



Kenosha Unified
School District

ACADEMICS. OPPORTUNITY. SUCCESS.

REGULAR BOARD MEETING

Tuesday, September 28, 2021

7:00 PM

Virtual

[https://www.youtube.com/user/
kenoshaschools](https://www.youtube.com/user/kenoshaschools)

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Regular Board Meeting
 Tuesday, September 28, 2021
 Virtual
 7:00 PM

I. Pledge of Allegiance	
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IV. Awards/Recognition	
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District Mission

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

District Vision

To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

District Strategic Goals

Strategic Goal	Goal Statement
Student Achievement	Provide excellent, challenging learning opportunities and experiences that prepare each student for success and make KUSD Wisconsin's top performing urban school district.
Effective and Engaged Workforce	Recruit, retain and develop a highly effective and diverse staff that ensures the success of every student.
Family and Community Engagement	Foster and strengthen family engagement and community partnerships to positively impact student engagement and learning.
Fiscal Responsibility	Align resources to achieve efficiency and positive impact on student achievement and organizational sustainability, while communicating transparently to all stakeholders.

Board of Education 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.

- At the beginning of each board meeting, the board will review the mission, vision, and goals.
- 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?"
- 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.

- The Board will continue to receive the board agenda and related materials the week prior to the monthly Regular Board meeting.
- 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.

- 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.

Board of Education Operating Principles

Straight Talk

We believe that we will not get as much out of our joint experience if we don't use straight talk. We also believe that trust is a key element in straight talk.

Therefore, we will be open and honest with each other and use straight talk to increase clarity and focus.

Use of Our Time

The time of each member is a valued resource. We are committed to being efficient and productive in our use of time.

We believe that time is a critical component of our success, good use of time keeps us focused with no needless digression and that time is a non-renewable resource so we must use it wisely.

Therefore, we commit to:

1. **Start on time and end on time.**
2. **Assure that purposes for our meetings and interactions are clear with a timeframe in mind**
3. **Structure our meetings effectively to ensure that we stay on track**

Listening

Each participant brings a unique background, set of experiences, expertise and perspective. Our effectiveness as team members depends on our ability to access and leverage our diversity.

Therefore, we will actively solicit others' ideas/perspectives and listen to each other with the intent of understanding and learning.

Accomplishment and Optimism

It is easy to get caught in the trap of problems, breakdowns and what is not working. This trap has the power to make us feel overburdened and discouraged.

Therefore, agree to interrupt the negativity by periodically:

- **Acknowledging and identifying barriers without fixating on them.**
- **Noting what is working**
- **Speaking what we have accomplished**
- **Acknowledging the contributions and accomplishments of others.**

Responsibility for Self

It is easy to allow past stories, interpretations and relationships to interfere with our present effectiveness.

Therefore, we agree to:

- **Check our alliances, disagreements, unhelpful stories at the door**
- **Assume a positive predisposition towards one another**
- **Be open to discussing how things are going with each other within the meeting**
- **Commit to our own participation**

