**

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

Date Initiated: 10/9/20 Administrator's Name: Cheryl Kothe

Department and School: Business/Bradford, Indian Trail, and Tremper

Course Name: Accounting

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

Credits: 1 credit Check if honors: ☒

Recommended Prerequisites (if any): n/a

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

Name change to Honors Accounting. The standards of this course are to prepare for college level accounting courses.

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

Honors Accounting prepares students who plan to major or minor in business in college or own a business. Accounting is the language of business. During the course students will prepare financial records, develop financial reports, enhances general knowledge of business, and learn payroll and taxes.

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

N/A

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

N/A

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

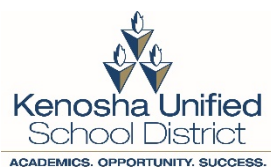
A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0



## APPENDIX D

### COURSE CHANGE PROPOSAL

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

Date Initiated: 10/9/20 Administrator's Name: Cheryl Kothe

Department and School: Business/Bradford, Indian Trail, Reuther, and Tremper

Course Name: Employability Skills

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

Credits: .5 credit Check if honors: ☐

Recommended Prerequisites (if any): n/a

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

Name change to Employability Seminar due to a special education course with the current name of Employability Skills.

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

N/A

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

N/A

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

N/A

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

## COURSE CHANGE PROPOSAL

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

Date Initiated: 10/12/2020 Administrator's Name: Scott Plank

Department and School: Fine Arts – Bradford, Indian Trail, Tremper

Course Name: Women's Choir

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

Credits: 1 credit Check if honors: ☒

Recommended Prerequisites (if any): Open to 9-12 treble voices by audition only - must have instructor approval

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

Request to change Women's Choir to Cantare (incl. honors). This represents the nature of this ensemble as voice based rather than gender based. Historically, Women's choir had been gender based and at several of the high schools an activity called Men's Choir, also gender-based, was offered. In about 2017 the District moved from gender based criteria to identify students for these courses to voice based criteria. The Men's Choir activity is now called Tenor and Bass Voices. There is no change in the course content for Cantare.

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

Cantare is the most advanced treble voice course of the choral music program. Students can expect to receive in-depth instruction in the development of their talent through the continuing process of vocal training, ear training, presentation of information regarding the historical periods of music compositions and composers, and through the preparation and performance of the most challenging and highest quality choral music. Performance responsibilities include participation at all concerts, rehearsals, and sectionals; a positive attitude toward development of talents and skills; and responsible preparation of the music. Time outside the normal school day may be required. This course may be taken multiple times.

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

N/A

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

N/A

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

## KENOSHA UNIFIED SCHOOL DISTRICT

November 17, 2020

### **Information Services Budget Assumption**

As an organization, Kenosha Unified has approximately 25,000 active users spread over 40 plus physical locations. An organization this size requires a level of coordination and support with regards to access to a variety of critical systems and applications. The primary data center for KUSD has a nearly \$1MM hardware cost, and this doesn't cover the organizational value for day to day operations or records. Prominent areas relate to securing and usage of the communication systems, financial transaction software, employee tracking and ensuring access to district records. Currently, there is only one assigned position (System Support Specialist) that has responsibilities to support, manage, and ensure not just the status of the data center, but also the growing security needs due to ever increasing global threats.

As a primary form of communication, KUSD generates tens of thousands of work related emails daily across a few thousand users. Different users have different levels of access, and there is an expectation to ensure the proper access based on job role. This is an important security task assigned to this role, and one that is repeated across several systems.

With the increased security threats, the Information Services Department and the Teaching and Learning Department have worked to establish educational resources and training options to help keep KUSD staff and students aware of proper security threats. This position would be responsible for coordinating those efforts and to safeguard the overall data center against other email threats and prevention measures.

A key component to any data center relates to the monitoring of security threats using an end point anti-virus platform. Compared to a few years ago, KUSD usually had a security threat about once a month (in which action had to be taken). Currently, KUSD receives near daily security threats as identified from multiple avenues and systems. This position would be responsible for handling these security threats as needed, and directing resources to prevent, address, and mitigate issues, using allocated budgets and supervision of assigned staffing resources.

