



**Kenosha Unified  
School District**

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**ACADEMICS. OPPORTUNITY. SUCCESS.**

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## **REGULAR BOARD MEETING**

**Tuesday, January 26, 2021**

**7:00 PM**

**REVISED**

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

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Regular Board Meeting  
 Tuesday, January 26, 2021  
 Educational Support Center  
 3600 52nd St.  
 Kenosha, WI 53144  
 7:00 PM  
**REVISED**

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Introduction, Welcome and Comments by Student Ambassador	
IV. Awards/Recognition	
• United Soccer Coaches of America Academic All American Team Award - Tremper Girls Soccer Team	
V. Administrative and Supervisory Appointments	
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VII. Legislative Report	
VIII. Views and Comments by the Public	
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**The Office of Human Resources recommends the following actions:**

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SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD DECEMBER 8, 2020

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 8, 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 5:30 P.M. with the following members present: Mr. Battle, Ms. Stevens, Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis; and Attorney Lori Lubinsky (virtually) from Axley Brynerson, LLP were also present. Mrs. Modder arrived later.

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.

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

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

1. Personnel: Problems

Attorney Lubinsky updated board members on a personnel issue and sought board direction.

Mrs. Modder arrived at 5:46 P.M.

Attorney Lubinsky departed the meeting at 5:58 P.M.

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

2. Litigation

Attorney Oyvind Wistrom (virtually) from Lindner and Marsack arrived at 6:02 P.M. He updated board members on a litigation matter and sought board direction.

Attorney Wistrom departed the meeting at 6:24 P.M.

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

Meeting adjourned at 6:25 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD DECEMBER 8, 2020

A regular meeting of the Kenosha Unified School Board was held on Tuesday, December 8, 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. Adams introduced the student ambassador, Taylor Wilmot from Indian Trail High School and Academy, and she made her comments.

There were no awards or recognitions.

There were no Administrative and/or Supervisory Appointments.

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

Mrs. Modder gave the legislative report.

Views and comments were made by the public. Mrs. Modder noted the names of individuals who submitted views and comments electronically and indicated that they would be posted on the district website.

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 11/17/20 Special Meeting and Executive Session, and 11/17/20 Regular Meeting.

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



"It is recommended that the November 2020 cash receipt deposits totaling \$200,129.15, and cash receipt wire transfers-in totaling \$3,237,238.20, be approved.

Check numbers 597461 through 598062 (net of voided batches) totaling \$3,770,500.78, and general operating wire transfers-out totaling \$3,649,920.72, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2020 net payroll and benefit EFT batches totaling \$13,606,349.68, and net payroll check batches totaling \$11,665.39, be approved."

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

Mrs. Tanya Ruder, Chief Communications Officer, presented Policy and Rule 3643 – Emergency School Closings and/or Learning Adjustments submitted by Mrs. Ruder and Dr. Savaglio-Jarvis, excerpts follow:

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

Ms. Stevens moved to approve revised Policy and Rule 3643 – Emergency School Closings and/or Learning Adjustments as a second reading as presented. Mr. Garcia seconded the motion. Unanimously approved.

Board members provided their views and comments on the Return 2020 Plan. No action was taken on this agenda item.

Dr. Savaglio-Jarvis presented the Head Start Federal Grant Funds Budget Revision 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 for a budget revision to move funds in the Head Start Federal Grant. Approval is requested to move \$88,000 to the equipment budget line to provide funds for maintenance work on the heating units at Chavez Learning Station, a federally owned building.

According to federal law, the governing body is required to approve of budget revisions. Maintenance work is required to be done on the HVAC system at Chavez Learning Station. These funds will be used for providing and installing a new Trane RTU to replace an old, worn out unit and all of the peripheral work needed to install this unit. The cost for this work to be done is estimated to be between \$80,000 and \$88,000. Chavez Learning Station is a federally owned building that houses the head start program.

Administration recommends that the school board approve the request to make these budget revisions in the amount of \$88,000 in the Head Start Federal Grant for the 2020-2021 school year.”

Ms. Rhode (virtual) answered questions from board members.

Mrs. Modder moved to approve the request to make these budget revisions in the amount of \$88,000 in the Head Start Federal Grant for the 2020-2021 school year. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented the Student Data Analytics Contract submitted by Mr. Kristopher Keckler, Chief Information Officer, and Dr. Savaglio-Jarvis, excerpts follow:

“Two years ago, Kenosha Unified worked to implement a student data analytics program with eduCLIMBER. Unfortunately, eduCLIMBER has not met the supportive or

configuration needs of the district. This was due to many factors, mainly of which their platform was not as customizable for so many different users and locations, including dealing with student mobility. This past summer, another RFP was communicated to see if there was another option for KUSD to use, while hopefully not incurring any additional costs beyond the prior annual expenses. After a final review of all submissions, and virtual presentations for the final three selections, Kenosha Unified recommended that the BrightBytes analytics platform from BrightBytes Inc. be awarded KUSD RFP# 5246 Student Data Analytics Platform. The skills that were learned by KUSD staff are transferrable to BrightBytes, and the ultimate goal of integrating a quality analytics application is what drove this recent RFP and subsequent recommendation.

With the BrightBytes platform, KUSD not only will experience a cost savings, but also have a nationally recognized and award winning partner with which to build and expand a better product with greater vendor support. Their submitted quote lists an annual \$3 per pupil cost, and locked in for three years. Compared to the existing product of \$4 per pupil, for one year, with partial increases each year. The cost of the product was just one area that BrightBytes outperformed the other products. After the initial review of all submissions by a review team, a refined group of three vendors were each given the invitation for a virtual presentation. These virtual presentations were recorded and links shared with an expanded group of KUSD users and positions. A follow-up anonymous survey was then provided to capture the feedback. In each of the designated areas, and the overall score, BrightBytes was the clearly preferred product.

The expected partnership with BrightBytes will address a detailed and supported adoption timeline over multiple months. The preparation work will also consist of continual coaching and customization aligned to national, state, and local goals. Aside from these goals, the associated BrightBytes platform will cover not just academics, attendance, and assessments, but intervention management, school culture, college and career readiness, and early warning diagnostics.

BrightBytes continues to work with over 25,000 school districts, including multiple state-wide contracts spanning the last ten plus years, some larger than Kenosha Unified. A sample list of large partners follows:

- Bibb County, GA - 25,000 students
- Shelby County, TN - 111,000 students
- Fort Worth, TX - 511,000 students
- Kentucky Department of Education - 685,000 students
- Colorado Department of Education - 863,000 students
- Florida Department of Education - 2.7 million students

The BrightBytes analytics platform is built in partnership with the following research partners: The American Institute of Research (AIM), the International Society of Technology in Education (ISTE) and the University of Pennsylvania. BrightBytes combines an expanded data warehouse with predictive analytics to curate real-time data dashboards and early warning thresholds. All of these features will empower the KUSD instructional staff to better serve each student with efficient use of resources and services.

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

Administration recommends that the Board of Education approve the purchase contract with BrightBytes to utilize their student data analytics program for the next three years.”

Mr. Wade moved to approve the three-year purchase contract in the amount of \$175,000 with BrightBytes to utilize their student data analytics program. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Hamdan and Mr. David Maccoux (virtually), Principal Auditor at CliftonLarsonAllen LLP, presented the Annual Financial Report which included the independent auditors’ report, management’s discussion and analysis, basic financial statements, district-wide financial statements, fund balance statements, required supplemental information, additional independent auditor’s report for basic financial statements, and federal and state awards.

Questions from board members were answered by Mr. Hamdan and Mr. Maccoux. No action was taken on this item as it was provided for informational purposes.

Dr. Savaglio-Jarvis presented the Expulsion Independent Hearing Officers submitted by Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“At the September 3, 2020, regular school board meeting, Administration brought forth and the Board approved the appointment of Ms. Nancy Wheeler and Ms. Jacalyn Zimmerman as Hearing Officers to assist the District with any expulsion hearings for the 2020-21 school year. Since that meeting, Ms. Zimmerman is unavailable to assist the district as a hearing officer. Therefore, Administration is recommending the appointment of Mr. Christopher Hauser as an expulsion independent hearing officer.

Mr. Hauser has an extensive background in the education field having held the following positions: Teacher, Positive Behavior Interventions and Support (PBIS) Supervisor, Principal, Regional Director of School Support, Regional Superintendent, and Interim Deputy Superintendent. Mr. Hauser recently retired from Milwaukee Public Schools and was provided expulsion hearing officer training previously through them.

Hearing Officers are paid \$100 for the first hour and \$25 for every additional 15 minutes after the first hour not to exceed \$300 for each hearing. Hearing Officers are part time employees that are called upon when needed for expulsion hearings. An expulsion hearing officer training will be provided by Attorney Christine Hamiel from Von Briesen & Roper.

Administration recommends that the Board of Education authorize the appointment of Christopher Hauser as a Hearing Officer for the purpose of expulsion hearings during the 2020-2021 school year at the rate of \$100 for the first hour and \$25 for every additional 15 minutes after the first hour not to exceed \$300 per hearing.”

Mr. Wade moved to appoint Christopher Hauser as a Hearing Officer for the purpose of expulsion hearings during the 2020-2021 school year at the rate of \$100 for the first hour

and \$25 for every additional 15 minutes after the first hour not to exceed \$300 per hearing. Ms. Adams seconded the motion. Unanimously approved.

Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies, presented the KUSD Educator Effectiveness Waiver for School Year 2020-21 submitted by Mr. Kearby; Mrs. Julie Housaman, Chief Academic Officer; Ms. Valeri; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“On April 27, 2020, the Kenosha Unified School Board approved a series of requests for local and state accountability waivers. These waivers were a direct result of the COVID19 Pandemic. In June, the Wisconsin Department of Instruction (DPI) issued the returning to school guidance, Education Forward, [https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Education\\_Forum\\_web.pdf](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Education_Forum_web.pdf). This document was established to help school districts navigate the changing landscape for learning, as well as being mindful and flexible of regulatory factors. To provide broad support, DPI launched their COVID-19 flexibility application (<https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f1396.pdf>). This online application will allow each district to submit several waivers at once, and even permit districts to amend the application as the year goes on for any future requests, as this particular request is a prime example.

Chapter 118.38 of the Wisconsin State Statutes outlines the legal authority for school boards to request and for DPI to grant waivers from certain state laws and administrative rules. Under this provision, school boards can request a waiver from DPI of any school board or school district requirement outlined in Chapters 115 to 121 of the State Statutes 36 or in related administrative rules.

The law requires the local school board to hold a public hearing (virtually if needed) in the school district and requires the school board to specify in its request for a waiver its reason for requesting the waiver. Once approved, waivers will be effective for one year, and renewable for additional one year periods. At this time, administration would ask the KUSD School Board to endorse a waiver consideration for the following state regulation:

- Educator Effectiveness Cycle: Wis. Stat. § 115.415

The Wisconsin Legislature developed the 20 Wisconsin Education Standards found in Wisconsin Administrative Code sec. PI 8.01, which establishes minimum expectations for each school district. Standard 17 requires each school district to evaluate all licensed school personnel in their “first year of employment and, at least, every third year thereafter.” Wis. Stat. § 115.415 requires the specific process by which all Wisconsin districts meet the requirements listed in PI 8 for principals and teachers--the Wisconsin Educator Effectiveness (EE) System. The full annual cycle is listed in Appendix A below. This waiver request was developed based on feedback from teachers and district administrators.

Due to the ongoing COVID-19 public health emergency, the Department of Public Instruction (DPI) will waive the requirements to complete an Educator Effectiveness Cycle for educators who are cycled for their Supporting and their Summary Year in 2020-21, thereby waiving the requirements to meet PI 8.01 and Wis. Stat. § 115.415 for 2020-21. The

proposed changes will be communicated to all staff in the Torch (Appendix B) and principals will share the KUSD Educator Effectiveness Staff Overview at a school staff meeting.

Per state law, the district will need to hold a public hearing under s.118.38 (1) (b) and document the date of the public hearing to receive a waiver. (The public hearing can be virtual or teleconferenced). KUSD is currently working on the respective DPI form but the status of this waiver approval is “pending” until the completion of the public hearing and local board approval.

For this particular waiver, the state statutory requirement for holding a public hearing still remains. The associated resolution allows a district to formally process the respective waiver request after the notice and session of the public hearing.

Administration recommends that the School Board approve the Educator Effectiveness waiver request for the 2020-21 school year at the December 8, 2020, regular School Board meeting.”

Mr. Wade moved to approve the Educator Effectiveness waiver request for the 2020-21 school year. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Modder presented Resolution 371 – School Board Resolution for the Waiver of Certain School Board or School District Requirements Pursuant to Wisconsin Statute Sections 118.38(1) and (1m), which read as follows:

“WHEREAS, Wis. Stat. §118.38(1) and Wis. Admin. § PI 8.01(4) authorize school boards to request the Department of Public Instruction to waive any school board or school district requirement in Wis. Stat. chs. 115 to 121 or in the administrative rules promulgated by the Department under the authority of those chapters; and

WHEREAS, Wis. Stat. §118.38(1)(b) requires that before requesting a waiver, a school board shall hold a public hearing in the school district on the request for a waiver of any requirement in Wis. Stat. chs. 115 to 121; and

WHEREAS, Wis. Stat. §§ 120.12(1) and 12.44(2) authorize the Board of Education to have the possession, care, control and management of the property and affairs of the school district; and WHEREAS, on March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic; and

WHEREAS, since Mid-March, 2020, pursuant to Wis. Stat. § 323.10, Wisconsin Governor Tony Evers has issued multiple executive orders declaring a public health emergency in all counties of the state as a result of the coronavirus pandemic (COVID19) while also attempting multiple initiatives to address, reduce, and prevent further spread of the coronavirus pandemic.

NOW, THEREFORE BE IT RESOLVED, that:

1. On December 8, 2020, the Kenosha School Board of Education held a public hearing, in satisfaction of Wis. Stat. §118.38(1)(b), concerning a request for waiver of the requirements identified herein; and

2. In compliance with Wis. Stat. §§ 118.38(1) and (1m), and for the reasons set forth herein, the Board of Education hereby directs the District Administrator or her designee to apply, on behalf of the Board, to the Office of the Superintendent for Public Instruction (OSPI) for the waiver of the following:

a. Waiver of the requirements to complete an Educator Effectiveness Cycle for educators in their Supporting and Summary Year in 2020-21, including waivers of the requirements to meet PI 8.01 and Wis. Stat. §§ 115.415 and 121.02(1)(q) for the 2020-21 school year only due to the COVID-19 public health emergency.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board of Education's approval of this action and of the authority granted 42 herein at a duly-noticed meeting of the Board held on December 8, 2020."

Mr. Battle moved to approve Resolution 371 – School Board Resolution for the Waiver of Certain School Board or School District Requirements Pursuant to Wisconsin Statute Sections 118.38(1) and (1m). Mr. Garcia seconded the motion. Unanimously approved.

Ms. Valeri presented the 2021 WASB Proposed Resolutions submitted by Dr. Savaglio-Jarvis, excerpts follow:

"The Superintendent and Leadership Council reviewed the 2021 WASB proposed resolutions and make the following recommendations:

<u>Resolution</u>	<u>Title</u>	<u>Recommendation</u>
21-01	One-Cent Sales Tax for School Infrastructure, Technology and Tax Relief	Support
21-02	Broadband Access	Support
21-03	Enrollment Hold Harmless	Support
21-04	Instruction on Indigenous Tribes	Support
21-05	Special Education Flexibility to Address Emergencies	Support
21-06	Assessment and Report Card Waivers	Support
21-07	Rehiring Retired Teachers and Staff	Support
21-08	Superintendent Evaluations	Support
21-09	Comprehensive School Safety Legislation	Support
21-10	School District Mascots, Logos and Imagery	Support

It is recommended that the School Board provide direction to its delegate relative to the 2021 WASB proposed resolutions noted above and give the board delegate discretionary latitude to vote on amendments or other resolutions."

Ms. Adams moved to approve administration's recommendation to support the proposed 2021 WASB resolutions and give the board delegate discretionary latitude to vote on amendments or other resolutions. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Stevens presented Resolution 372 – National Mentoring Month, January 2021, which read as follows:

“WHEREAS, a number of organizations in the Kenosha community have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that are designed to support student learning and success; and

WHEREAS, relationships that students build with caring mentors offer valuable support; and

WHEREAS, quality mentoring encourages positive choices, promotes self-esteem, supports academic achievement and introduces young people to new ideas; and

WHEREAS, mentoring provides the skills needed to build strong, positive relationships with family, friends and community members; and WHEREAS, mentoring programs have shown to be effective in combating school violence and discipline problems, substance abuse, incarceration and truancy.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2021 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help in our mission of providing excellent, challenging learning opportunities and experiences that prepare each student for success.

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

Ms. Stevens moved to approve Resolution 372 – National Mentoring Month, January 2021. Mr. Garcia seconded the motion. Unanimously approved.

Ms. Adams presented the Donations to the District.

Ms. Adams moved to approve acceptance of the 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. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 9:02 P.M.

Stacy Schroeder Busby  
School Board Secretary



SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 6, 2021

A special meeting of the Kenosha Unified School Board was held on Wednesday, January 6, 2021, in Room 153 at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:31 P.M. with the following members present: Mr. Battle, Mrs. Modder (virtual), Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis was also present. Ms. Stevens arrived later.

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 Property: Lease/Rental.

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

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

1. Personnel: Problems

Mr. Patrick Finnemore, Director of Facilities, arrived at 5:33 P.M. and updated board members on a property issue.

Ms. Stevens arrived at 5:34 P.M.

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

Meeting adjourned at 5:44 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 6, 2021

A special meeting of the Kenosha Unified School Board was held on Wednesday, January 6, 2021, at 5:45 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, Student Pulse Check Survey, WIAA Winter and Spring Sports Update, and the Return 2020 Plan.

The meeting was called to order at 5:48 P.M. with the following members present: Mr. Battle, Ms. Stevens, Mrs. Modder (virtual), Mr. Garcia, Ms. Adams, Mr. Wade, and Mr. Duncan. Dr. Savaglio-Jarvis was also present.

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

Views and comments were made by the public.

Ms. Stevens moved to extend the time allotted for views and comments to allow for the remainder of the citizens to speak. Mr. Wade seconded the motion. Unanimously approved.

Views and comments by the public continued.

Ms. Busby noted the name of the individual who submitted views and comments electronically.

Dr. Savaglio-Jarvis introduced Mrs. Melissa Matarazzo (virtual) from StuderEducation and she presented a Student Pulse Check Survey PowerPoint which covered the following topics: what is a pulse check, who did we hear from, survey results - all students, survey results - in person/virtual, what can we celebrate, what can we focus on for improvement, next steps, and current practices in some schools.