Kenosha Unified School District
Kenosha, WI
September 28, 2021

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Arrington	Solomon	Brass Community School	Special Education	ESP	09/13/2021	1
Appointment	Baldwin	Jourdan	Bradford High School	E.D.	Instructional	09/08/2021	1
Appointment	Barrette	Michael	The Brompton School	Social Studies	Instructional	08/26/2021	1
Appointment	Bauer	Sara	Vernon Elementary School	Grade 3	Instructional	09/10/2021	1
Appointment	Behrens	Joshua	Lakeview Technology Academy	History	Instructional	08/26/2021	1
Appointment	Bentheimer	Rachel	Whittier Elementary School	Virtual Grade 2	Instructional	08/26/2021	1
Appointment	Brockman	Karen	McKinley Elementary School	Grade 4	Instructional	08/26/2021	1
Appointment	Bush	Connie	Bose Elementary School	Grade 5	Instructional	09/02/2021	1
Appointment	Capriotti	Allyson	Reuther Central High School	Administrative Support (10 MO)	ASP	08/25/2021	1
Appointment	Clendening	Bryanna	Frank Elementary School	E.C.	Instructional	08/30/2021	1
Appointment	Cox	Aaron	Tremper High School	Spanish	Instructional	08/26/2021	1
Appointment	Davidson	Taylor	Jefferson Elementary School	Grade 1	Instructional	08/26/2021	1
Appointment	DeFrate	Gemma	Frank Elementary School	Intervention Specialist	Instructional	08/23/2021	1
Appointment	Denning	Tina	Lance Middle School	Social Studies	Instructional	08/26/2021	1
Appointment	Erickson	Laura	Bullen Middle School	Cross Categorical	Instructional	08/31/2021	1
Appointment	Feuerbach	Harrison	Tremper High School	C.D.S.	Instructional	08/26/2021	1
Appointment	Folkers	Jennifer	Tremper High School	Assistant Principal	AST	09/01/2021	1
Appointment	Francel	Jason	The Brompton School	Grade 4	Instructional	08/31/2021	1
Appointment	Gazarkiewicz	Patrick	Lincoln Middle School	Science	Instructional	08/26/2021	1
Appointment	Geyer	Christine	Professional Learning	Coordinator of Professional Learning	AST	09/27/2021	1
Appointment	Goodlow	Kyasia	Indian Trail HS & Academy	Administrative Support (12 MO)	ASP	08/16/2021	1
Appointment	Gorman	Kody	Chavez/Roosevelt Elementary Schools	Night Custodian Second Shift	Facilities	08/25/2021	1
Appointment	Greig	Alyson	Vernon Elementary School	Grade 4	Instructional	09/08/2021	1
Appointment	Gustin	Margaret	Roosevelt Elementary School	Grade 4	Instructional	08/26/2021	1
Appointment	Haga	Loren	Stocker Elementary School	Intervention Specialist	Instructional	10/01/2021	0.49
Appointment	Hand	Karen	Department of Special Education	Speech Therapist	Instructional	08/26/2021	1
Appointment	Harvey	Alisha	Office of Student Support	Guidance/Comprehensive HS	Instructional	08/26/2021	1
Appointment	Henderson	William	Indian Trail HS & Academy	Rotc-Business	Instructional	08/26/2021	1
Appointment	Henley	Brooke	Washington Middle School	Cross Categorical	Instructional	08/30/2021	1
Appointment	Herbrechtsmeier	Emily	Somers Elementary School	C.D.S.	Instructional	08/26/2021	1
Appointment	High	Courtney	Mahone Middle School	Math	Instructional	08/26/2021	1
Appointment	Holtzman	Carly	Student Support/Guidance	Psychologist	Instructional	08/26/2021	1
Appointment	Iannotti	Jamie	Mahone Middle School	Math	Instructional	08/26/2021	1

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The Office of Human Resources recommends the following actions:

Appointment	Jolly	Ashley	Curtis Strange Elementary School	Special Education	ESP	08/31/2021	1
Appointment	Jones	Dianne	EBSOLA CA	Library Media Specialist	Instructional	09/09/2021	1
Appointment	Kent	Maggie	Tremper High School	Special Education	ESP	09/20/2021	1
Appointment	King	Hollie	Curtis Strange Elementary School	Kindergarten	Instructional	08/26/2021	1
Appointment	Koeller	Eric	Lance Middle School	Math	Instructional	08/26/2021	1
Appointment	Koepke	Rachel	Lincoln Middle School	Art	Instructional	08/26/2021	1
Appointment	Koszyczarek	Kelli	Human Resources	Administrative Support (12 MO)	ASP	08/23/2021	1
Appointment	Larsen	Nathan	Fine Arts	Elementary/Middle School Band	Instructional	08/26/2021	1
Appointment	Lauer	Allyson	Bose Elementary School	Cross Categorical	Instructional	08/26/2021	1
Appointment	Lepley	Elizabeth	Title III/Bilingual	ESL Other Language	Instructional	09/07/2021	1
Appointment	Loesl	Kimberly	Reuther Central High School	Math	Instructional	08/26/2021	0.5
Appointment	Lowry	Keith	Roosevelt Elementary School	Special Education	ESP	08/31/2021	1
Appointment	Mayber	Rebecca	EBSOLA CA	E.C.	Instructional	08/26/2021	1
Appointment	McKay	Darrius	Washington Middle School	Special Education	ESP	09/07/2021	1
Appointment	Metzger	Pamela	Nash Elementary School	C.D.S.	Instructional	09/13/2021	1
Appointment	Miller	Brittany	Forest Park Elementary School	Special Education	ESP	08/31/2021	1
Appointment	Moton	Jauckee	Bradford High School	Special Education	ESP	08/31/2021	1
Appointment	Needham	Timothy	Bradford High School	Technology Education	Instructional	08/26/2021	1
Appointment	Nielsen	Elizabeth	KTEC West	Instructional Coach	Instructional	08/26/2021	1
Appointment	Ochs	Lane	Indian Trail HS & Academy	Cross Categorical	Instructional	09/01/2021	1
Appointment	Olejnik	Anita	Brass Community School	SEL Intervention Specialist	Instructional	08/30/2021	1
Appointment	Olson	Christina	Lance Middle School	Special Education	ESP	09/13/2021	1
Appointment	Perez	Maria	Curtis Strange Elementary School	Classroom	ESP	09/08/2021	1
Appointment	Ploch	Katherine	Somers Elementary School	Cross Categorical	Instructional	09/14/2021	1
Appointment	Price	Ralonda	Vernon Elementary School	Interim Elementary Principal	AST	09/27/2021	1
Appointment	Rector	Bridgette	Brass Community School	Special Education	ESP	08/31/2021	1
Appointment	Redig	Radka	Brass Community School	Guidance	Instructional	08/30/2021	1
Appointment	Robaidek	Irene	McKinley Middle School	Intervention Specialist	Instructional	08/26/2021	1
Appointment	Rogers	Tiffany	Tremper High School	Special Education	ESP	08/31/2021	1
Appointment	Schmidt	Chelsea	Whittier Elementary School	Kindergarten	Instructional	08/26/2021	1
Appointment	Skripsky	Alan	Tremper High School	Math Intervention Specialist	Instructional	08/26/2021	1
Appointment	Snyder	Jessica	Brass Community School	E.C.	Instructional	08/26/2021	1
Appointment	Spair	Jennifer	Indian Trail HS & Academy	Cross Categorical	Instructional	08/26/2021	1
Appointment	Sparesus	Jennifer	Bose Elementary School	Classroom	ESP	08/31/2021	1
Appointment	Stanard	Kimberly	Jeffery Elementary School	Classroom	ESP	08/31/2021	1