As a public institution, Kenosha Unified has to adhere to statutory records retention and open records requests. As such, KUSD should have a proper disaster recovery and business continuity plan in place to support these expectations. This position would have a primary responsibility to verify retention of systems, and recovery of various records and access to those systems by different levels of users. Last year, Information Services began to collaborate with each department to identify their respective needs for recovery objectives.

After those interviews, a list of 36 separate systems were developed, all with an expectation to be up and accessible within eight hours. This is just one important example of the need for someone to coordinate these efforts, design a plan and periodically test and verify that appropriate measures are in place.

The world of technology is ever changing, and the technology related to security and proactive measures of ensuring the integrity of the organizational resources becomes greater each day. Having this position dedicated to understand these changes, and what new technology may be able to support in partnership with quality vendors would be a critical improvement for KUSD. At this time, KUSD falls short in having any reasonable time to research, test, and implement new technologies as they properly work in conjunction with the existing environment.

**Prominent Responsibilities:**

- Coordinates KUSD virtual server environment
- Coordinates KUSD email system for all users
- Coordinates Disaster Recovery and Records Retention
- Coordinates security software and patches
- Coordinates the operations of the KUSD Data Center
- Coordinates the district-wide anti-virus solution and remediation of threats
- Coordinates strategies to ensure data security
- Coordinates efforts with the Network Manager to ensure the interoperability of the data is accessible to identified users

**Administrative Recommendation:**

Administration recommends that the KUSD School Board review and approve the associated request to add a position titled, "Coordinator of Systems Support, Operations and Data Security" to the Information Services Department.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Kristopher Keckler  
Chief Information Officer



## BUDGET ASSUMPTION SUMMARY - EXPENDITURE

**Title:** Coordinator of Systems Support,  
Operations and Data Security

**Budget Year:** 2020-2021

**Department:** Information Services

**Budget Manager:** Kris Keckler

### REQUEST

To obtain a Coordinator of Systems Support, Operations and Data Security (1.0 FTE) position.

### RATIONALE/ INSTRUCTIONAL FOCUS

With the increase of Internet of Things (IoT) devices and new software applications, organizations have in turn created a larger attack surface area that opens the door for more potential cyber-attacks. Cyber security attacks can include ransomware, phishing attacks, hijacking confidential data, and network breaches. Cyber breaks are costly and damaging to an organization in terms of capital and reputation. Government and Education have been an increased target to cyber criminals because they tend to lack the resources and staffing needed to monitor and proactively protect their environments from ransomware and other data security breaches. The expectation for organizations to maintain appropriate measures (both preventive and reactionary for data security) continues to grow. The expansion of a full 1:1 program for all staff and students only adds to the complexities and management of access to resources and systems.

This position will manage the day-to-day operations of the Data Center. The primary focus of the position will be to identify and prevent data security breaches, as well as provide a proactive approach to data security and disaster recovery, instead of a severely limited reactive approach, which our current staffing and environment allows for, but with decreasing service applicability. This position would coordinate the entire KUSD Organizational data security needs, including retention regulations and compliance with federal/state mandates. This position will be responsible for the KUSD Data Center and Disaster Recovery strategies, documentation and testing of the procedures to address the district's ability to recover from a disaster or loss of any service.

### IMPACT

This highly skilled and responsible position would greatly address the lack of staffing resources for the noticeable increase and demand for data usage, storage, retention, security, and remediation.

### BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100	Salary	\$89,972
200	Benefits	\$40,789
	<b>TOTAL</b>	<b>\$130,761</b>

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

Is this a   one-time or X recurring expenditure?

### FUNDING SOURCES

This assumption would be added to the General Fund (10) Position Control/Staffing Budget.



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Kenosha Unified School District  
Kenosha, Wisconsin

Nov. 17, 2020  
Board of Education Meeting

**POLICY AND RULE 3643 – EMERGENCY SCHOOL CLOSINGS  
AND/OR LEARNING ADJUSTMENTS**

**Background:**

Policy 3643 was developed to give the Superintendent and/or their designee guidance when determining whether or not to close schools due to inclement weather and/or emergencies/crises. The rule currently outlines the operations of the district if and when school is closed due to inclement weather and/or emergencies/crises. This information is shared with staff, students and families in the annual district wall calendar, online and via social media.