Mrs. Matarazzo answered questions from board members.

No action was taken on this item as it was an informational item.

Mrs. Julie Housaman, Chief Academic Officer, presented the WIAA Winter and Spring Sports Update submitted by Mr. Bryan Mogensen, Coordinator of Athletics, Physical Education, Health, Recreation and Senior Center; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

"On October 27, 2020, the Kenosha Unified School District Board of Education voted to move forward with winter and spring sports for the 2020-21 school year. WIAA sport specific guidelines and policies have been released for both seasons, and updates are made on a continual basis to align with WIAA policy changes. Practices and tryouts for all winter sports began in accordance with WIAA seasonal start dates between November 16 and November 25, as approved by the Board.

On November, 17, 2020, the Board voted to suspend athletics from November 20, 2020 through January 3, 2021. All athletic teams resume practice on January 4, 2021. WIAA guidelines require 5 practice days prior to participation in competitions for all teams. As a result, the remaining competition schedule has been condensed and every effort was made to provide teams with valuable opportunities to compete prior to the start of the post-season competition. The WIAA post-season regional start dates are listed in the table below. If the restart of sports on January 4, 2021, is interrupted, it is highly probable that the winter sports season would be cancelled for the 2020-2021 season as teams would not be adequately prepared for competition. Appendix A outlines the current schedule for the winter athletic season.

WIAA Post-Season Start Date for Winter Sports:

<u>Winter Sport</u>	<u>WIAA Regional Start Date</u>
Boys Swim and Dive	January 29, 2021 – Diving
	January 20, 2021 - Swimming
Gymnastics	January 16, 2021
Wrestling	January 30, 2021
Boys Basketball	February 16, 2021
Girls Basketball	February 9, 2021
Hockey	February 2, 2021

WIAA Spring 2021 Start Dates:

<u>Sport</u>	<u>WIAA Spring Seasonal Start Date</u>
Track and Field, Baseball & Softball	April 19, 2021
Girls Soccer	April 26, 2021
Boys Tennis	May 3, 2021
Girls Lacrosse	April 22, 2021

WIAA Post-Season Start Dates for Spring Sports:

<u>Sport</u>	<u>WIAA Spring Seasonal Start Date</u>
Track and Field, Baseball & Softball	June 14, 2021 – Track and Field
	June 15, 2021 – Baseball
	June 14, 2021 - Softball
Girls Soccer	TBD
Boys Tennis	June 14, 2021
Girls Lacrosse	June 8, 2021

At this time WIAA does not intend to delay or make any other changes to the start dates for spring sports. In addition, administration does not anticipate that WIAA will delay the spring sports season to summer as occurred for the 2020 spring sports season.

This is an informational report.”

Mr. Mogensen and Mrs. Housaman answered questions from board members.

No action was taken on this item as it was an informational item.

Dr. Savaglio-Jarvis introduced the Return 2020 Plan submitted by Mr. Kristopher Keckler, Chief Information Officer; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“As the nation is responding to the unprecedented challenges brought upon us by the COVID-19 pandemic, thousands of schools have been forced to create virtual learning experiences throughout our communities. Schools and systems across the nation found themselves having to reinvent learning in many new ways. The staff and students of KUSD have been doing just that in these most unprecedented times.

However, understanding the learning and social emotional challenges posed on students requires leadership from all entities including educators, medical professionals, parents, community members, boards of education and other vital stakeholders to come together for the betterment of student learning-academically socially, emotionally and physically. Communities across the country are living through very challenging times, with new information, changing information, at times conflicting information forthcoming almost on a daily basis and are being asked to do so much. It is noted that the amount of dedication and commitment from all staff that had to maneuver and adjust to these unique times is commendable. Staff have continually embraced the constant changes to focus on the needs of every learner.

Timeline:

July 28, 2020/Regular Board Meeting:

The Board moved to return to school in an all-virtual learning environment for students with a return date for in-person to be determined. Motion carried.

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

November 9, 2020 KCHD Recommendation:

On November 9, 2020, a media release from Kenosha County Health Officer, Dr. Jen Freiheit, strongly recommended that all schools within the county — K-12, colleges and universities — switch to virtual instruction only between November 23 and January 4 due to the continuing upward trend of COVID-19 cases in Kenosha County, with no slowdown projected in the next 12 weeks. It goes on to share, “It is not a binding order, but Freiheit urges schools, colleges and universities to give it serious consideration. This recommendation also includes sports and other extracurricular activities.” Since the start of school, we have addressed areas of high need while having little to no impact on other schools that have not been greatly impacted by COVID-positive cases. Even the few switches to all virtual learning we have implemented have greatly affected our families as they search for alternate care during these brief closures. Please know that the Return 2020 plan and current COVID impact within KUSD will now be a regular board meeting agenda item starting this month, and will remain throughout the duration of the pandemic so Board

members may discuss the topic as needed. This item is being presented for board discussion and possible action.”

November 17, 2020/Regular Board Meeting:

The Board moved to transition to 100% virtual instruction for all students except those whose IEPs require in person instruction from Monday, November 30 through Friday, January 8, with instructional staff only permitted but not required to work from home as long as such staff have reliable internet to serve students virtually, with all such staff designating their intention to their building principal prior to November 30, 2020. Motion carried.

KUSD Threshold:

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

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

January 6, 2021/Special Board Meeting:

All teachers return to their buildings to work on January 11, 2021. All PreK-5 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30, 2020; virtual learning continues for those who elected virtual. All 6-8 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30, 2020; virtual learning continues for those who elected virtual. All 9-12 students return to in person learning, if elected as their learning mode on January 25 which is the start of the 3Q; virtual learning continues for those who elected virtual.

The District understands the 2020-21 school year comes with many varying opinions for many solid reasons. Administration recommends that the Board of Education spend time considering the recommendation below for the remainder of the 2020-2021 school year. And, while doing so keeping in mind the components outlined in the Return 2020 plan in order to make the best decision for all

Administration recommends that the Board of Education extend the virtual learning environment for all 9-12 students (with the exception for students on alternative learning plans) through January 22 with a return to in person learning for those who elected in person learning at the start of Quarter 3, on January 25, 2021, due to impact on finals.”

Mr. Keckler gave a Learning Format Trend Data and COVID Update PowerPoint presentation which covered the following topics: 2020-2021 student learning format data, KUSD learning format trend data from September 14, November 2 and January 25, COVID

data, board directive (November 17, 2020), KUSD positive totals by role, KUSD positive daily notifications and 7-day average, large WI county COVID trends, and recommendation.

Mr. Keckler and Ms. Valeri answered questions from board members.

Mr. Wade moved to extend the virtual learning environment for all 9-12 students (with the exception for students on alternative learning plans) through January 22 with a return to in person learning for those who elected in person learning at the start of Quarter 3, on January 25, 2021, due to impact on finals. Mrs. Modder seconded the motion.

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

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

Meeting adjourned at 7:59 P.M.

Stacy Schroeder Busby  
School Board Secretary

Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
January 26, 2021

<b>CASH RECEIPTS</b>	<b>reference</b>	<b>total</b>
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**December 2020 Wire Transfers-In, to Johnson Bank from:**

WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 40,099,954.13
Johnson Bank	<i>account interest</i>	194.91
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	61.94
Bankcard Services (ShowTix4U)	<i>fine arts ticket sales receipts (net of fees)</i>	1,239.57
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	2,560.67
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	27,117.23
HHS	<i>head start grant</i>	229,940.33
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	70,340.63
<b>Total Incoming Wire Transfers</b>		<b>40,431,409.41</b>

**December 2020 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts	<i>(excluding credit cards)</i>	131,858.67
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**TOTAL DECEMBER CASH RECEIPTS**

**\$ 40,563,268.08**

<b>CASH DISBURSEMENTS</b>	<b>reference</b>	<b>total</b>
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**December 2020 Wire Transfers-Out, from Johnson Bank to:**

*Payroll & Benefit wires*

Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 11,714,214.96
WI Department of Revenue	<i>state payroll taxes</i>	273,920.16
WI Department of Revenue	<i>state wage attachments</i>	6,024.70
IRS	<i>federal payroll taxes</i>	4,034,855.76
Delta Dental	<i>dental insurance premiums</i>	234,426.71
Diversified Benefits Services	<i>flexible spending account claims</i>	10,511.07
Employee Trust Funds	<i>wisconsin retirement system</i>	3,198,796.72
NVA	<i>vision insurance premiums</i>	21,636.28
Aflac	<i>insurance premiums</i>	46,523.83
Optum	<i>HSA</i>	432,219.26
Various	<i>TSA payments</i>	485,817.48
<b>Subtotal</b>		<b>20,458,946.93</b>

*General Operating Wires*

US Bank	<i>purchasing card payment-individuals</i>	149,359.09 *
Aegis	<i>workers' compensation payment</i>	200,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	1,186.94
United Healthcare	<i>health insurance premiums</i>	3,419,037.23
<b>Subtotal</b>		<b>3,786,249.93</b>

**Total Outgoing Wire Transfers** **\$ 24,245,196.86**

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

Net payrolls by paper check	<i>Register# 01024DP, 01025DP 01026DP</i>	\$ 10,222.87
General operating and food services	<i>Check# 598063 thru Check# 598736 (net of void batches)</i>	3,281,396.87
<b>Total Check Registers</b>		<b>\$ 3,291,619.74</b>

**TOTAL DECEMBER CASH DISBURSEMENTS**

**\$ 27,536,816.60**

\*See attached supplemental report for purchasing card transaction information

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending December 15, 2020

Merchant Name	Total
3654 INTERSTATE	\$ 11,785.69
FILTRATION CONCEPTS INC	\$ 9,620.88
CAREER CENTER	\$ 7,361.63
MENARDS KENOSHA WI	\$ 6,920.43
VEHICLE MAINT. & FUEL	\$ 5,703.22
BUILDERS HARDWARE AND HOL	\$ 5,679.00
GRAINGER	\$ 5,565.94
SP * VIZOCOM ONLINE	\$ 5,100.00
CHESTER ELECTRONIC SUPPLY	\$ 4,783.72
BEN Q AMERICA CORP	\$ 4,299.00
INDUSTRIAL CONTROLS	\$ 3,808.10
AMAZON.COM*WZ56Q0ZL3 AMZN	\$ 3,290.00
THE GOETZ PRINTING	\$ 3,197.10
MUSIC THEATRE INTL	\$ 3,034.00
L AND S ELECTRIC INC	\$ 2,825.00
IMSE	\$ 2,689.95
IN *GROHS ELECTRIC LLC	\$ 2,539.50
TUNSTALL CORPORATION	\$ 2,386.38
HAJOCA KENOSHA PC354	\$ 2,251.21
RESTAURANTS & CATERING	\$ 2,190.07
MARK'S PLUMBING PARTS	\$ 1,992.59
ZORN COMPRESSOR & EQUIPM	\$ 1,806.63
ZOHO CORPORATION	\$ 1,795.00
PRAIRIE SIDE ACE HDWR	\$ 1,754.66
HALLMAN LINDSAY PAINTS -	\$ 1,662.37
APC GROUP INC	\$ 1,635.70
BATTERIES PLUS #0561	\$ 1,608.33
IN *ECONO SEWER AND DRAIN	\$ 1,575.90
JOHNSTONE SUPPLY	\$ 1,540.47
FASTENAL COMPANY 01WIKEN	\$ 1,407.51
HIGHWAY C SERVICE INC	\$ 1,388.31
DASH MEDICAL GLOVES	\$ 1,315.98
ULINE *SHIP SUPPLIES	\$ 1,255.12
STERICYCLE	\$ 1,215.06
TOOLS 4 FLOORING	\$ 1,162.39
AMERICAN TIME	\$ 1,129.30
IN *A BEEP, LLC	\$ 1,049.20
FIREHOUSE PERFORMANCE	\$ 1,040.00
HEAT & POWER PRODUCTS INC	\$ 900.67
EVERYTHING2GO.COM LLC	\$ 819.00
AED SUPERSTORE	\$ 817.00
VIKING ELECTRIC-MILWAUKEE	\$ 807.16
SQ *RESTORATIVE JUSTICE E	\$ 800.00
MENARDS RACINE WI	\$ 796.00
PAYPAL *XPPENTECHNO	\$ 783.86
L.W. MEYER INC - WAUKESH	\$ 780.30
REVERE ELECTRIC SUPPLY CO	\$ 765.43



**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending December 15, 2020

Merchant Name	Total
IN *J. EWENS DESIGN, INC.	\$ 733.00
FIRST SUPPLY LLC #2033	\$ 726.25
THE MIDWEST CLINIC	\$ 700.00
PBBS EQUIPMENT CORP	\$ 682.24
CHRISTOPHER R GREEN SR	\$ 618.15
BANKS VACUUM CORP	\$ 602.00
SP * CUTECH TOOL LLC	\$ 579.99
DEMCO INC	\$ 578.73
INDEED	\$ 555.47
SWANK MOTION PICTURES IN	\$ 543.00
SP * BLACKHAWK SUPPLY	\$ 532.58
AMERICAN PAYROLL ASSOC	\$ 516.00
IN *INNOVATIVE SCHOOLS NE	\$ 500.00
AMZN MKTP US*MY5AT5WA3	\$ 489.95
SAN-A-CARE	\$ 478.74
LOWES #02560*	\$ 464.39
BROADWAY LICENSING	\$ 449.00
TOWN & COUNTRY GLASS	\$ 447.05
FESTIVAL FOODS	\$ 403.94
FARM & FLEET STURTEVANT	\$ 398.00
AMZN MKTP US*OX0FN74K3	\$ 383.80
MAXON EQUIPMENT INC.	\$ 380.73
USPS PO 5642800260	\$ 378.45
SPIRAL BINDING LLC	\$ 375.00
NATIONAL LADDER & SCAFFO	\$ 339.55
HALOGEN SUPPLY COMPANY IN	\$ 327.31
EDUCATION ADMIN WEB ADVI	\$ 297.00
KAMIHQ.COM	\$ 297.00
AMZN MKTP US*U304T44W3	\$ 295.44
ULTIMATE SLP	\$ 292.79
BEST BUY 00011916	\$ 264.84
AMZN MKTP US*VY73K1VW3	\$ 259.96
HOLLAND SUPPLY INC	\$ 258.83
ANIMOTO INC	\$ 249.00
SP * BODYMICS.COM	\$ 246.96
ZOOM.US 888-799-9666	\$ 245.70
AIR FLOW INC	\$ 232.00
FERGUSON ENT #276	\$ 224.89
HOT WATER PRODUCTS, INC.	\$ 220.19
BADGER THERMAL UNLIMITED	\$ 217.93
BLAIN'S FARM & FLEET	\$ 215.98
AT&T*BILL PAYMENT	\$ 215.50
MOBYMAX EDUCATION	\$ 212.38
QUIZLET.COM	\$ 201.11
AMZN MKTP US*GE1TX3AY3	\$ 199.70
TRANE SUPPLY-116407	\$ 186.50
AMAZON.COM*C91B575S3 AMZN	\$ 183.18

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending December 15, 2020

Merchant Name	Total
VIRTUAL GAME SHOW	\$ 171.61
MARSHALLS #155	\$ 167.89
MICHAELS SIGNS INC	\$ 165.00
AMZN MKTP US*EY3NS8N33	\$ 149.99
PAYPAL *HOLYCOW1 EBAY HOL	\$ 147.70
AUER STEEL MILWAULKEE	\$ 146.99
VACLAND	\$ 146.67
SPECTRUM	\$ 138.91
KIMBALL MIDWEST PAYEEZY	\$ 131.10
OFFICEMAX/DEPOT 6358	\$ 130.98
IN *JIM WOOLDRIDGE	\$ 127.50
AMZN MKTP US*R44UH3YT3	\$ 124.95
SHERWIN WILLIAMS 703180	\$ 123.63
AMZN MKTP US*807RA0853	\$ 121.44
IMPACT APPLICATIONS INC	\$ 120.00
AMZN MKTP US*KT3BG3OW3	\$ 119.16
V BELT GLOBAL SUPPLY	\$ 118.96
SAMSClub #6331	\$ 114.88
TEACHER CREATED RESOURCES	\$ 113.94
AIRGAS USA, LLC	\$ 110.02
NELSON BROS & STROM COMP	\$ 110.00
SAMSClub.COM	\$ 108.74
SP * SOLE HOPE	\$ 104.99
IN *GATEKEY MANUFACTURING	\$ 100.00
PAYPAL *CORVETTES19 EBAY	\$ 94.92
DISPLAYS2GO	\$ 92.60
AVAS FLOWERS	\$ 92.33
GFS STORE #1919	\$ 90.52
FBLA-PBL	\$ 88.00
AMZN MKTP US*RG35809H3	\$ 84.96
AMZN MKTP US*BR8P29GY3	\$ 79.58
FIELDPRINT INC	\$ 78.00
AMERICAN RED CROSS	\$ 75.00
AIELLO MIDTOWN FLORIST IN	\$ 75.00
LOWES #00907*	\$ 64.37
MAILCHIMP	\$ 62.99
JCPENNEY 0171	\$ 60.60
AMZN MKTP US*490JM87N3	\$ 58.42
AMAZON.COM*OB48R3XC3 AMZN	\$ 56.88
USPS.COM POSTAL STORE	\$ 56.80
CABLE TIES PLUS	\$ 54.35
AMAZON.COM*5M9WZ0ZJ3 AMZN	\$ 50.08
CONNELMER INC	\$ 50.00
ASCD	\$ 47.85
CALM STRIPS	\$ 47.58
REV.COM	\$ 45.00
MONSTER JANITORIAL LLC	\$ 43.89

# KUSD Purchasing Card Program - Individual Cardholders

## Transaction Summary by Merchant

Billing Cycle Ending December 15, 2020

Merchant Name	Total
AMZN MKTP US*WT30615Z3	\$ 43.54
TARGET.COM *	\$ 43.45
SAMS CLUB #6331	\$ 42.18
SSI*EPSCC	\$ 40.94
OLD NAVY US 5504	\$ 40.49
AMAZON.COM*CX11N5H43	\$ 39.58
AWSA	\$ 39.00
SMK*WUFOO.COM CHARGE	\$ 39.00
OVERDRIVE DIST	\$ 38.00
FASTSIGNS 301101	\$ 37.98
WISMATH	\$ 35.00
SHAPEGRAMS	\$ 35.00
JOE SUMMERHAYS PROD.	\$ 34.99
WISCONSIN EDUCATIONAL MED	\$ 34.00
HARVARD BUS HBR.ORG	\$ 33.71
SQ *GORDON FOOD SERVICE S	\$ 31.99
COSTCO WHSE #1198	\$ 31.59
REINDERS BRISTOL	\$ 31.10
DOMAINPEOPLE/NETNATION	\$ 30.00
SIMPLEINOUT.COM	\$ 29.99
HOERNEL LOCK & KEY INC-KE	\$ 29.15
AMZN MKTP US*BX8RK1OI3	\$ 29.08
STATSMEDIC.COM	\$ 29.00
1000BULBS.COM	\$ 28.81
AMZN MKTP US*LE34M8RL3	\$ 25.31
PAYPAL *DOLLARRADIO	\$ 24.99
AMZN MKTP US*SD8OJ2WP3	\$ 24.25
AMZN MKTP US*3E92P3H83	\$ 23.51
AMZN MKTP US*EC26E30V3	\$ 20.87
AMZN MKTP US*651ZN1CX3	\$ 20.80
TEACHERSPAYTEACHERS.COM	\$ 15.83
PRIME VIDEO*UD1BH9943	\$ 15.81
APPLE.COM/BILL	\$ 15.59
MOBILE ONE	\$ 15.00
EDUCATION SPECIALTY PUBLI	\$ 14.95
UDEMY ONLINE COURSES	\$ 14.76
AMZN MKTP US*205SH2JY2	\$ 14.65
AMZN MKTP US*7I6MK9RT3	\$ 13.70
AMZN MKTP US*201R82JN2	\$ 9.48
WM SUPERCENTER #1167	\$ 6.97
AMZN MKTP US*1A24Q9WH3	\$ 5.79
AMAZON DIGIT*UM0DU6ZX3	\$ 5.26
KINDLE SVCS*VF5AE0ZL3	\$ 5.26
PRIME VIDEO*LW2KG0UW3	\$ 4.21
GIH*GLOBALINDUSTRIALEQ	\$ (4.50)
KINDLE SVCS	\$ (5.26)
GOPHER SPORT	\$ (8.95)

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending December 15, 2020

Merchant Name	Total
ENDICIA	\$ (17.99)
AMZN MKTP US	\$ (23.68)
ZORO TOOLS INC	\$ (35.24)
N2Y LLC	\$ (210.66)
DOLLAR TREE, INC.	\$ (252.29)
AFFORDABLEHOMEMASTER	\$ (438.87)
EMPIRELIFEPRODUCTS	\$ (488.76)
HUDL	\$ (1,799.00)
US Bank Purchasing Card Payment - Individuals	\$ 149,359.09

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

January 26, 2021

**Administrative Recommendation**

It is recommended that the December 2020 cash receipt deposits totaling \$131,858.67, and cash receipt wire transfers-in totaling \$40,431,409.41, be approved.

Check numbers 598063 through 598736 (net of voided batches) totaling \$3,281,396.87, and general operating wire transfers-out totaling \$3,786,249.93, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2020 net payroll and benefit EFT batches totaling \$20,458,946.93, and net payroll check batches totaling \$10,222.87, be approved.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

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Kenosha Unified School District  
Kenosha, Wisconsin

January 26, 2021

**RETURN 2020 Plan**

As the nation is responding to the unprecedented challenges brought upon us by the COVID-19 pandemic, thousands of schools have been forced to create virtual learning experiences throughout our communities. Schools and systems across the nation found themselves having to reinvent learning in many new ways. The staff and students of KUSD have been doing just that in these most unprecedented times.

However, understanding the learning and social emotional challenges posed on students requires leadership from all entities including educators, medical professionals, parents, community members, boards of education and other vital stakeholders to come together for the betterment of student learning-academically socially, emotionally and physically. Communities across the country are living through very challenging times, with new information, changing information, at times conflicting information forthcoming almost on a daily basis and are being asked to do so much. It is noted that the amount of dedication and commitment from all staff that had to maneuver and adjust to these unique times is commendable. Staff have continually embraced the constant changes to focus on the needs of every learner.

**Data**

- Quarter 3 Parent Learning Preference Survey Results (by district and school)
- COVID Related KUSD Data
- COVID Trending report with 7-day average

**Timeline**

July 28, 2020/Regular Board Meeting

- The Board moved to return to school in an all-virtual learning environment for students with a return date for in-person to be determined. Motion carried.

August 18, 2020/Special Board Meeting

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

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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.”

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- The Board moved to transition to 100% virtual instruction for all students except those whose IEPs require in person instruction from Monday, November 30 through Friday, January 8, with instructional staff only permitted but not required to work from home as long as such staff have reliable internet to serve students virtually, with all such staff designating their intention to their building principal prior to November 30, 2020. Motion carried.

#### **KUSD Threshold**

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

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

#### January 6, 2021/Special Board Meeting

- All teachers return to their buildings to work on January 11, 2021
  - Administration recommends no changes to the current approved motion.
- All PreK-5 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30, 2020; virtual learning continues for those who elected virtual.
  - Administration recommends no changes to the current approved motion.
- All 6-8 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30, 2020; virtual learning continues for those who elected virtual.
  - Administration recommends no changes to the current approved motion.
    - Parents opting from in person to virtual for Quarter 3 would send their students to school for the remaining 8 days while school administration works through new schedules.
- All 9-12 students return to in person learning on January 11, 2021, if elected as their learning mode prior to November 30 or recently elected a different mode for Q3.
  - Rational for a recommended delayed return date of January 25 vs. January 11:



- Impact on finals
  - Majority of the high schools run finals the week of January 19-21
    - This extension allows for the least amount of classroom/course work disruption during finals week.
    - District is closed (no students/staff) on Monday, January 18 for Dr. Martin Luther King Jr. recognition.
    - No students report on Friday, January 22 for teacher work day.
      - The proposed extension is for 8 days from January 11-15 (5 days) and January 19-21 (3 days) for a total of 8 days of continued virtual learning.
      - All 9-12 students return to in person learning, if elected as their learning mode on January 25 which is the start of the 3Q; virtual learning continues for those who elected virtual.

The District understands the 2020-21 school year comes with many varying opinions for many solid reasons. Administration recommends that the Board of Education spend time considering the recommendation below for the remainder of the 2020-2021 school year. And, while doing so keeping in mind the components outlined in the Return 2020 plan in order to make the best decision for all students, staff and families:

- [Return 2020 plan - English](#)
- [Return 2020 plan - Spanish](#)

The Board approved administration's recommendation to extend the virtual learning environment for all 9-12 students (with the exception for students on alternative learning plans) through January 22 with a return to in person learning for those who elected in person learning at the start of Quarter 3, on January 25, 2021, due to impact on finals.

### **Administrative Recommendation**

There is no new recommendation at this time.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Susan Valeri  
Chief of School Leadership

Kristopher Keckler  
Chief Information Officer

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**January 26, 2021**

**ADULT SPECTATORS AT WIAA INDOOR EVENTS**

**Background**

On October 27, 2020, administration brought forward for Board approval a plan to implement winter and spring seasonal sports without adult spectators for indoor events. The Board approved administration's recommendations at this meeting.

On November 17, 2020, the Board voted to transition to all virtual instruction beginning November 3, 2020 through January 8, 2021. In addition, winter sports were delayed until January 4, 2021. Following WIAA guidelines that require athletes to practice for 5 days prior to participation in competition, the Southeastern Conference (SEC) commissioner scheduled KUSD high school teams for conference competitions as of January 11, 2021. In accordance with the winter and spring seasonal sport plan, adult spectators have not been permitted to attend events.

**SEC Conference Spectator Status**

Coordinator of Athletics, Bryan Mogensen, gathered information from multiple surrounding school districts regarding their spectator policy for winter sports.

**Spectator Status at Surrounding Districts**

<b>District</b>	<b>Participation in Winter Sports</b>	<b>Number of Adult Spectators Allowed</b>	<b>Conditions (i.e. no one under the age of 18)</b>
<b>Southeastern Conference (SEC) Schools</b>			
Franklin	Yes	4 per athlete	None
Oak Creek	Yes	2 per athlete	None
Racine	Yes – but will not host games in RUSD. RUSD teams will travel to SEC schools for competition.	NA	NA
Kenosha	Yes	N	NA

Kenosha/Kenosha County Districts			
St. Joes	Yes	2 per athlete	None
Westosha Central	Yes	2 per athlete and coach	None
Wilmot	Yes	2 per athlete and coach	None
Remaining Big 5 Districts			
Green Bay	Yes	2 per athlete	Adults only (parents)
Madison	No	NA	NA
MPS	No	NA	NA

### Health Department Recommendation

On January 22, 2021 Dr. Jen Freiheit responded to an administrative inquiry about the safety of having adult spectators at indoor athletic events with this guidance:

*“Obviously no spectators is the safest option. Given our lower case numbers as of late, if an extremely limited number of spectators (1-2 max) could be TIGHTLY controlled and enforced (meaning no gathering before during and after games, mandatory masks over noses, wide spacing between parties, etc.). Of course if our numbers go back up, the school community needs to realize and be amendable to going back to no spectators.”*

### Indoor Spectator Protocols

The following spectator protocols will be in place at all indoor winter athletic events:

- Two adult spectators (18 years of age or older) per athlete will be allowed to attend each event.
- Each school will have a predetermined list of adult spectators finalized by Noon the day of competition.
- Adult spectators will check-in prior to entering the facility and their names must be on the list to be admitted.
- Adult spectators must arrive no earlier than 10 minutes prior to the event start time.
- Adult spectators must sit next to the person they came to the game with.
- The facility will be cleared after each lower level game. Ten minutes prior to the next game, spectators will be admitted into the facility.

Physical distancing is required by everyone at the game for non-household groups 18 years of age or older. Adult spectators are required to wear a face covering that covers their mouth and nose at all athletic events. Any adult spectator that refuses to follow these policies shall be asked to leave.

For regular season games, adult spectators will only be allowed to attend indoor events for KUSD schools. During the WIAA tournament series, two adult spectators per athlete will be allowed for both the home and away teams, regardless of where the competing team is from.

### **Recommendation**

Based on the updated guidance from the health department, the ability for adult spectators to attend indoor athletic events in surrounding districts and the established adult Indoor Spectator Protocols administration recommends that the Board of Education approve the following:

- Allow two adult spectators (18 years of age or older) per athletic event for KUSD teams only during regular season events.
- Allow two adult spectators (18 years of age or older) per home and away teams, regardless of where the competing team is located for the WIAA tournament series.

Dr. Sue Savaglio-Jarvis  
Superintendent

Ms. Julie Housaman  
Chief Academic Officer

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

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# ROLLING OUT RESULTS FOR IMPROVEMENT

Kenosha Unified School District  
January 26, 2021

# TODAY'S AGENDA

- District Services Survey
- Employee Engagement Survey
- Next Steps





Data are not blunt instruments for imposing sanctions and offering rewards; they are resources used to deepen understanding of current operations and to generate insights about where to focus efforts to improve.

Bryk, Gomez, Grunow, LeMahieu in  
*Learning To Improve:  
How America's Schools Can Get Better at Getting Better*

# DISTRICT SERVICES SURVEY



- **Directions & Purpose**
  - Perceptions about service excellence characteristics
    - Accessibility
    - Accuracy
    - Attitude
    - Operations
    - Timeliness
- **Alignment to Division & Department**
- **Administration Process**

# DSS RESULTS

	Fall 2019	Fall 2020
<b>Participation</b>	99	77
<b>Accessibility</b>	4.07	4.22
<b>Accuracy</b>	4.00	4.17
<b>Attitude</b>	4.04	4.26
<b>Operations</b>	3.92	4.08
<b>Timeliness</b>	3.91	4.05
<b>Overall Mean</b>	3.99	4.16
<b>Departments above 4.0</b>	5	11
<b>Departments above 4.5</b>	0	1

# Departments Above 4.0

## Goal of attaining 4.3-4.6

KUSD Departments with an overall between 4.0 and 4.5

- **Communications: 4.39**
- **Community School Relations: 4.31**
- **Ed Accountability: 4.17**
- **Facilities & Maintenance: 4.12**
- **Food Services: 4.10**
- **Information Services: 4.45**
- **School Leadership: 4.15**
- **Office of the Superintendent: 4.10**
- **Special Ed & Student Support: 4.15**
- **Teaching & Learning: 4.06**

### KUSD Department Above 4.5

- **Finance: 4.55**

# DSS RESULTS ROLLOUT

## 2019-2020

- Principals/ A/S meeting rollout
- Speed rounding with each leader participating in a small group to provide insight to each department
- Followed rounding up with action steps communicated

## 2020-2021

- Principals/ A/S meeting rollout
- Office hours to enable you to provide feedback to 1 or more departments
- Follow office hours up with action steps communicated

# EMPLOYEE ENGAGEMENT SURVEY

Section 1: Benchmark Survey items (same as last year)

Section 2: Items specific to working during the pandemic

Section 3: Items specific to instructional staff and their work during the pandemic

# EMPLOYEE ENGAGEMENT SURVEY

Section 1 measures 19 items in 4 categories

- #1-10: Perceptions about how **my leader supports** a best place to work environment
- #11-14: Perceptions of how **the district supports** a best place to work environment
- #C1-C4: Perceptions about **communication practices**
- #D1: **District item** on “clean and well-maintained” working environment

# EE RESULTS



	Fall 2019	Fall 2020
Participation	755	1,167
Overall Mean <sup>1</sup>	30.0%	46.2%
Top Box Percentage	3.50	3.49
	19.95%	21.58%

**4,618 comments provided.**

**<sup>1</sup> Items 1-14 only**



# Section 1: WHAT CAN WE CELEBRATE?



**My principal/supervisor provides me good processes and resources to do my job.**

**My principal/supervisor demonstrates a genuine concern for my welfare.**

**My principal/supervisor provides the support needed to accomplish my work objectives.**

**My principal/supervisor recognizes good performance.**

# Section 1: WHAT CAN WE FOCUS ON FOR IMPROVEMENT?

**My school district supports honest two-way communication between supervisors and employees.**

**The District manages finances effectively.**

**Open and honest communication is an important part of the culture in my school district.**

**The District makes decisions that are in the best interest of the school district.**

## Section 2: WHAT CAN WE CELEBRATE?



**I am familiar with the existing KUSD benefits/resources related to employee assistance to help deal with stress and mental health**

**KUSD continues to have a high tenure makeup for staff, with 55% having more than 10 years of history with KUSD.**

**Since the start of the 2020-21 school year, only 27% of respondents said they were actively considering a change of employment with KUSD.**

**Overall, the ESC responses were consistently higher than those from the buildings.**

# Section 2: WHAT CAN WE FOCUS ON FOR IMPROVEMENT?

**My stress levels surrounding my job responsibilities are manageable during the pandemic.**

**The current job demands from my job responsibilities are manageable during the pandemic.**

**I am able to maintain a good work/life balance at this time during the pandemic.**

**Promotion of safety protocols.**

# Section 3: WHAT CAN WE CELEBRATE? (Instructional Groups Only)



**Support from instructional colleagues during the COVID Pandemic.**

**Higher comfort level with the technology resources needed to support blended learning.**

**Nearly two-thirds of instructional staff stated they had completed more than 8 hours of professional learning between July 1, 2020 and September 14, 2020.**

**Access to technology in order to perform job responsibilities.**

# Section 3: WHAT CAN WE FOCUS ON FOR IMPROVEMENT? (Instructional Groups Only)

Engagement and participation concerns overall for virtual learners.

Some mental health concerns for virtual learners.

Preparation and planning time in order to perform job responsibilities.

Lack of intervention time.

**IF WE ASK...  
WE MUST ACT**



**SO NOW  
WHAT?**

**RESPONSE TO RESULTS**



# EE RESULTS ROLLOUT

- **January 13:** Reviewing and discussing high-level summary of data with Leadership Council.
- **January 14:** Review and discuss this high-level summary of data with principals, administrators, and supervisors.
- **By January 31:** School admins and departments heads will receive their results.
- **By March 31:** Administrators will engage teams in discussion to gather more specificity. Some helpful questions this year may be:
  - *If you saw growth in any item:* What did we do differently to cause improvement?
  - How might we sustain our areas of strength, regardless of environmental conditions?
  - How might we make improvement in an area of opportunity, now and beyond our current environmental conditions?
- **Follow Up:** Communicate to respective employees the 1-2 next action steps.



# Don't just hear, listen.

# Don't just talk, act.

-Roy T. Bennett

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Kenosha Unified School District  
Kenosha, Wisconsin

January 26, 2021

**Revision of Policy 1510 – Advertising/Promotions**

**Background**

In late October 2020, board members were contacted by a citizen who questioned the removal of a political sign from school property and requested a copy of the school board policy associated with the removal of the sign. Upon investigation, it was discovered that the sign was not removed by staff, but rather by a citizen.

As a follow up to the inquiry, Policy 1510 – Advertising/Promotions was reviewed. In an effort to prevent further issues from arising surrounding this topic, additional language was added to prohibit any advertising that is political in nature on school buildings and/or on district property.

**Recommendation**

It is recommended that the Board approve revised Policy 1510 – Advertising/Promotions as a first reading at the January 26, 2021, regular school board meeting and as a second reading at the February 23, 2021, regular school board meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

POLICY 1510  
ADVERTISING/PROMOTIONS

The District, its schools and school-sponsored events and activities shall not be used for advertising of commercial products, services or activities, except as approved by the Superintendent and/or ~~his/her~~ **their** designee.

Equipment or materials containing advertising of a service, product or activity may be approved for school use by the Superintendent and/or ~~his/her~~ **their** designee, if the educational value or savings to District taxpayers warrant such approval. In such cases, the Superintendent and/or ~~his/her~~ **their** designee shall consider proposals from enterprises interested in submitting a proposal that involves the display of or ongoing visual promotion of a particular enterprise. This must be limited in duration and subject to removal if the District's association with the enterprise is determined to be inconsistent with the District's mission or the educational environment.

No advertising will be permitted **on school buildings or any District owned property** if it advertises or promotes products or services or uses imagery, verbiage or other methods of communication (a) that pertains to products or services that are unlawful or prohibited in school, such as alcoholic beverages, tobacco or other harmful substances; (b) that are inappropriate for the intended age group, such as those related to the promotion of sexual activity; (c) **that is political in nature;** (d) or that is inconsistent with the District mission or educational objectives. No advertisement shall be construed as or constitute an endorsement by the Board, the District or the school of any product, services or activity or program. All advertisements must be approved by the Superintendent and/or ~~his/her~~ **their** designee.

Announcements of activities that are cultural or recreational and sponsored by school-related organizations may be made on the school public address system. Building principals will regulate such announcements.