With the onset of COVID-19 and the Safer at Home order enacted in April 2020, KUSD transitioned to become a 1:1 district with all students having a personal device, as well as offering hot spots to those who may not have internet in their homes. The district also expanded the number of staff who have personal devices since spring.

In addition, the district has rolled out a robust in-person and virtual offering for students that supports learning no matter what our staff, students and families are faced with. With the start of the year, families were offered an option to choose whether they wanted in-person or virtual learning. With the pandemic, the district has been able to use this new approach to shift schools to all virtual learning on a case-by-case basis as needed.

Given this new learning approach, the district believes it is now prepared to provide a continuity of learning for students even on inclement weather days and/or in the instance of emergency situations depending upon the severity of the situation. As such, the policy has been updated with a new set of procedures that outline what will occur in KUSD should we be faced with inclement weather, as well as what will occur should we have an extremely severe emergency/crisis situation.

This also led to an update of the staff reporting requirements. On any given inclement weather day, we have specified staff who are required to report to ensure our parking lots can be cleared, buildings are not experiencing any issues due to the weather, etc. We have also added a procedure that outlines a shift to virtual learning during inclement weather and noted where and when students and/or staff are to report depending upon the procedure enacted. We also added a fourth procedure and requirement that would fully close schools if we are faced with a widespread loss of internet or if we are experiencing an extremely severe emergency/crisis.

Lastly, we have updated the title of the policy and rule to align with the learning shifts that may be implemented.

**Administration Recommendation:**

Administration recommends that the board approve revised Policy and Rule 3643 – Emergency School Closings and/or Learning Adjustments as a first reading on Nov. 17, 2020, and a second reading on Dec. 8, 2020.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tanya Ruder  
Chief Communications Officer

POLICY 3643

**EMERGENCY SCHOOL CLOSINGS AND/OR LEARNING ADJUSTMENTS**

Only the superintendent of schools and/or ~~his/her~~**their** designee is authorized to close school **buildings or shift to a fully virtual learning environments** due to inclement weather and/or emergency/~~or~~ crisis situations. If the decision to close **buildings or shift to fully virtual learning** is made, a public announcement will be made via various ~~media platforms~~ no later than 5:30 a.m. unless emergency circumstances require otherwise.

If a public announcement is not made by 5:30 a.m. on any given day, schools will be open and following their regular schedules.

~~All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather.~~ The superintendent reserves the right to close the district for *all* students and ~~employees-staff~~ if deemed necessary.

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10)	[School day definition]
121.02(1)(f)	[School district standards; minimum hours of instruction]
121.56	[School bus routes]
118.15	[Compulsory school attendance]

CROSS REF.: 3511 Transportation  
5310 Student Attendance  
6210 School Year Calendar  
Employee Handbook  
*Emergency Operations Plan*

AFFIRMED: Sept. 24, 1991

REVISED: Jan. 29, 2002  
Oct. 28, 2003  
Dec. 18, 2007  
Sept. 23, 2014  
Oct. 28, 2014  
Sept. 22, 2015  
March 28, 2017  
July 25, 2017  
June 26, 2018  
Sept. 24, 2019  
**Dec. 8, 2020**

**EMERGENCY SCHOOL CLOSINGS AND/OR LEARNING ADJUSTMENTS**

The district puts student safety first, which is why several factors are taken into consideration when determining whether to close **buildings or shift to a fully virtual learning environment** schools due to inclement weather and/or emergency/~~or~~ crisis situations, such as:

- Whether a weather warning has been issued **and remains in effect at or after 5 a.m. of the day in question**
  - **Warnings issued in advance are often canceled due to a change in storm systems and the district does not want to make decisions based on inaccurate data/information**
- Whether there is a sustained wind chill of -34 degrees or lower
- Whether there is a sustained temperature of -20 degrees or lower
- Whether there is or will be a heavy accumulation of snow, especially during typical travel times to and from school
  - Are streets and sidewalks clear?
  - Are buses unable to run due to extreme cold or unplowed streets?
  - Are driving conditions hazardous?
  - Are there power or phone outages?