LEGAL REF.: Wisconsin Statutes

Section 118.12(1) [Promotions on school premises]

CROSS REF.: Policy 1220, Cable Television

Policy 1330, Facilities Use

Policy 1400, Gifts, Grants and Bequests

Policy 1410, Free Materials

Policy 1500, Solicitations/Fundraising

Policy 1520, Distribution of Marketing Materials

Policy 3422, Exclusivity Agreements with Vendors

Policy 6750, Student Contests

ADMINISTRATIVE REGULATIONS: None

POLICY 1510  
ADVERTISING/PROMOTIONS  
Page 2

AFFIRMED: December 28, 1990

REVISED: February 25, 2003  
December 19, 2006  
February 27, 2018  
**February 23, 2021**

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**January 26, 2021**

**NEW COURSES PROPOSALS: INDIAN TRAIL HIGH SCHOOL AND ACADEMY -  
BUSINESS ACADEMY**

**Background**

In 2017 the Indian Trail High School and Academy - Business Academy added a finance pathway and a marketing pathway. The three proposed senior level courses will complete both of these pathways and allow students to earn certifications in marketing and business.

**Courses**

Indian Trail High School and Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the addition of three courses as detailed below. The attached appendices include the Course/Program Change Proposal forms.

Innovation Lab will be the capstone course for the Business Academy and allow students to experience a real-world experience in preparation for graduation. Students will create and manage a virtual company during this year-long course.

Law and Order in Business will provide students with a comprehensive understanding of the legal elements involved in business. Key course components include: tort law, contract law, agency and employment law, cyber law and e-commerce.

Business Management will provide students with the core components of every business and an understanding of how these components determiner the success or failure of a business.

<b>COURSE NAME</b>	<b>ACTION</b>	<b>SCHOOLS</b>	<b>IMPLEMENTATION YEAR</b>	<b>APPENDIX</b>
Innovation Lab	Add	Indian Trail High School and Academy	2021-2022	A
Law & Order in Business	Add	Indian Trail High School and Academy	2021-2022	B
Business Management	Add	Indian Trail High School and Academy	2021-2022	C

### **Recommendation**

Administration recommends that the School Board approve the proposal for the aforementioned Business Academy courses.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. 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: 12/7/2020 Administrator's Name: Scott Kennow

Department and School: Indian Trail High School & Academy – Business Department (Business Academy courses)

Course Name: Innovation Lab

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

Credits: 1.0    *Check if honors:* ☐

Recommended Prerequisites (if any): World of Business, Computer Apps for Business, Marketing or Accounting and Financial Literacy.

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

In an effort to expand the depth of learning in the Business Academy, over the past three years, new courses have been implemented for the Class of 2022. This capstone class will be the pinnacle of the Business Academy experience, allowing students real-world experience and preparing them for the next steps after graduation. This class will be required for all Business Academy seniors.

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

This full year capstone course provides a simulated business environment in which students create and manage a virtual company and conduct business with other student firms nationally and internationally. Students are involved in every aspect of the business, including human resources, accounting, product development, production, distribution, marketing and sales. Leadership opportunities within the firm provide further relevant experience. The program enables participants to experience careers, acquire global economic knowledge, develop interpersonal and organizational skill, utilize technology as applied in business, and gain a clear understanding of how employees work together to meet the needs of the company while conveying the professional expectations of the workplace.

**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.)

See Attachment A-1

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

See Attachment A-2

**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: \$0.00
- B. Textbooks/Kits: \$3,000 Annually (\$1500 IT Budget and \$1500 T&L Budget)
- C. Supplementary: \$9,000 (ITHSA budget – laptop computers)
- D. Facilities/Space: \$0.00
- E. Professional Learning: \$1,000 (IT Budget)

## Innovation Lab Standards

### Wisconsin Standards for Business and Information Technology (B&IT) -Business

#### Accounting

- Standard: BIT.AF1: Students will apply generally accepted accounting principles while performing the functions of the accounting cycle
- BIT.AF2.b: Assess the financial condition and operating results of a company while interpreting financial statements.
- BIT.AF3: Students will apply payroll and tax theories and procedures.

#### Communication

- Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.
- BIT.BC2.a: Formulate a positive self-image by exhibiting professional and ethical behavior in the work environment.
- BIT.BC2.c: Use proper etiquette to communicate with others
- BIT.BC3: Students will use current technology to enhance the effectiveness of communication.
- BIT.BC5: Students will plan and write documents that are appropriate for the situation, purpose and audience.

#### Ethics

- Standard: BIT.BLE6.c: Demonstrate ethical work habits

#### Economics

- Standard: BIT.EC1.b: Use effective decision making processes to compare the costs and benefits of alternatives.

#### Entrepreneurship

- Standard: BIT.EN2.b: Formulate a plan to delve into an entrepreneurial venture now or in the future.
- BIT.EN2.c: Integrate the management of the many facets of business into an entrepreneurial venture (i.e., finance, human resources, operations, marketing, etc.).

#### Management

- Standard: BIT.MG2: Students will examine organizational structures for businesses and use operations and production principles for effective operation of the business.

#### Marketing

- Standard: BIT.MK1.f: Perform marketing research and develop a marketing plan that meets to needs of a diverse stakeholder group.

#### Personal Finance

- Standard: BITPF1.a: Apply proper decision-making practices for wise shopping.
- BIT.PF2.d: Develop a system for keeping and using financial records.
- BIT.PF2.f: Correctly report income and taxes.

Wisconsin Standards for Business and Information Technology (B&IT) Information:  
Technology

**Digital and Graphic Communication**

- Standard: BIT.DGC1: Students will create print-quality publications for intended audiences or purposes through the use of advanced layout, design and graphics
- BIT.DGC3: Students will produce media-rich presentations to meet need of audience.
- BIT.DGC4: Students will create digital images for use in publications, websites, digital slide shows and videos.

**IT Foundations**

- Standard: BIT.IT1: Students will use an appropriate digital tool to meet personal and business needs.

Wisconsin Common Career Technical Standards (WCCTS)

**Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration**

- Standard: 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities.
- Standard: 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.
- Standard: 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.

**Career Development**

- Standard: CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals
- Standard: CD4: Students will identify and apply employability skills

**IMT/Information, Media and Technology Skills**

- Standard: IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.
- Standard: IMT2.b: Prepare media products in order to communicate a specific message.
- Standard: IMT3: Students will use available information and communication technology to improve productivity, solve problems and create opportunities

**Leadership**

- Standard: LE1.a: Implement leadership skills to accomplish team goals and objectives.
- Standard: LE1.b: Employ teamwork skills to achieve collective goals and use team members/ talents effectively.

<b>Innovation Lab Scope &amp; Sequence Business Academy Full Year Course</b>	
Introductions	1 day
<b>Foundational Tasks</b>	
Orientation Tasks	10 days
Design Thinking	15 days
Career Development	10 days
<b>Departmental Tasks</b>	
Accounting and Finance Operations and Information Technology Management, Risk and Legal Human Resources Marketing, Sales and Design	All areas are ongoing throughout the length of the course
<b>Personal Finance</b>	
Student “Income” Management	15 days
<b>Trade Show</b>	
	2 days

**COURSE CHANGE PROPOSAL**

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

Date Initiated: 12/7/2020 Administrator's Name: Scott Kennow

Department and School: Indian Trail High School & Academy – Business Department (Business Academy courses)

Course Name: Law & Order in Business

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

Credits: .50    *Check if honors:* ☐

Recommended Prerequisites (if any): World of Business (Introductory Course)

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

In an effort to expand the depth of learning in the Business Academy, over the past three years, new courses have been implemented for the Class of 2022. A comprehensive understanding of the legal elements involved in business is key for students entering any area in business. Law and Order in Business will allow us to continue to provide a well-rounded education in all areas of business. This course will be offered to students in both the Finance and Marketing Pathways.

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

This course will provide an in-depth view into the legal aspects of the business field. Students will gain in-depth understanding of the law that will elevate knowledge for students planning to pursue a career in business after high school. This course will focus on key concepts of the legal system as it relates to business including: tort law, contract law, agency and employment law, cyber law and e-commerce. Students will delve into law in the news, how court systems work, and key court cases.

**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.)

BIT.BLE1: Students will assess the legal system in which they live and work.

BLE1.c.9.h: Analyze different business-related crimes.

BLE1.c.10.h: Differentiate between negligence and intentional torts.

BIT.BLE2.b: Students will summarize the role of agency law and assess why it is important in business operations.

BIT.BLE2.c: Students will analyze the role of employment law.

BIT.BLE3a: Students will evaluate the legal implications of contract law, law of sales and consumer law. BIT.BLE7: Students will evaluate ways in which ethical concerns affect emerging technologies and their impact on society. (Cyber law and e-commerce)

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

See 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

<b>Law &amp; Order in Business Scope &amp; Sequence Business Academy One Semester Course</b>	
Introductions	1 day
<b>Unit 1: What is Law?</b> <b>Standard: BIT.BLE1: Students will assess the legal system in which they live and work.</b> <b>Standard: BLE1.c.9.h: Analyze different business-related crimes.</b> <b>BLE1.c.10.h: Differentiate between negligence and intentional torts.</b>	
The Law and the Courts	10 days
Business Torts and Crimes	10 days
<b>Unit 2: Contract Law</b> <b>Standard: BIT.BLE3: Students will evaluate the legal implications of contract law, law of sales and consumer law.</b>	
What is a contract?	10 days
Elements of a Contract	8 days
How Contracts Come to an End	7 days
<b>Unit: 3 Cyber Law and E-Commerce</b> <b>Standard: BIT.BLE7: Students will evaluate ways in which ethical concerns that affect emerging technologies and their impact on society</b>	
Cyber Law and E-Commerce	15 days
<b>Unit 4: Agency and Employment Law</b> <b>Standard: BIT.BLE2.b: Students will summarize the role of agency law and assess why it is important in business operations.</b> <b>Standard BIT.BLE2.c: Students will analyze the role of employment law.</b>	
Agency and Employment	10 days
Agency Law and Termination	5 days
Employment Law	10 days
<b>Final Exam</b>	
Review	1 day
Final Exam	1 day



## **COURSE CHANGE PROPOSAL**

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

Date Initiated: 12/7/2020 Administrator's Name: Scott Kennow

Department and School: Indian Trail High School & Academy – Business Department (Business Academy courses)

Course Name: Business Management

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

Credits: .50    Check if honors: ☐

Recommended Prerequisites (if any): World of Business (Introductory Course)

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

In an effort to expand the depth of learning in the Business Academy, over the past three years, new courses have been implemented for the Class of 2022. Management is a core component of every business and can determine the success or failure of a business. The Business Academy students will receive a solid foundation in management to be successful in future careers.

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

This course is designed to provide a fundamental understanding of business management. Students will be taught core content applicable to all aspects of business including: the role of a manager and the importance of good leadership, typical business organizational structure, human relations skills required in dealing with employees and effective management strategies used in modern businesses.

**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.)

Standard: BIT.MG1: Students will describe business management functions and examine their implementation in business.

Standard: BIT.MG2: Students will examine organizational structures for businesses and use operations and production principles for effective operation of the business.

Standard: BIT.MG3: Students will examine the role of the human resource department and its function as means to achieving management's goals

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

See 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: \$0  | D. Facilities/Space: \$0      |
| B. Textbooks/Kits: \$6,500 (\$3250 IT and \$3250 T&L budgets) | E. Professional Learning: \$0 |
| C. Supplementary: \$0   |                               |

**Innovation Lab Scope & Sequence**

<b>Innovation Lab Scope &amp; Sequence Business Academy Full Year Course</b>	
Introductions	1 day
<b>Foundational Tasks</b>	
Orientation Tasks	10 days
Design Thinking	15 days
Career Development	10 days
<b>Departmental Tasks</b>	
Accounting and Finance Operations and Information Technology Management, Risk and Legal Human Resources Marketing, Sales and Design	All areas are ongoing throughout the length of the course
<b>Personal Finance</b>	
Student “Income” Management	15 days
<b>Trade Show</b>	
	2 days

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**January 26, 2021**

**NEW COURSE PROPOSALS: INDIAN TRAIL HIGH SCHOOL AND ACADEMY -  
COMMUNICATIONS ACADEMY**

**Background**

The Communications Academy currently has one pathway focused on digital art skills and digital productions that support the visual arts, A/V technology and film career pathways. This request is to add three new courses that will expand the journalism component of the Communications Academy through the addition of a second pathway to support students seeking a focus in journalism and broadcasting. The journalism pathway will expand career pathways in the Arts, A/V Technology and the Communications Career Cluster.

As newsrooms around the country diminish, student journalists are stepping in to fill the void. In the last couple of years, college journalists have found themselves breaking important news before the local daily papers. Journalism students can enter a variety of career pathways including, but not limited to, broadcast journalism, podcasting, business and financial reporting, environmental journalism, feature and magazine writing, global and international journalism, news reporting online or multimedia journalism, photojournalism, political journalism, science and health reporting, sports reporting, broadcast engineer, newscast director, voice-over artist, field producer, researcher, and advertising and marketing.

Methods of reporting the news are also changing, and these courses allow students to gain important skills that will benefit them in their chosen career. Students will learn strong interpersonal skills, writing for publication skills, social media skills and production skills. The journalism programs at Indian Trail will provide students with the opportunity to move beyond print media into a broad spectrum of journalism. As technology advances, so does the journalism field.

**Courses**

Indian Trail High School and Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the addition of three courses as detailed below. The attached appendices include the Course/Program Change Proposal forms.

Introduction to Broadcasting will give students an understanding of basic journalism skills including, but not limited to reporting, interviewing, editing, and writing. It will provide students with an understanding of how to produce news and feature segments and podcasts.

Podcasting will give students an understanding of multiple facets in the journalism field. Students will conduct research, plan, script, and produce a podcast segment.

Photojournalism will give students an understanding of how to tell the story of a news event through images and words. Students will use photographs to document the history of an event, interview subjects, and write captions to give further information surrounding the story contained in the photo.

<b>COURSE NAME</b>	<b>ACTION</b>	<b>SCHOOLS</b>	<b>IMPLEMENTATION YEAR</b>	<b>APPENDIX</b>
Introduction to Broadcasting	Add	Indian Trail High School and Academy	2021-2022	A
Photojournalism	Add	Indian Trail High School and Academy	2022-2023	B
Podcasting	Add	Indian Trail High School and Academy	2023-2024	C

### **Recommendation**

Administration recommends that the School Board approve the three new course proposals for Introduction to Broadcasting, Photojournalism and Podcasting at Indian Trail High School and Academy – Communications Academy.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. 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: 10/30/2020 Administrator's Name: Scott Kennow

Department and School: English/ Journalism Indian Trail High School and Academy

Course Name: Introduction to Broadcasting

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.)

This course will introduce the skills students need to understand and be able to produce student led podcasts. This course will focus on the ancient practice of oral storytelling and combine that with 21st century technology skills. This course will help supplement English Language Arts practices such as researching, writing, reading, and speaking skills. By having the course student-led and student focused, 21st century educational practices and research shows that students will be more engaged in the content and therefore more apt to gaining English Language Arts skills.

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

Introduction to Broadcasting is a year-long course that will focus on learning the ancient art of oral storytelling combined with the 21st century skills of using technology based platforms and understanding the production of student productions. Students will learn how to choose a topic based on audience interest, prepare and execute community interviews, research, write, and produce a podcast using learned knowledge of law and ethics, technology, research, and English skills.

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.)

One unit will be taught each quarter and a standard year long course structure will be followed.

Unit 1- Media Law and Ethics in Student Productions

- Basic media law and ethics
- Focused podcasting media law and ethics

#### Unit 2- Synthesizing Research and Story Writing

- How to find and research a topic
- How to execute interviews
- How to write a story using elements of plot and oral storytelling

#### Unit 3- Social Media and Marketing

- Understanding target audiences
- How to promote podcast on social media platforms

#### Unit 4- Producing a Podcast

- Publishing the podcast to different platforms
- Using technology for editing and creating the podcast

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



**Introduction to Broadcasting Standards**

CCSS.ELA-LITERACY.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.

<b>Information/ Explanatory</b>	
CCSS.ELA-LITERACY.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.9-10.2.A	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<b>Narrative</b>	
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.3.A	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-LITERACY.W.9-10.3.C	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<b>Production of Materials</b>	
CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.9-10.1.B	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
CCSS.ELA-LITERACY.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## **COURSE CHANGE PROPOSAL**

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

Date Initiated: 10/30/2020 Administrator's Name: Scott Kennow

Department and School: English/Journalism – Indian Trail High School & Academy

Course Name: Photojournalism

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

Credits: 1    Check if honors: ☒

Recommended Prerequisites (if any): Introduction to Broadcasting

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

Photography is a part of journalism. Students need specific knowledge of the photography skills and types of photography required for journalism. Students will learn the specific writing skills required to write captions for the photographs. This type of writing takes time and practice. Students will understand the law, ethics and the history of photojournalism.

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

Photojournalism is a course that will focus on the skills, law and ethics, history, and storytelling process of photojournalism. Students will use digital cameras, conduct interviews, use the caption writing process, and storytelling skills. Students will develop skills in photography and writing to tell complete visual stories accompanied by the written word.

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.)

See Attachment B-1

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

### **Unit 1: History of Photojournalism**

- Exploration of the history of photojournalism
- Study of Pulitzer Prize-winning photos

### **Unit 2 : Media Law & Ethics**

- Basic media law & ethics
- Specific law & ethics in photojournalism

### **Unit 3: Basics of Photojournalism**

- Photo composition
- DSLR camera functions
- Types of photos
- Photo editing basics

### **Unit 4: Captions**

- Interviewing basics
- Caption writing

### **Unit 5: Photojournalism Portfolios**

- Final photojournalism portfolios
  - Photos
  - Captions
  - Photo essay

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: \$1,500 (Indian Trail discretionary budget)

C. Supplementary: \$8,000.(\$4000 Indian Trail discretionary budget and \$4000 T&L budget)

## Photojournalism Standards

CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-Literacy.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSS.ELA-Literacy.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-LITERACY.SL.9-10.1.D	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
CCSS.ELA-LITERACY.SL.11-12.4	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.
CCSS.ELA-Literacy.IT.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
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## COURSE CHANGE PROPOSAL

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

Date Initiated: 10/30/2020 Administrator's Name: Scott Kennow

Department and School: English/ Journalism Indian Trail High School and Academy

Course Name: Podcasting

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

Credits: 1 credit    *Check if honors:* ☒

Recommended Prerequisites (if any): Introduction to Broadcasting

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

Podcasting is an innovative 21st century course that will help students apply research skills, speaking skills, reading skills, and writing skills in a way that integrates technology and gives students experience in 21st century skills. For years English has had a standard, focused way of learning and this course will supplement that learning to help improve student skills in research, writing, reading, and speaking.

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

Combining the words ipod and broadcasting, podcasting, is a journalistic tool used to join the historic spoken word storytelling with 21st century technology. This course will require students to hone in on their English language art skills including: scripting structural story arcs, implementing investigative research, and synthesizing information. Students will explore the community they live in through the process of searching for stories, interviewing, and inviting guest speakers. Students will develop valuable skills such as working as a team, meeting deadlines, and problem solving to prepare them for post-secondary college and career opportunities.

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.)

See attachment C-1

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



One unit will be taught each quarter and the course will follow a basic year-long structure. Students will research, write, and produce a student lead podcast while also fine-tuning and focusing on the skills below each quarter.

Unit 1- Applied law and ethics in student productions

- How media law and ethics applies to specific podcast topics.

Unit 2- Oral Story Telling and community outreach

- Pick, research, and synthesize ideas for a story
- How to choose who to interview for story and how to get an interview
- Write a story using oral storytelling elements

Unit 3- Consumerism and marketing

- How do topics apply to the target audience
- How can students promote and involve business

Unit 4- Social Media and Promotions

- Promote podcast using social media
- Understand community outreach and needs

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: \$1,500 (Indian Trail Discretionary Budget)

C. Supplementary: \$900.00 ( \$450 Indian Trail Budget and \$450 T&L Budget)

Podcasting Standards

Text Types and Purpose Standards	
CCSS.ELA-LITERACY.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E	Provide a concluding statement or section that follows from and supports the argument presented.

Information/ Explanatory Standards	
CCSS.ELA-LITERACY.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.W.9-10.2.A	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<b>Narrative Standards</b>	
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.3.A	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-LITERACY.W.9-10.3.C	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

<b>Production of Materials Standards</b>	
CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.9-10.1.B	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 <a href="#">here</a> .)
CCSS.ELA-LITERACY.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

January 26, 2021

**Open Enrollment Allocations – 2021-22 School Year**

The Wisconsin Department of Public Instruction (DPI) stipulates that each resident school district allocate open enrollment spaces during their January board meetings. The 2021-22 Open Enrollment period is from February 1 to April 30, 2021. Along with the posted 3-month open enrollment window, applicants may also apply to a non-resident district using the designated Alternative Open Enrollment Application during the current school year if the applicant can demonstrate that he/she meets certain criteria. Appendix A contains a listing by grade of available open enrollment regular education spaces for School Year 2021-22. DPI has communicated that the District's affirmation must specifically delineate both regular education seats by specific grade level and special education seats by program and/or service type.

KUSD Policy 5260 requires that a current open enrolled student re-apply just once, which is during the transition from elementary to middle school, or if they first enrolled during middle school, then they must reapply during the transition from middle school to high school. Also, tuition waiver students (those who start the year in KUSD but move out of district) have a right to complete the current year and apply for open enrollment the following year. This agenda item, once approved by the board, serves to confirm the Kenosha Unified School Board will guarantee approval of all valid open enrollment applicants of currently attending students and siblings, unless said applicants are found in violation of valid denial reasons. Even though these are current KUSD students, they are counted as new applications for our state reporting.

The Offices of Educational Accountability, School Leadership, Teaching and Learning, Special Education/Student Support and Early Education met on multiple occasions to determine available spaces for School Year 2021-22. After a review of the historical data and enrollment projections, this team, with the endorsement of the Superintendent of Schools, makes the recommendation contained in Appendix A (regular education) and Appendix B (special education) to the School Board.

**Administrative Recommendation:**

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students for school year 2021-22. Recommendation is for a total of 195 spaces, 40 of which are designated for selected special education programs service/types as noted in Appendix A and Appendix B.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Kristopher Keckler  
Chief Information Officer

Sue Valeri  
Chief of School Leadership

Jennifer Schmidt  
Director of Special Education  
and Student Support

Luanne Rohde  
Director of Early Education Programs

### **APPENDIX A**

#### **Number of Regular Education Open Enrollment Spaces (2021-22)**

<b>Grade Level</b>	<b>Regular Education Recommended Spaces</b>
Pre-K	30
Kindergarten	20
Grade 1	10
Grade 2	10
Grade 3	10
Grade 4	10
Grade 5	10
Grade 6	35
Grade 7	10
Grade 8	10
Grade 9	25
Grade 10	5
Grade 11	5
Grade 12	5
<b>Total</b>	<b>195</b>

#### **Historical Open Enrollment Allocations & Confirmed Enrollments**

<b>School Year</b>	<b>Board Allocated Seats</b>	<b>New Open Enrollment Students (3<sup>rd</sup> Friday)</b>	<b>Total Open Enrollment Students (3<sup>rd</sup> Friday)</b>	<b>Alternative Application Enrollments Accepted</b>
2019-20	191	53	152	28
2018-19	205	48	104	13
2017-18	205	42	105	22
2016-17	195	37	99	17
2015-16	457	7	80	7
2014-15	37	24	69	13
2013-14	65	15	51	3
2012-13	111	14	55	1

## **APPENDIX B**

### **Number of Special Education Open Enrollment Spaces (2021-22)**

<b>Program</b>	<b>Recommended Spaces</b>
<b>High School</b>	
• Cross-Categorical	5
• Speech/Language	4
<b>Middle School</b>	
• Cross-Categorical	5
• Speech/Language	4
<b>Elementary School</b>	
• Cross-Categorical	9
• Speech/Language/ Early Childhood	9
<b>District-Wide</b>	
Occupational Therapy	2
Physical Therapy	2
<b>Total</b>	<b>40</b>

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# KENOSHA UNIFIED SCHOOL DISTRICT

January 26, 2021

## **FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS** *(School Year 2019-20 – Graduation Class of 2020)*

### **INTRODUCTION**

The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive examination of the graduation rates of the Kenosha Unified School District (KUSD) for the Graduation Class of 2020. This is the annual graduation report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”. All KUSD students who enter grade nine are tracked until the end of their class’s designated graduation cycle (four years later). No allowance is made for any students who enter that class as it progresses from the ninth grade until the twelfth grade and its eventual graduation. For example, first-time ninth graders who are in attendance on the Official Third Friday Count Day during School Year 2016-17 are tracked with respect to their educational progress until the end of summer school in August 2020. Therefore, the ninth graders of School Year 2016-17 become the Graduation Class of 2020 (School Year 2019-20). Additionally, this report also examines the graduation rates in terms of progress made during the two years beyond a designated graduation year, that is, the five-year rate of the Graduation Class of 2019 and six-year rate of the Graduation Class of 2018. This process aligns to both the Wisconsin state statute for allowing for a free education until a student reaches age 20 as well as the current state developed school report cards which incorporate both four-year and six-year graduation data.

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the four-year period whether or not the student *began* in KUSD in their ninth grade year. In addition, DPI does not count the completion credentials such as a HSED or a certificate of completion unless their Board of Education deems it as a regular high school diploma. DPI’s graduation rate has been a reported factor in two priority areas of the annual Accountability School and District Report Card: the four-year and six-year cohort graduation rate is used in the Closing Graduation Gaps calculation as well as in the graduation score of the On-Track and Postsecondary Readiness calculation. However, DPI’s WISEdash (online data reporting) portal reports four-year, five-year, six-year and seven-year graduation rates. This KUSD cohort report will continue to present data respective to the four-year, five-year and six-year graduation rates.

Further analysis of the graduation rate is provided by demographic groups. Please note that the terms “Students with Disabilities”, “Economically Disadvantaged”, and “English Learner” are used as defined by the “Every Student Succeeds Act” (ESSA, formerly NCLB) and IDEA, and are consistent with DPI reporting. Additionally, starting in early 2019, the federal “Every Student

Succeeds Acts (ESSA) report cards display the average four-year and seven-year cohort graduation rates as one of the required accountability indicators. Beginning in SY 2010-11, DPI began collecting student race and ethnicity data based on revised federal guidelines. In the past, parents/guardians were required to choose one ethnic group from the following options: Asian, Black/African American, Hispanic, Native American, and White. The more recent guidelines allow for a two-part question format first asking whether or not the student is Hispanic/Latino and then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. These federal guidelines regarding race/ethnicity created a new reporting category of Two or more Races if a student (parent/guardian) identifies with more than one race. This cohort report will use the federal race/ethnicity categories established in SY 2010-11 for the Graduation Class of 2014 and beyond whereas the previous cohorts used the former categories.

Definitions for the following categories are provided to assist the reader in understanding the context of this report:

### Definitions

Graduate	A student that has received a High School Diploma from KUSD.
Credit Deficient	A student that is currently attending KUSD but does not have enough credits to graduate.
Transferred	A student that has transferred out of KUSD for one of the following reasons: <ul style="list-style-type: none"> <li>▪ Transferred to a public school outside of the district</li> <li>▪ Transferred to a parochial/private or vocational/technical school</li> <li>▪ Incarcerated</li> <li>▪ Transferred to home schooling</li> <li>▪ Temporary withdrawal, due to medical problem, etc.</li> <li>▪ Death</li> </ul>
Achievement Gap	The disparity between the graduation rates of “Students of Color” and “White” students, “Students with Disabilities” and “Students without Disabilities”, “Economically Disadvantaged Students” and “Not Economically Disadvantaged Students”, and “English Learner” and “English Proficient”.
Dropout	A student that has stopped attending KUSD and is not enrolled in any other K-12 educational institution.
Expelled	A student that is not permitted to attend schools within KUSD (as a result of a Due Process Hearing) and has not returned.

## **BASE COHORT REVIEW**

### **Graduation Class of 2020 (Four-Year Period)**

Over the past ten years, the number of students in each graduating class has ranged from approximately 1,600 to 1,800. However, the Class of 2020, based on 9<sup>th</sup> grade enrollment of 1,567 students represented a noticeable decrease in the cohort year. This was mainly due to an expected declining cohort class.

<u>Graduation Class</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of Students	1,714	1,771	1,677	1,698	1,610	1,697	1,720	1,730	1,737	1,567

*Appendix A* contains the graduation rate for the Graduation Class of 2020 at the completion of their fourth year in KUSD. Please note that only first-time ninth grade students who were originally enrolled on “Third Friday” for school year 2016-17 were tracked. Students who were enrolled in grade 9 the previous year (2015-16) but were retained at the end of that year and remained in grade 9 were not included in this “Base Cohort” review. Those students were included in the Graduation Class of 2019.

Graduation rates are reported using two methods:

- Excluding the KUSD High School Competency Diploma Option (IOWA) graduates from the “GRADUATED” category and including them in the “DROPOUT” category.
- Including the KUSD High School Competency Diploma Option (IOWA) graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category.

To earn a KUSD High School Competency Diploma, students must meet all of the following requirements:

- Credits earned in Consumer Ed/Economics, Health, and Government and Politics
- Successful completion of an employability skills component
- Writing competency based on one of the following assessments (High School ACT Aspire Writing, ACT Plus Writing, or ACT WorkKeys Business Writing)
- Passing scores at the 4<sup>th</sup> stanine or above on all required subtests of the IOWA Assessment
- Successful completion of a passing score of 65 or higher on the required Civics Exam

For communication purposes, this report will refer to KUSD High School Competency Diploma graduates as “IOWA” graduates.

Kenosha Unified Policy and Rule 6456 *Graduation Requirements* was updated in April of 2011 to reflect a change in the high school graduation credit requirement, which decreased from 26.0 to 23.0 credits, effective for the Class of 2013. The minimum credits for Social Studies, Math

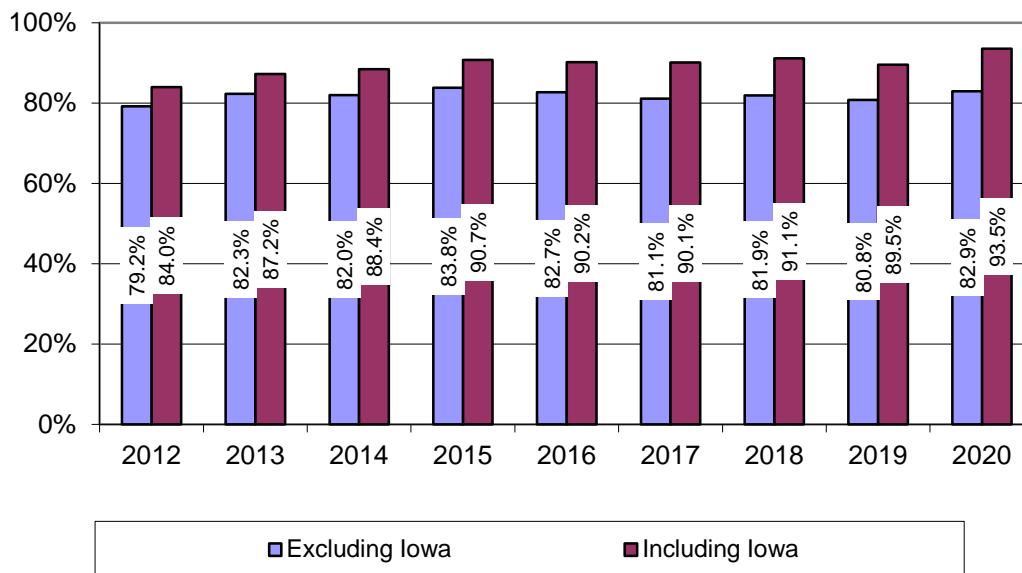
and Science were reduced from 4.0 to 3.0 credits. In April 2012, Policy and Rule 6456 also added a Community/Service Learning (10 hours) requirement beginning with the Class of 2013.

In December 2013, Wisconsin increased the math and science requirement to 3.0 credits each, which first applied to the Class of 2017. This increase would be consistent with the current KUSD requirement for those subject areas. However, WI Act 63 (2013) also strongly encouraged local school districts to set an elective requirement of 8.5 credits. KUSD updated the graduation policy to require a total of 23.5 credits starting with Cohort 2017 students. Furthermore, Act 55 (2015) requires that all diploma requests beginning in 2016-17 include a civics assessment based on the U.S. Citizenship Test. For the civics assessment, a passing score of 60 out of 100 was the original requirement, and applicable to the graduates in 2017. The passing score was then raised to 65 for Cohort 2018 and beyond. Recently, changes were approved at the federal level, which increased the number of questions on this assessment, and Wisconsin districts are awaiting the clarification as to how that will impact future cohorts. Any state approved change will be reflected in the local KUSD policy as well as shared with schools and students.

The number of students who began the cohort group in SY 2016-17 was 1,567, including 154 students who transferred out during the four-year period. When including "IOWA" graduates, 1,317 students graduated, resulting in a graduation rate of 93.5% for the Class of 2020. When excluding "IOWA" graduates 1,168 students graduated (82.9%), a slight increase from that reported in the past four graduating classes. The Class of 2020 reported the greatest percentage of graduates using the High School Competency Diploma Option (11.8%), which is a slight increase from last year's figures.

Lastly, the global COVID-19 pandemic impacted all educational settings in March 2020, including the graduating cohort group. Like most Wisconsin school districts, Kenosha Unified approved and applied a local waiver, which was also endorsed at the state level for allowance of students and their ability to meet their respective graduation requirements. Based on recent data, 279 KUSD students utilized this option for coursework, which totaled 813 half-credit courses being waived. The approved waiver option terminated at the end of the 2020 calendar year, and any students who have yet to graduate do not have the waiver option moving forward as they work to earn their diploma.

### Graduation Rates (after 4 years)



There were 167 students (11.9%) who were classified as “*DROPOUTS*” when including the “IOWA” graduates as dropouts, and 18 students (1.3%) when excluding the “IOWA” graduates. Both figures are flat in comparison to the Class of 2019. The number of students who were classified as “*CREDIT DEFICIENT*” was 62 or 4.4%, a decrease of 3.1% from 2019. It should be noted that 22 of the 62 students who were “*CREDIT DEFICIENT*” are students with disabilities who are legally permitted to stay in school through the age of 21 if it is indicated on their Individualized Education Plan (IEP). In addition, 12 students graduated early within a three-year period after their initial enrollment into the ninth grade.

The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, disability status, economic status and English proficiency status after **4 years**.

**BASE COHORT AFTER 4 YEARS – Excluding “IOWA”**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Female	85.0%	82.6%	87.1%	84.7%	86.9%	84.7%	85.3%	83.8%	85.8%	86.0%
Male	74.2%	76.0%	77.6%	79.5%	80.8%	81.0%	77.3%	80.1%	75.8%	80.0%
Am. Indian/Alaska Native	70.0%	80.0%	60.0%	80.0%	*	100.0%	60.0%	90.0%	*	*
Asian	92.0%	87.5%	96.7%	97.0%	85.2%	96.3%	95.2%	92.0%	100.0%	96.3%
Black	69.0%	66.5%	72.2%	73.6%	73.8%	69.6%	71.3%	65.0%	63.2%	69.4%
Hispanic of Any Race	68.4%	66.3%	66.5%	74.7%	77.7%	75.2%	73.8%	75.6%	76.7%	80.4%
Hawaiian/Pacific Islander	NA	NA	NA	NA	*	*	NA	NA	*	*
White	83.6%	85.1%	88.5%	85.6%	88.2%	88.5%	86.2%	88.9%	86.2%	87.5%
Two or More Races	NA	NA	NA	76.9%	84.6%	65.1%	72.7%	75.0%	79.7%	72.9%
Students with Disabilities	59.2%	59.7%	65.9%	64.5%	69.6%	64.0%	61.6%	62.3%	66.5%	58.5%
Students w/o Disabilities	82.3%	82.2%	84.5%	84.5%	85.8%	85.5%	83.9%	84.4%	82.6%	86.0%
Econ Disadvantaged	65.6%	66.8%	69.7%	71.2%	73.4%	72.5%	71.4%	70.7%	71.3%	73.6%
Not Econ Disadvantaged	90.5%	91.0%	94.3%	92.1%	95.2%	94.8%	92.9%	94.9%	93.2%	93.5%
English Learner	NA	66.9%	69.3%	63.0%	66.4%	74.8%	69.9%	71.2%	72.4%	69.1%
English Proficient	NA	80.3%	83.8%	83.4%	85.3%	83.5%	82.2%	82.9%	81.1%	82.9%
<b>DISTRICT</b>	<b>79.4%</b>	<b>79.2%</b>	<b>82.3%</b>	<b>82.0%</b>	<b>83.8%</b>	<b>82.7%</b>	<b>81.1%</b>	<b>81.9%</b>	<b>80.8%</b>	<b>82.9%</b>

*\*Sample size too small to report*

**BASE COHORT AFTER 4 YEARS – Including “IOWA”**

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Female	89.1%	86.2%	91.0%	90.1%	92.9%	90.5%	92.8%	92.2%	91.7%	94.4%
Male	78.7%	81.9%	83.6%	86.9%	88.6%	89.8%	87.6%	90.1%	87.3%	92.6%
Am. Indian/Alaska Native	80.0%	80.0%	60.0%	80.0%	*	100.0%	80.0%	90.0%	*	*
Asian	100.0%	90.6%	96.7%	100.0%	88.9%	96.3%	100.0%	100.0%	*	96.3%
Black	73.6%	70.0%	80.6%	82.1%	83.3%	77.1%	79.5%	80.9%	79.3%	85.2%
Hispanic of Any Race	74.2%	72.2%	75.0%	83.6%	88.3%	86.7%	85.8%	87.1%	86.5%	92.0%
Hawaiian/Pacific Islander	NA	NA	NA	NA	*	*	NA	NA	100.0%	*
White	87.4%	89.9%	92.0%	91.0%	93.4%	94.6%	94.1%	94.9%	92.8%	95.9%
Two or More Races	NA	NA	NA	84.6%	88.5%	79.1%	84.8%	95.8%	91.5%	95.8%
Students with Disabilities	64.8%	68.2%	74.6%	78.0%	79.6%	79.2%	77.9%	84.0%	82.4%	85.0%
Students w/o Disabilities	86.5%	86.4%	89.0%	89.9%	92.3%	91.8%	91.8%	92.0%	90.4%	94.6%
Econ Disadvantaged	72.0%	73.6%	78.7%	80.8%	84.8%	83.5%	84.5%	85.5%	84.1%	90.4%
Not Econ Disadvantaged	93.1%	93.9%	95.5%	95.6%	97.2%	98.0%	96.9%	97.7%	96.6%	97.0%
English Learner	NA	74.0%	75.3%	70.0%	81.9%	87.0%	81.2%	82.6%	84.3%	86.2%
English Proficient	NA	84.8%	88.7%	89.8%	91.5%	90.4%	91.0%	91.9%	89.5%	94.0%
<b>DISTRICT</b>	<b>83.7%</b>	<b>84.0%</b>	<b>87.2%</b>	<b>88.4%</b>	<b>90.7%</b>	<b>90.2%</b>	<b>90.1%</b>	<b>91.1%</b>	<b>89.5%</b>	<b>93.5%</b>

*\*Sample size too small to report*

Females continue to graduate at higher rates than males. When excluding “IOWA” graduates, 86.0% of females and 80.0% of males graduated in 2019. These figures rose to 94.4% and 92.6%, respectively, when including “IOWA” graduates.