If school is not canceled **or shifted to fully virtual learning** and a parent/guardian **believes**~~feels~~ ~~his/her~~**their** child is safer at home, the parent/guardian may keep ~~his/her~~**their** child home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and Wis. Statute 118.15 so long as parents/guardians report the absence in a timely manner.

In the event schools are closed, **shifted to fully virtual learning**, or the arrival/dismissal time is changed due to inclement weather and/or emergency/~~or~~ crisis situations, an announcement will be made via **text message to all families who have opted in to receive texts from KUSD and have a cell phone listed in Infinite Campus, the KUSD website (kUSD.edu), KUSD Channel 20, Facebook.com/kenoshaschools, Twitter.com/KUSD, Instagram.com/Kenoshaschools, 262-359-SNOW (7669), local television stations FOX 6, WISN 12, CBS 58, local radio stations, and Kenosha News**~~the KUSD website (kUSD.edu), KUSD Channel 20, Facebook.com/kenoshaschools, Twitter.com/KUSD and 262-359-SNOW (7669)~~ no later than 5:30 a.m. unless emergency circumstances require otherwise. If schools are closed, all after-school activities, including sports, **fine arts** and evening events, also will be canceled.

When KUSD schools are closed, no transportation will be provided to private and parochial schools.

**~~THREE-FOUR~~ PROCEDURES TO LOOK/LISTEN FOR**

*Unless notified otherwise, Procedure 1 is in effect. **Nothing prevents the district from enacting any of the procedures below on a case-by-case basis if impending emergencies/crises are isolated to individual schools/buildings.***

- **Procedure 1:** All schools in KUSD will be open today. Students and personnel are expected to attend.
- **Procedure 2:** All schools in KUSD will open two hours late, and school buses that transport students will be running approximately two hours late. There will be no a.m. or p.m. early childhood, speech impact or 4K classes. ~~Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.~~

RULE 3643

EMERGENCY SCHOOL CLOSINGS AND/OR LEARNING ADJUSTMENTS

Page 2

- **Procedure 3:** All schools in KUSD will be shifted to a fully virtual learning environment; no students are expected to physically report to buildings but must attend classes virtually from home in order to be marked present for the day. This may be implemented on a case-by-case basis if isolated to individual schools/buildings. The Kenosha Senior Center will be closed.
- **Procedure 4 (reserved for extreme emergency situations):** All schools in KUSD will be closed; no students are expected to report. ~~The Kenosha Senior Center also will be closed. This procedure will only be enacted if and when the situation leading to closure has caused widespread internet outages (e.g. major ice storms, etc.) or would result in endangering the health and welfare of students and staff. This may be implemented on a case-by-case basis if isolated to individual schools/buildings. The Kenosha Senior Center also will be closed. KUSD employees must refer to Rule 3643 for attendance guidelines.~~

STAFF REPORTING REQUIREMENTS:

Two (2) days are built into the academic calendar for ~~potential~~ **extreme** emergency school closings as outlined in Procedure 4 above.

If Procedure 1 is enacted, staff will be expected to report to work at their assigned buildings as normally scheduled.

If Procedure 2 is enacted, staff will be expected to report to work at their assigned buildings as normally scheduled.

If Procedure 3 is enacted, students and staff will shift to virtual learning. All staff, other than specified facilities staff, may work from home due to the inclement weather and/or emergency/crisis. Specified facilities staff include those required for snow removal and/or other maintenance needs as indicated by their supervisor. Timesheet employees will not be required to work on virtual days and as such will not be compensated unless their direct supervisor requests otherwise, in which case a timesheet for hours worked must be submitted.