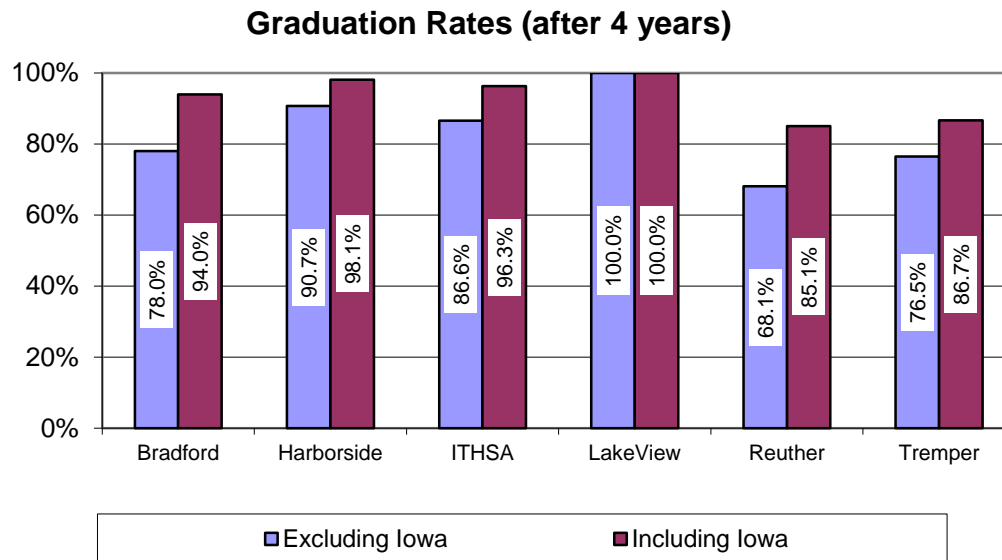
Asian and Pacific Islander students graduate at rates that surpass other ethnic categories both when excluding and including “IOWA” graduates, 96.3% and 100.0% respectively. The other minority ethnic groups fell behind that of their white peers. Black students reported an increase from 2019 when including “IOWA” graduates (85.2% vs. 79.3%). Hispanic students reported a slight increase from 2019 when excluding “IOWA” graduates (80.4% vs. 76.7%). Students with Two or More races also reported a decrease from 2019 when excluding “IOWA” graduates (75.0% vs. 79.7%).

Cohort graduation rates were also calculated based on “disability” status. When excluding “IOWA” graduates, the rates for “Students with Disabilities” decreased from 66.5% in 2019 to 58.5% in 2020. When including “IOWA” graduates, the rates showed an increase from 82.4% in 2019 to 85.0% in 2020.

Graduation rates relating to the economic status of the students (based on Free or Reduced Lunch eligibility) who were included in the Graduating Class of 2020 were also computed. The 2020 rates showed an increase from 2019 when including “IOWA” graduates, 90.4% vs. 84.1% in 2019. When excluding “IOWA” graduates, the graduation rate for the “Economically Disadvantaged” the 2020 rates showed a slight increase, 71.3% in 2019 vs. 73.6% in 2019.

Beginning with the 2012 cohort group, graduation rates were calculated based on English proficiency. When excluding “IOWA” graduates, their rate decreased from 72.4% in 2019 to 69.1% in 2020. When including “IOWA” graduates, the rate increased from 84.3% in 2019 to 86.2% in 2020.

*Appendix B* reports the same 4-year graduation rate figures as in *Appendix A* but for each high school. It disaggregates the status of students included in the base cohort group after four years of instruction by the high school of their initial 9<sup>th</sup> grade enrollment. Keep in mind some students may have transferred to another high school within Kenosha Unified and graduated thereafter. Student counts are reported by ethnicity, gender, disability status, economic status, and English proficiency status. The chart below displays 4-year graduation rates by each high school.

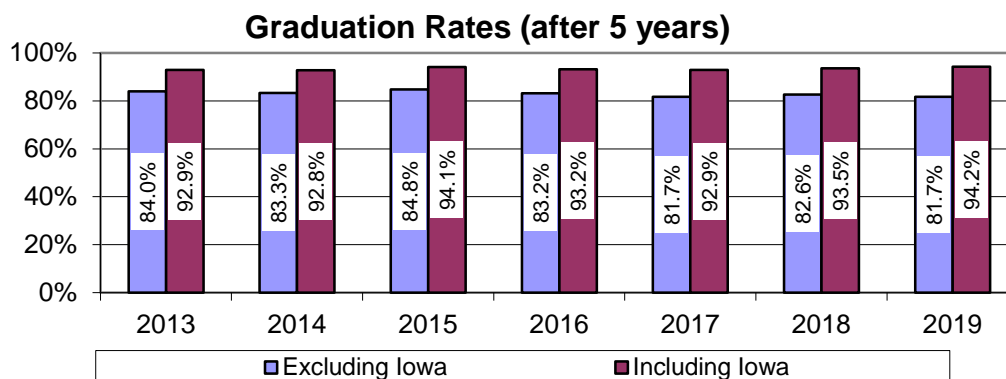


When analyzing students by their *initial enrollment* school in grade 9, Lakeview Academy reported the highest graduation rates among the high schools with 100.0% when excluding and including “IOWA” graduates. Harborside Academy was a close second. It can be seen that students at all high schools utilize the option of the High School Competency Diploma (IOWA).

### **Graduation Class of 2018 (Five Year Period)**

*Appendix C* contains the graduation rates by student subgroups for the Graduation Class of 2019 at the completion of the fifth year in KUSD. The number of students who began this cohort group was 1,737. At the end of the five-year period, 1,290 students (81.7%) graduated when excluding “IOWA” graduates and 1,487 students (94.2%) graduated when including “IOWA” graduates, resulting in a decrease of 0.9% and an increase of 0.7%, respectively, when compared to the end of the fifth year of the Class of 2018. When excluding “IOWA” graduates from the “GRADUATED” category and including them in the “DROPOUT” category, there were 268 students (17.0%) classified as “DROPOUT”. When including “IOWA” graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category, the “DROPOUT” rate decreased to 4.5% (71 students). The 5-year graduation rate of 94.2% from the Class of 2019 is an increase from 93.5% in 2018.





Of the 117 students who were credit deficient at the end of their senior year, 65 graduated in their 5<sup>th</sup> year (11 through the High School Competency Diploma Option and 52 with a traditional diploma). In addition, 20 students are still enrolled, 1 transferred out of KUSD, but 31 since then dropped out. When analyzing the original 33 dropouts in the original four-year cohort period, three students returned and are still enrolled to complete their graduation requirements, and one completed the High School Competency Diploma Option.

The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, disability status, economic status, and English proficiency status after 5 years. The Class of 2018, when compared to that of the Class of 2017, reported a slight increase overall when *including* “IOWA” graduates (93.5% in 2019 to 94.2% in 2019).

**BASE COHORT AFTER 5 YEARS – *Excluding* “IOWA”**

	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015</u></b>	<b><u>2016</u></b>	<b><u>2017</u></b>	<b><u>2018</u></b>	<b><u>2019</u></b>
Female	86.6%	83.4%	87.5%	86.0%	87.2%	85.3%	86.0	84.5%	86.4%
Male	77.5%	77.1%	80.5%	80.9%	82.4%	81.3%	77.6	80.7%	77.1%
Am Indian/Alaska Native	88.9%	80.0%	60.0%	80.0%	*	100.0%	60.0%	90.0%	*
Asian	92.0%	90.3%	96.7%	97.0%	85.2%	96.3%	95.2%	92.0%	100.0%
Black	72.2%	69.2%	73.3%	74.4%	75.1%	71.6%	72.9%	66.2%	64.1%
Hispanic of Any Race	72.4%	66.9%	69.2%	74.8%	77.6%	74.8%	74.4%	76.9%	77.9%
Hawaiian/Pacific Islander	NA	NA	NA	*	*	*	0.0%	NA	100.0%
White	85.6%	85.6%	90.1%	87.4%	89.5%	88.8%	86.3%	89.2%	87.0%
Two or More Races	NA	NA	NA	76.9%	84.6%	69.8%	75.8%	75.0%	81.0%
Students with Disabilities	64.8%	62.9%	69.3%	67.4%	72.2%	65.3%	63.0%	64.4%	67.6%
Students w/o Disabilities	84.4%	82.8%	85.9%	85.6%	86.6%	85.9%	84.3%	84.9%	83.5%
Econ Disadvantaged	69.5%	68.6%	72.1%	73.0%	74.7%	73.3%	72.1%	71.9%	72.4%
Not Econ Disadvantaged	91.9%	91.0%	95.3%	93.0%	95.9%	94.9%	93.0%	95.0%	94.0%
English Learner	NA	66.9%	72.4%	63.4%	66.4%	74.8%	70.7%	72.0%	74.2%
English Proficient	NA	78.0%	85.4%	84.7%	86.4%	84.0%	82.7%	83.6%	82.4%
<b>DISTRICT</b>	<b>81.9%</b>	<b>80.1%</b>	<b>84.0%</b>	<b>83.3%</b>	<b>84.8%</b>	<b>83.2%</b>	<b>81.7%</b>	<b>82.6%</b>	<b>81.7%</b>

*\*Sample size too small to report*

**BASE COHORT AFTER 5 YEARS – Including “IOWA”**

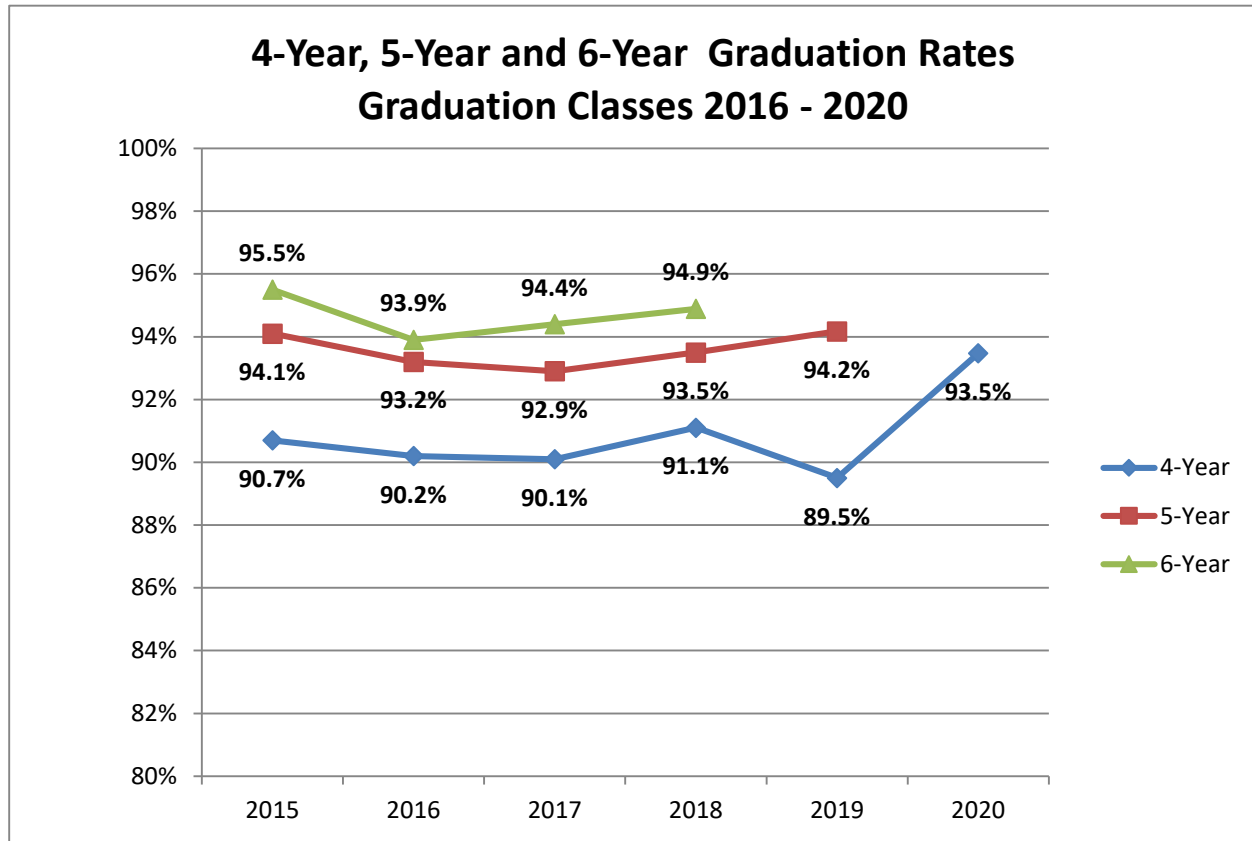
	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Female	93.7%	90.9%	94.9%	93.5%	95.2%	93.4%	95.3%	94.3%	95.5%
Male	87.8%	87.3%	90.9%	92.2%	93.1%	93.0%	90.6%	92.8%	92.9%
Am Indian/Alaska Native	100.0%	80.0%	80.0%	80.0%	*	100.0%	80.0%	90.0%	*
Asian	100.0%	93.5%	96.7%	100.0%	92.6%	96.3%	100.0%	100.0%	100.0%
Black	84.3%	78.6%	87.1%	86.7%	89.5%	82.9%	84.9%	84.5%	87.5%
Hispanic of any Race	83.5%	78.8%	86.8%	90.4%	93.0%	90.9%	89.1%	90.8%	93.6%
Hawaiian/Pacific Islander	NA	NA	NA	*	*	*	0.0%	NA	100.0%
White	93.1%	93.9%	95.8%	94.8%	95.9%	96.6%	96.0%	96.7%	95.6%
Two or more Races	NA	NA	NA	84.6%	88.5%	83.7%	90.9%	95.8%	96.6%
Students with Disabilities	77.6%	78.6%	85.5%	84.5%	86.1%	85.2%	83.6%	87.9%	87.9%
Students w/o Disabilities	92.5%	90.6%	93.9%	94.0%	95.3%	94.4%	94.2%	94.2%	95.0%
Econ Disadvantaged	83.6%	81.5%	87.9%	87.8%	90.7%	88.5%	88.6%	89.3%	90.9%
Not Econ Disadvantaged	96.3%	96.1%	97.7%	97.5%	97.9%	98.7%	98.0%	94.2%	98.5%
English Learner	NA	78.0%	87.7%	83.2%	88.2%	91.6%	86.5%	86.4%	93.0%
English Proficient	NA	90.0%	93.5%	93.5%	94.7%	93.4%	93.5%	94.2%	94.3%
<b>DISTRICT</b>	<b>90.6%</b>	<b>89.0%</b>	<b>92.9%</b>	<b>92.8%</b>	<b>94.1%</b>	<b>93.2%</b>	<b>92.9%</b>	<b>93.5%</b>	<b>94.2%</b>

**Graduation Class of 2017 (Six Year Period)**

*Appendix D* contains the graduation rates by student subgroups for the Graduation Class of 2017 at the completion of the sixth year in KUSD. The number of students who began this cohort group was 1,730. At the end of the six-year period, 1,293 students (82.6%) graduated when excluding “IOWA” graduates and 1,485 students (94.9%) graduated when including “IOWA” graduates, resulting in no change of 0.0% and a mild increase of 0.5%, respectively, when compared to the end of the fourth year of the Class of 2018. When excluding “IOWA” graduates from the “GRADUATED” category and including them in the “DROPOUT” category, there were 267 students (17.1%) classified as “DROPOUT”. When including “IOWA” graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category, the “DROPOUT” rate decreased to 4.8% (75 students).

### **Cohort Graduation Rates - Graduation Classes of 2015 through 2020**

*Appendix E* summarizes the 4-year, 5-year and 6-year graduation rates for the Cohort Graduation Classes of 2015 through 2020. Wisconsin Department of Public Instruction now computes graduation rates in this fashion to report the efforts of students that require additional time to complete their high school education. Special education law and Wisconsin statute guarantee students with an approved Individualized Educational Plan (IEP) the right to public education through age 21. This would include the six-year period from entrance into 9<sup>th</sup> grade.

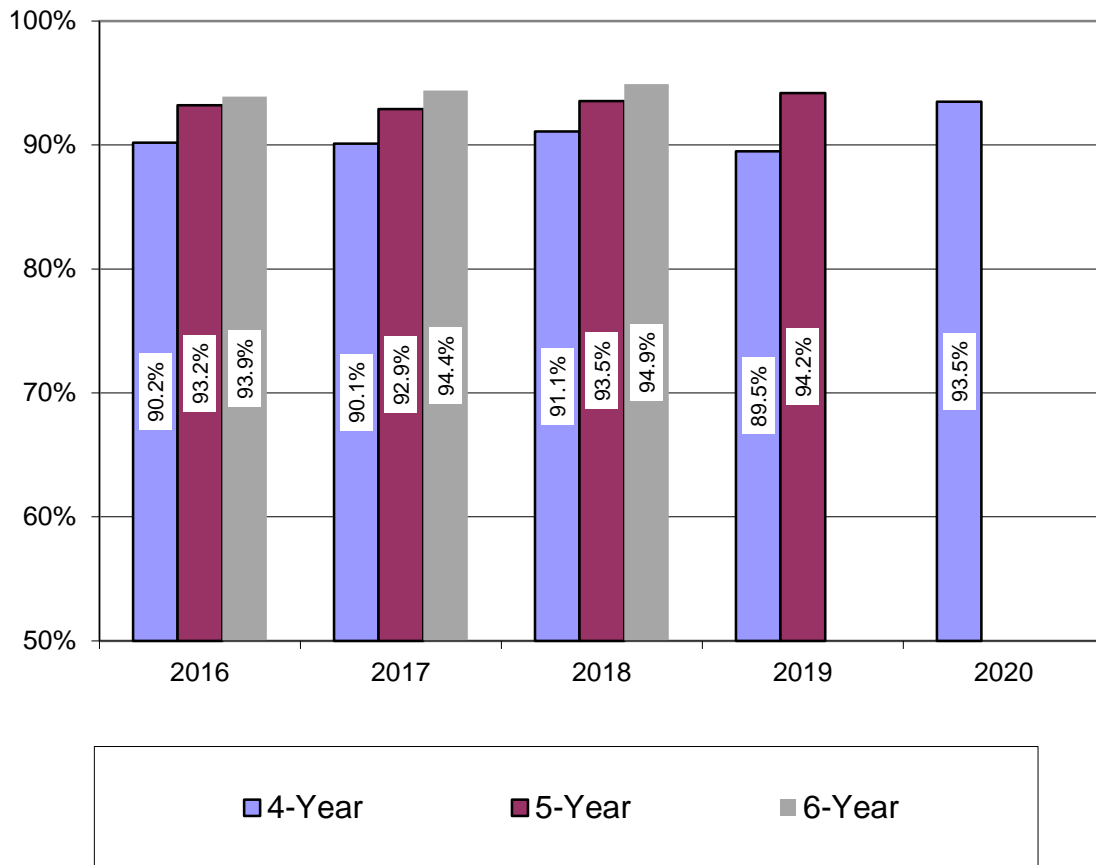


The 5-year rates generally show approximately a 3 to 5 percentage point increase from the 4-year rate to the 5-year rate. The six-year rates report an additional increase of approximately 1 to 2 percentage points compared to the 5-year rate.

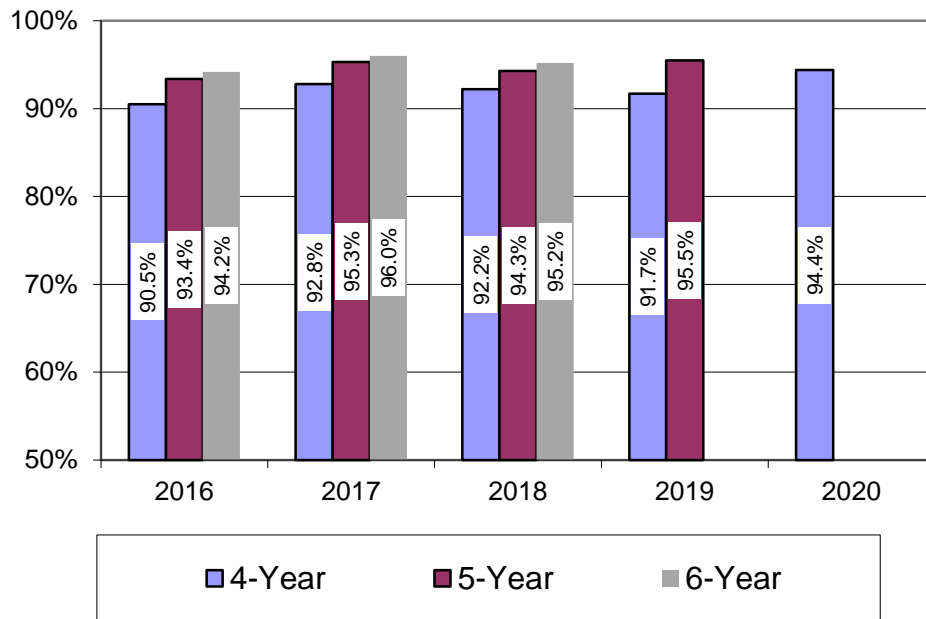
## Graphic Summary

*Appendix E* reports graduation figures by gender, ethnicity, disability, economic status, and English proficiency. The following graphs recapitulate the chart contained in *Appendix E* to provide the reader with a visual comparison of the 4-year, 5-year and 6-year graduation rates of the last five cohort graduation classes for each disaggregated student group reported.

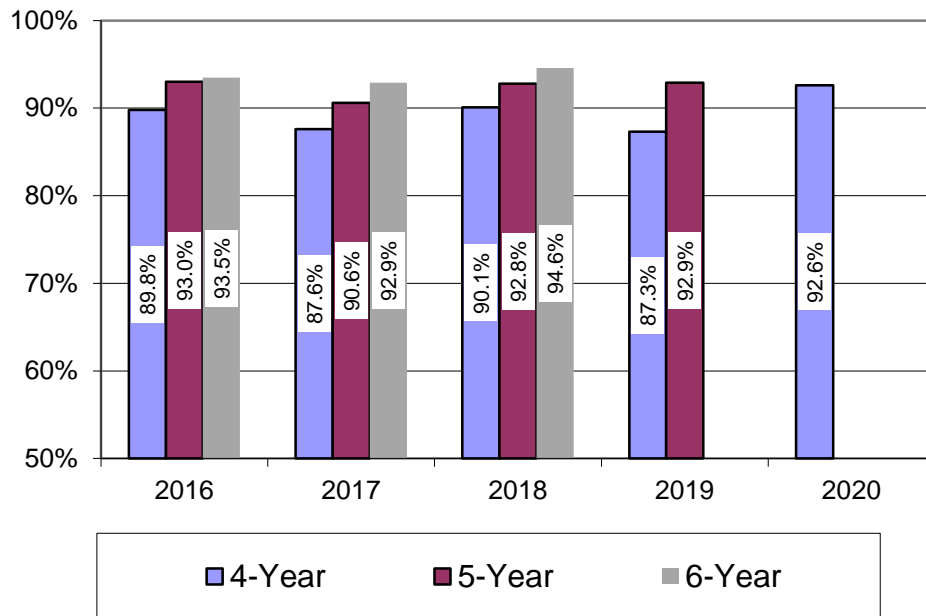
### 4-Year, 5-Year and 6-Year Graduation Rates All Students



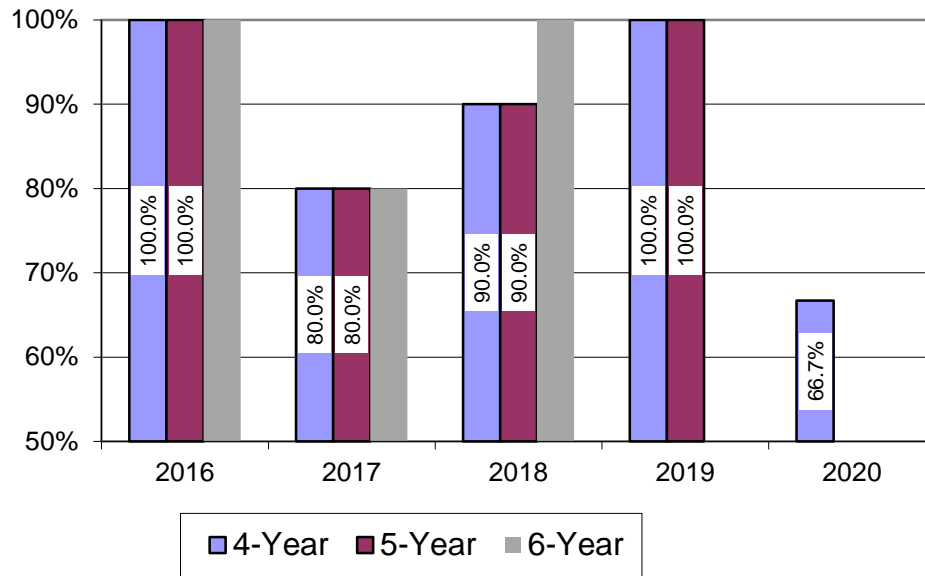
### 4-Year, 5-Year and 6-Year Graduation Rates Female Students



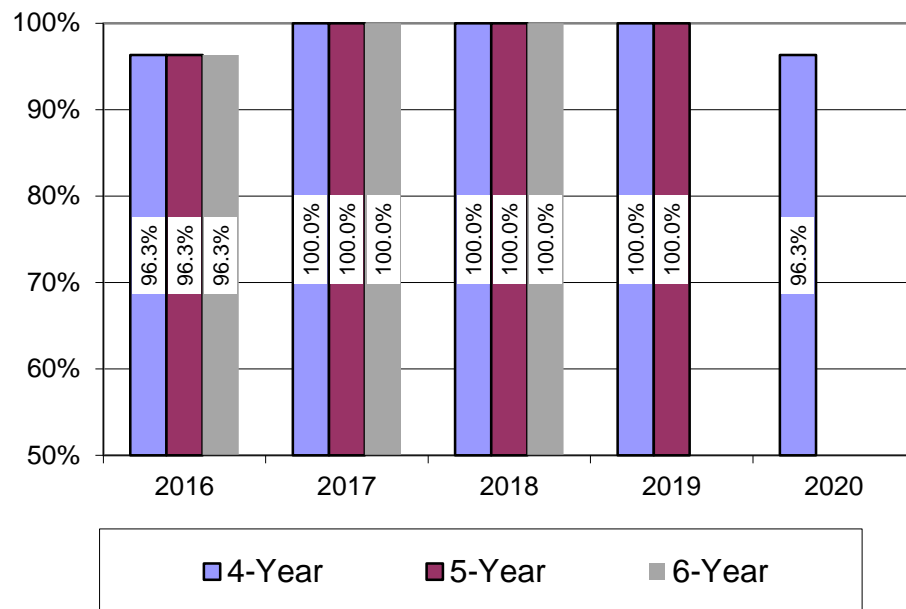
### 4-Year, 5-Year and 6-Year Graduation Rates Male Students



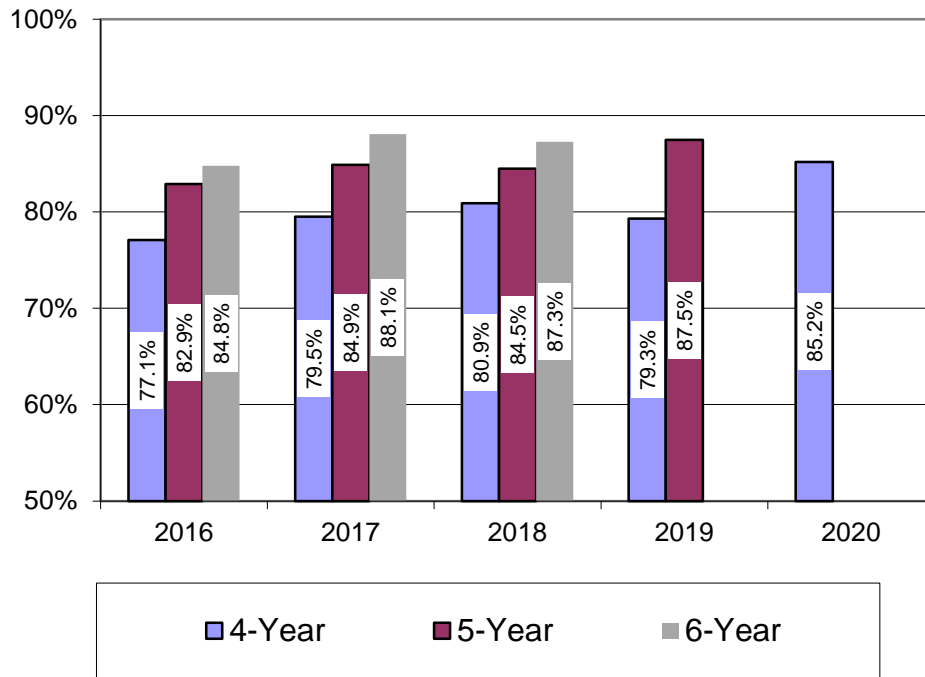
**4-Year, 5-Year and 6-Year Graduation Rates  
American Indian or Alaska Native Students**



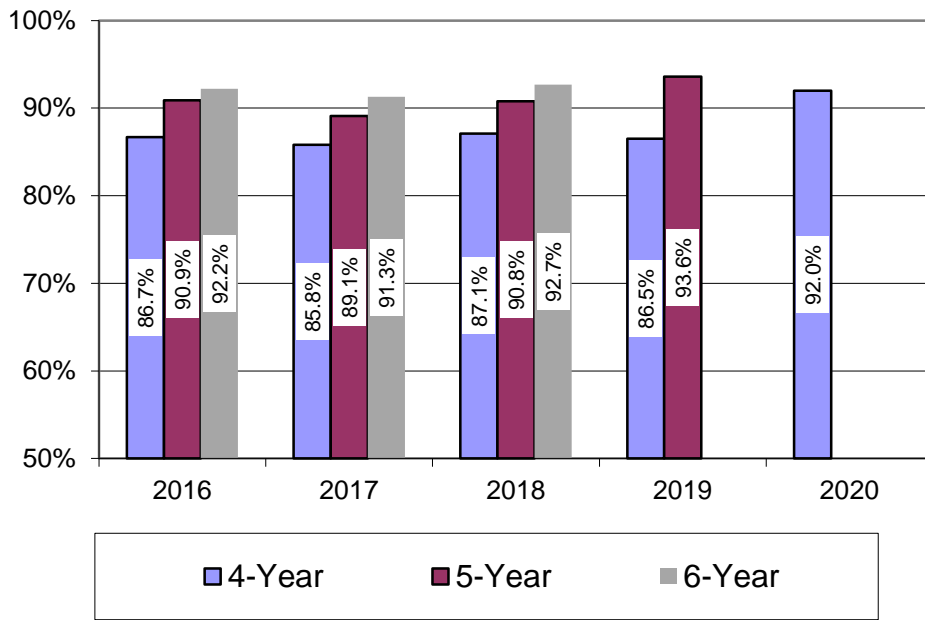
**4-Year, 5-Year and 6-Year Graduation Rates  
Asian Students**



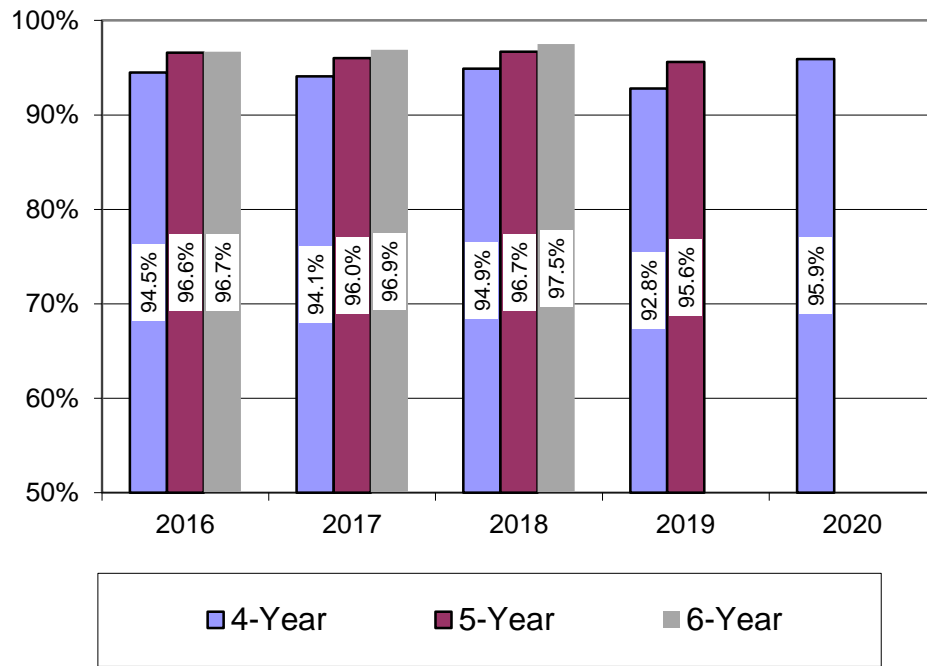
### 4-Year, 5-Year and 6-Year Graduation Rates Black Students