~~If an emergency closing is declared because of inclement weather or a school emergency~~ Procedure 4 is enacted, only specified facilities staff shall report to work the first two days, no others shall report to work **and the school and/or district will be considered closed for the day.** Specified facilities staff include those required for snow removal and/or other maintenance needs as indicated by ~~his/her~~ **their** supervisor. These individuals shall receive flextime for the day(s) worked that must be used by June 30 of the school year in which the closings occur. **Timesheet employees will not be required to work on closure days and as such will not be compensated unless their direct supervisor requests otherwise, in which case a timesheet for hours worked must be submitted.**

~~Beyond the first two days:~~

- ~~Teachers, educational assistants and interpreters do not need to report to work when school is closed for emergency purposes, but are required to make up state mandated student contact time at a future date or dates to be determined by administration.~~
- ~~Administrator, supervisory, technical personnel; administrative support professionals;~~

~~community and support; facilities; and food service must report to work or take a vacation,  
personal or unpaid (deduct) day.~~

**INDOOR/OUTDOOR –GUIDELINES**

1. General guidelines: 10 degrees or below, wind chill factor of 0 degrees or below and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.
2. Administrator’s responsibilities: Principals are responsible for the timely implementation of the guidelines, reasonable supervision of students under all circumstances and informing parents each year of the district’s expectations regarding indoor periods due to weather conditions.

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 17, 2020

**REVIEW AND ACCEPTANCE OF BOARD GOALS**

On September 29, 2020, the Board participated in a working session facilitated by Mr. Peter Jonas and Ms. Nancy Blair to:

- Review Board Self-Evaluation Results;
- Set Goals Based on Results; and
- Agree Upon Process and Products for the Launch of Standing Committees.

Attached is the Summary Report from that working session which identifies four goals identified by the Board during that working session.

Next steps are to review, accept and implement the goals by the board.

**RECOMMENDATION**

It is recommended that the Board review, accept implement the board goals in the attached summary report.

Tom Duncan  
School Board President



**Kenosha Unified School District Board Goals Based on Board Evaluation**  
**Summary Report**  
**9/29/2020**

**Vision**

Historically, the KUSD school board reviews the mission, vision, and values on an annual basis. The information is typically discussed and approved as is. Currently, the district is working with Studer Education to refine and refresh the goals. In 2020, based on feedback from staff and community, the district revised the five main strategic goals and condensed them into four goals. Professional Learning was a stand-alone goal but now subsumed within the other four goals.

The KUSD school board reviewed the data from the WASB/School Perceptions Annual Board Development Tool, with the task of developing SMART goals. Listed below is a draft of the goals.

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

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

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

**Accountability**

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

**SMART Goal #2 - Data**

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

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

### **SMART GOAL #3 - Advocacy**

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

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

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

### **SMART Goal #4 - Board Relationships**

The standing committee structure will be intentionally used:

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

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

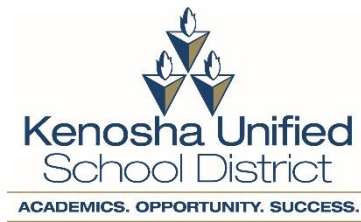
New Board members will undergo an orientation to ensure that agreed-upon processes and procedures are well communicated. The orientation will also include parameters of their role as a Board member and their interface with administration.

### **Next Steps:**

The Board and Administration will review the draft of the goals and statements contained here within and make final revisions or accept as stated.

Respectfully submitted,  
Dr. Peter Jonas  
Dr. Nancy Blair

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November 17, 2020

## DONATIONS TO THE DISTRICT

The District has received the following donations:

1. James and Janice Duncan donated \$1,000 to the Bradford High School Planetarium.
2. Modern Woodmen of America donated \$500 to the Bradford High School Football Program.
3. Educators Credit Union donated 21 tables to the Educational Support Center. The estimated value of this donation is unknown.

### Administrative Recommendation

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

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

November 17, 2020

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board  
November-December**

**November**

- November 17, 2020 - Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual
- November 25, 2020 – Half Day for Students and Instructional Staff
- November 26-27, 2020 – Thanksgiving Recess

**December**

- December 8, 2020 – Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual
- December 23, 2020-January 3, 2021 – Winter Recess – District Closed

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