### 4-Year, 5-Year and 6-Year Graduation Rates Hispanic Students

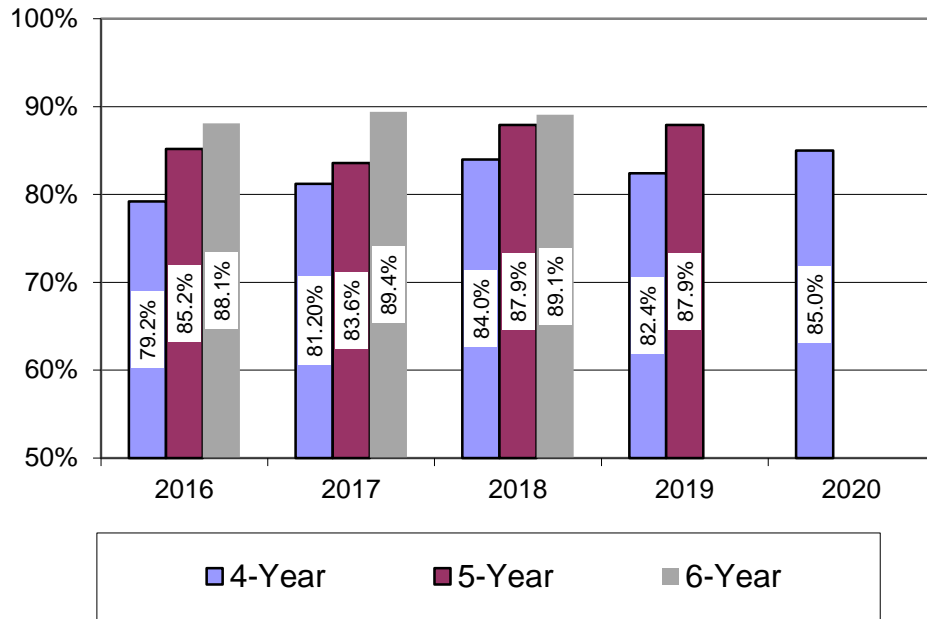


### 4-Year, 5-Year and 6-Year Graduation Rates White Students

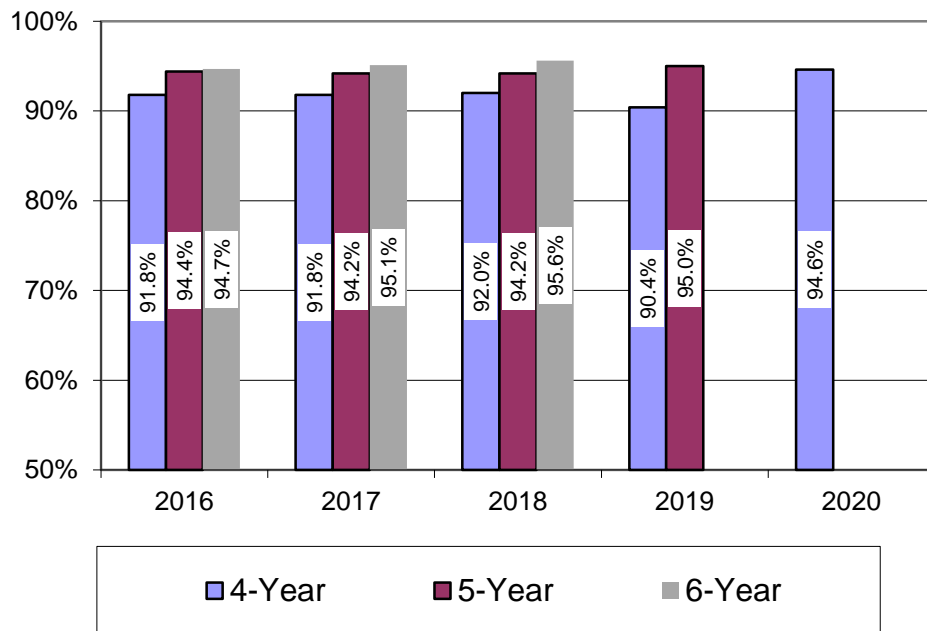




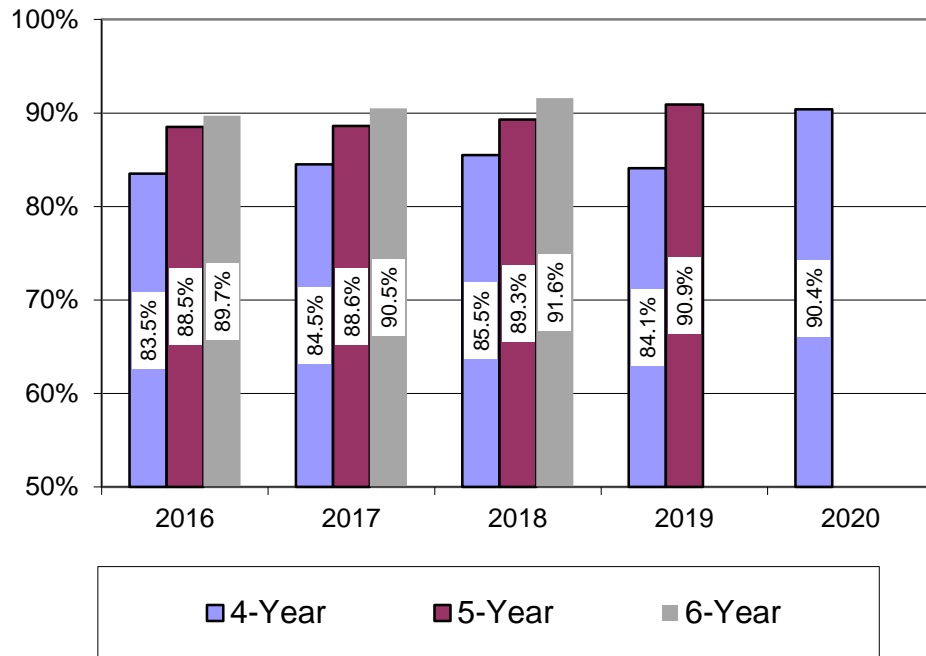
**4-Year, 5-Year and 6-Year Graduation Rates  
Students With Disabilities**



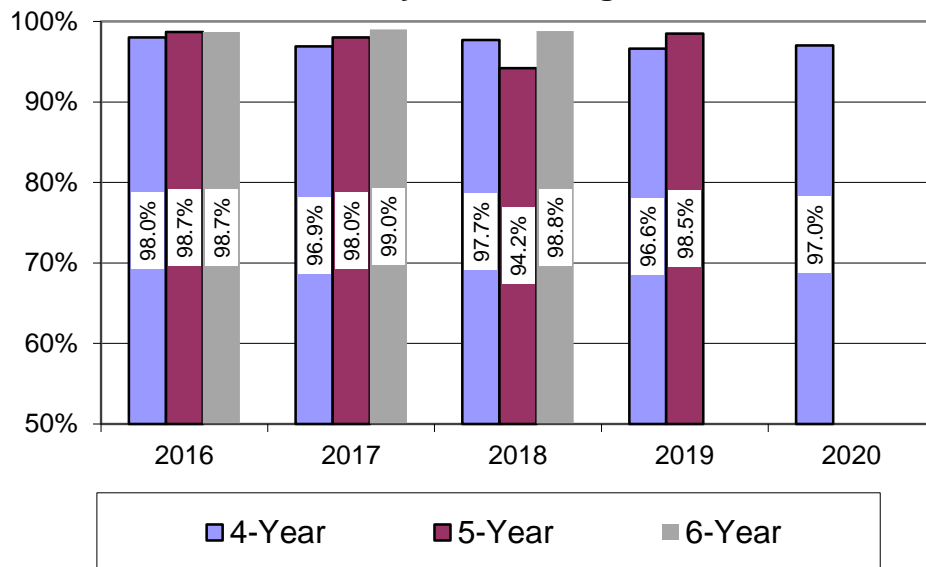
**4-Year, 5-Year and 6-Year Graduation Rates  
Students Without Disabilities**

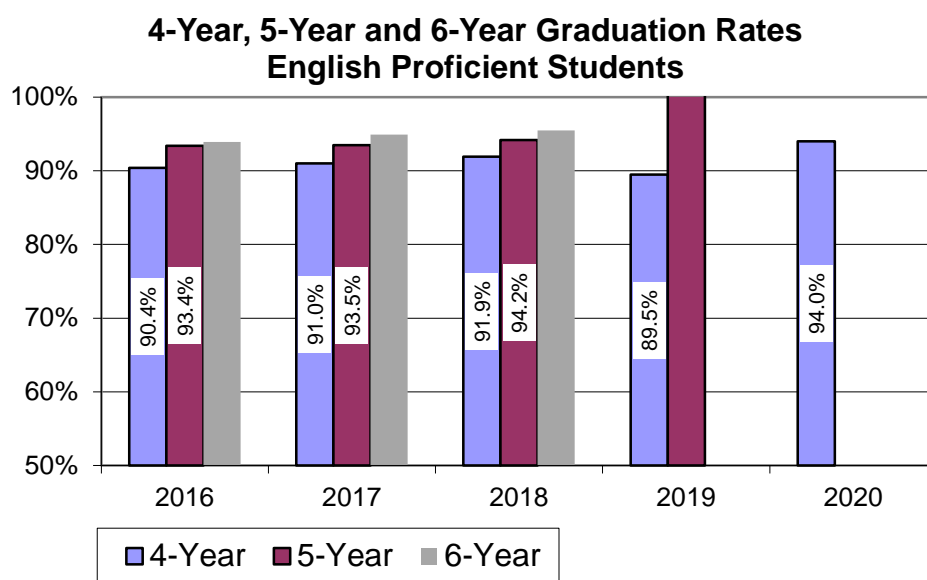
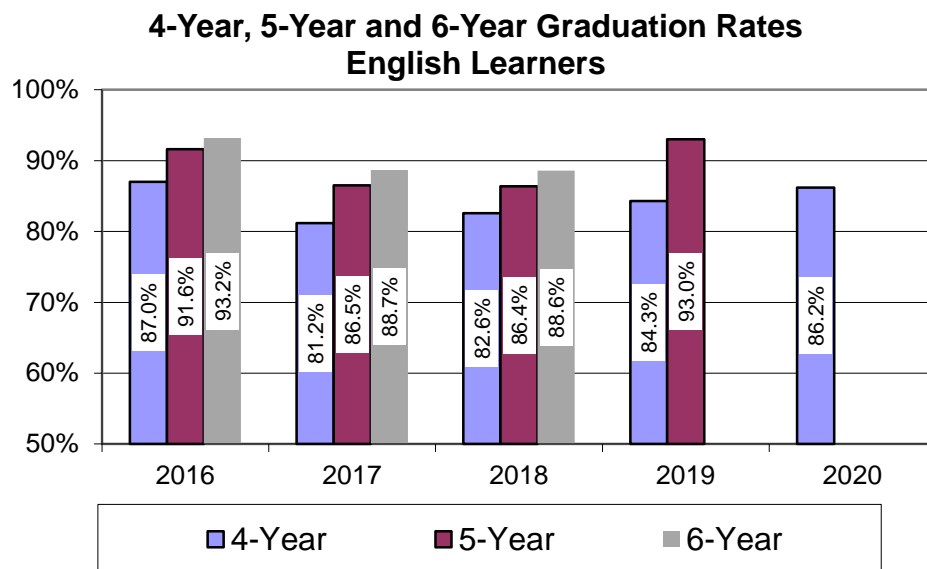


### 4-Year, 5-Year and 6-Year Graduation Rates Economically Disadvantaged Students



### 4-Year, 5-Year and 6-Year Graduation Rates Not Economically Disadvantaged Students





This report is an informational item.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Kristopher Keckler  
Chief Information Officer

Laura Sawyer  
Data Analyst

Link to Complete Report with Appendices: <https://www.kusd.edu/sites/default/files/document-library/english/cohort-report.pdf>

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Kenosha Unified School District  
Kenosha, Wisconsin

January 26, 2021

POLICY AND RULE 8712 – SCHOOL BOARD MEETING AGENDA  
PREPARATION AND DISSEMINATION

At its November 17, 2020, School Board meeting, the Board approved a motion “to accept and implement the board goals contained in the summary report” (attachment A).

In order to implement Smart Goal #1 – Alignment of Mission, Vision and Strategic Goals, it is necessary to revise School Board Rule 8712 (Attachment B) by adding two items to the monthly regular school board meeting agenda. The added agenda items are:

- Review of District Mission, Vision, Strategic Goals and Board of Education Goals
- Evaluation of Board of Education’s Adherence to its Operating Principles

An additional revision is offered to paragraph 3 of the policy to update where the board agenda is available for public viewing which is on the District’s website. The new wording states, “Complete agendas for regular Board meetings shall be distributed to each Board member, local news medium, **and will be available on the District’s website.**”

**Administration Recommendation:**

Administration recommends that the board approve revised Policy and Rule 8712 – School Board Meeting Agenda Preparation and Dissemination as a simultaneous first and second reading on January 26, 2021.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

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



## POLICY 8712

## SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The agenda shall be prepared by the Superintendent of Schools under the direction of the Board President. Except as otherwise specifically provided by Board policy or rule, the Board President may require a majority written request or vote of the Board prior to granting agenda requests by individual Board members.

Insofar as possible, advance information and recommendations on matters requiring action shall be supplied to all Board members for study before the meeting.

Complete agendas for regular Board meetings shall be distributed to each Board member, local news medium, **and will be available on the District's website** ~~division administrator and to those selected administrators requiring agenda information.~~ A copy of the complete meeting agenda shall be available for public inspection at the Superintendent of School's office and each building principal's office prior to the Board meeting, and six copies made available for inspection at the Board meeting itself. Copies of the complete agenda shall be available at the Superintendent's office, on a single meeting basis, for those persons who make application by the Tuesday before the meeting, and who can demonstrate a need for the material. Such reserved copies shall not be distributed but may be picked up at the Superintendent's office 24 hours after they make the application.

LEGAL REF.: Wisconsin Statutes

Section 19.83 [Meetings of governmental bodies]

Section 19.84 [Public notice of subject matter of board meeting]

CROSS REF.: 8710, Regular School Board Meetings

8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999

March 28, 2000

July 10, 2001

November 13, 2001

June 25, 2002

June 24, 2003

December 14, 2010

February 24, 2014

February 24, 2015

August 27, 2019

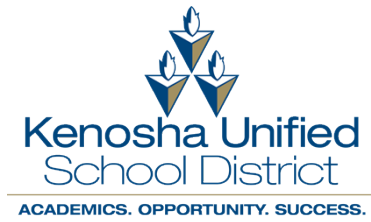
**January 26, 2021**

RULE 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The regular School Board meeting agenda shall normally provide for the following order of business:

Pledge of Allegiance  
Roll Call of Members  
Introduction, Welcome, and Comments by Student Ambassador  
Awards  
Administrative and Supervisory Appointments  
Superintendent's Report  
Legislative Report  
Views and Comments by the Public  
Remarks by the President  
**Review of District Mission, Vision, Strategic Goals and Board of Education Goals**  
Consent Agenda  
Approval of Minutes of Previous Meeting(s)  
Approval of Lists of Bills  
Old Business  
New Business  
**Evaluation of Board of Education's Adherence to its Operating Principles**  
Other Business as Permitted by Law  
Tentative Schedule of Reports and Legal Deadlines for Board  
Predetermined Time and Date of Adjourned Meeting, If Necessary  
Adjournment



## Public Schools Week 2021

*WHEREAS*, public education is at the foundation of our nation with 90% of America's children attending public schools; and

*WHEREAS*, public schools are where students become educated citizens who are prepared to contribute to society, the economy, and citizenry of our country; and

*WHEREAS*, local, state and federal lawmakers should prioritize support for strengthening public schools and empower local education leaders to implement, manage, and lead school districts in partnership with educators, parents and other local education stakeholders; and

*WHEREAS*, local, state and federal lawmakers should support counseling, extracurricular activities, and mental health supports that are critical for student engagement and learning; and

*WHEREAS*, high-quality public schools that are inclusive and safe are where children learn to think critically, problem solve, build relationships, and succeed; and

*WHEREAS*, stable, predictable, and adequate funding for public schools is necessary to ensure students have the resources needed to succeed and high-quality educators before them.

*NOW, THEREFORE, BE IT RESOLVED* that Kenosha Unified School District's Board of Education does hereby adopt this resolution to proclaim February 22-26, 2021, as Public Schools Week.

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

\_\_\_\_\_  
*President, Board of Education*

\_\_\_\_\_  
*Superintendent of Schools*

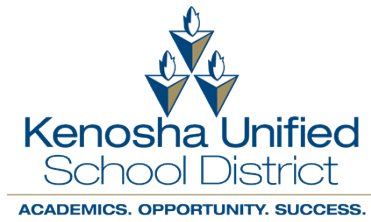
\_\_\_\_\_  
*Secretary, Board of Education*

*Members of the Board:*

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## Black History Month 2021

*WHEREAS*, the origination of Black History Month stems back as far as 1915 when a national celebration of the 50<sup>th</sup> anniversary of emancipation sponsored by the state of Illinois took place to highlight the progress made since the destruction of slavery; and

*WHEREAS*, every U.S. president since 1976 has officially designated the month of February as Black History Month as a means to celebrate the achievements of black Americans and a time for recognizing the central role of African Americans in U.S. history; and

*WHEREAS*, it is extremely important to reflect on, recognize and celebrate the contributions and accomplishments of black Americans throughout history, not just in February, but throughout the entire year; and

*WHEREAS*, by observing Black History Month, we raise awareness of the continuing struggle for freedom and equal opportunity, and bring focus to racial barriers to equal education in public schools and work towards closing racial achievement gaps; and

*WHEREAS*, corresponding school activities held in February and throughout the school year will encourage students to strive for the best education as a means to fulfill their potential.

*NOW, THEREFORE, BE IT RESOLVED* that Kenosha Unified School District's Board of Education does hereby adopt this resolution to proclaim February 2021 as Black History Month.

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

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*President, Board of Education*

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*Superintendent of Schools*

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*Secretary, Board of Education*

*Members of the Board:*

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*Resolution 374  
January 26, 2021*

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

January 26, 2021

**WORKER'S COMPENSATION REAUTHORIZATION OF SELF-INSURANCE**

On July 1, 2003, the District approved using Community Insurance Company for its Worker's Compensation program. In order to establish the self-insured program a resolution was approved at the May 27, 2003, School Board Meeting, the May 23, 2006, School Board Meeting, the March 24, 2009, School Board Meeting, the March 27, 2012, the March 24, 2015, and again at the February 27, 2018 School Board Meeting.

The Wisconsin Administrative Code requires each political subdivision to re-authorize their self-insurer status once every three years.

Recommendation

Administration recommends that the School Board approve Resolution No. 375 (attached) to continue the Worker's Compensation Self-Insured Program.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Kevin Neir  
Interim Chief Human Resources Officer

RESOLUTION NO. 375

**RESOLUTION FOR REAUTHORIZATION OF SELF-INSURANCE**

January 26, 2021

*WHEREAS*, the Kenosha Unified School District is a qualified political subdivision of the State of Wisconsin; and

*WHEREAS*, the Wisconsin Worker's Compensation Act (Act) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or to be exempted (self-insured) from insuring liabilities with a carrier and thereby assuming the responsibility for its own worker's compensation risk and payment; and

*WHEREAS*, the State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they agree to report faithfully all compensable injuries and agree to comply with the Act and rules of the Department; and

*WHEREAS*, the School Board at its January 26, 2021, meeting may approved the continuation of a self-insured worker's compensation program; and

*NOW, THEREFORE, BE IT RESOLVED* that the School Board of Kenosha Unified School District does ordain as follows:

- (1) Provide for the continuation of a self-insured worker's compensation program that is currently in effect.
- (2) Authorize Jennifer Miller to forward certified copies of this resolution to the Worker's Compensation Division, Wisconsin Department of Workforce Development.

Dated: January 26, 2021

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President, Board of Education

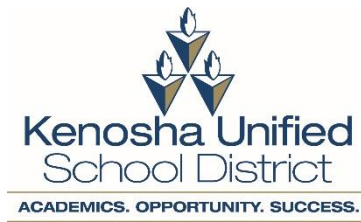
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Clerk, Board of Education

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Superintendent of Schools





January 26, 2021

## DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Linse Bock Foundation donated \$15,000 to McKinley Elementary School to purchase student technology and supplies.
2. Natalie Troha donated various clothing items to the Bradford High School Northside Outfitters Store. The estimated value of this donation is \$874.

### 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

January 26, 2021

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board  
January-February**

**January**

- January 6, 2021 – Special School Board Meeting – 5:45 P.M. in ESC Boardroom & Virtual
- January 18, 2021 – Dr. Martin Luther King, Jr. Day – District Closed
- January 22, 2021 – Second Quarter Ends, Staff Workday, No Students Report
- January 26, 2021 - Regular School Board Meeting – 7:00 P.M. in ESC Boardroom & Virtual

**February**

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

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