Kenosha Unified School District

Kenosha, WI

September 28, 2021

The Office of Human Resources recommends the following actions:

Appointment	Sweet	Donessa	Bradford High School	Physical Education	Instructional	08/26/2021	1
Appointment	Tomasiewicz	Kristina	Southport Elementary School	Special Education	ESP	09/02/2021	1
Appointment	Tommy	Ann	Mahone Middle School	English	Instructional	08/26/2021	1
Appointment	Valdez-Garcia	Jessica	Jefferson Elementary	Special Education	ESP	09/02/2021	1
Appointment	Vargas	Nicole	Jeffery Elementary School	Special Education	ESP	09/07/2021	1
Appointment	Williams	Elizabeth	Indian Trail HS & Academy	Cross Categorical	Instructional	09/01/2021	1
Appointment	Winkler	Kimberli	Nash Elementary School	Administrative Specialist (10 MO)	ASP	08/17/2021	1
Appointment	Winters	Teresa	Washington Middle School	Technology Education	Instructional	08/26/2021	1
Resignation	Arbinger	Joseph	Lincoln Middle School	Dean of Students	Instructional	08/13/2021	1
Resignation	Carlson	Monica	Grant Elementary School	Grade 2	Instructional	08/25/2021	1
Resignation	Creamer	James	Bradford High School	Night Custodian Third Shift	Facilities	09/17/2021	1
Resignation	De La Torre	Andrew	Dimensions of Learning	Administrative Specialist (12 MO)	ASP	09/21/2021	1
Resignation	DeFrate	Gemma	Frank Elementary School	Special Education	ESP	08/22/2021	1
Resignation	Denning	Tina	Department of Special Education	Interpreter	Interpreter	08/25/2021	1
Resignation	Gillfillan	Beth	Washington Middle School	Special Education	ESP	08/23/2021	1
Resignation	Gleason	Sarah	KTEC West	Grade 4	Instructional	09/28/2021	1
Resignation	Hale	Kora	Bullen Middle School	Cross Categorical	Instructional	08/26/2021	1
Resignation	Hand	Karen	Department of Special Education	Speech Therapist	Instructional	08/26/2021	1
Resignation	Helminger	Sara	Office of Student Support	Social Worker	Instructional	10/01/2021	1
Resignation	Huber	Kathryn	Department of Special Education	Occupational Therapist	Instructional	08/25/2021	1
Resignation	Knapp	Susan	Forest Park Elementary School	Library Media Specialist	Instructional	09/10/2021	1
Resignation	Landherr	Alexis	Athletics	Administrative Specialist (12 MO)	ASP	09/03/2021	1
Resignation	Marcelain	Rebekah	Lincoln Middle School	Special Education	ESP	08/09/2021	1
Resignation	Martin	Jacob	Pleasant Prairie Elementary School	Grade 4	Instructional	08/26/2021	1
Resignation	Masters	Ann	Tremper High School	Intervention Specialist	Instructional	08/26/2021	1
Resignation	Metzger	Pamela	Nash Elementary School	Special Education	ESP	09/12/2021	1
Resignation	Olson	Erikka	Tremper High School	English	Instructional	08/20/2021	1
Resignation	Rangel	Nicole	Boys and Girls Club	Special Education	ESP	08/25/2021	1
Resignation	Ray	Kari	Indian Trail HS & Academy	Administrative Specialist (12 MO)	ASP	09/06/2021	1
Resignation	Taylor	Jazmine	Bradford High School	Dance/English	Instructional	08/18/2021	1
Resignation	Thompkins	William	Indian Trail HS & Academy	Dean of Students	Instructional	09/24/2021	1
Resignation	Williams	Elizabeth	Brass Community School	Special Education	ESP	08/31/2021	1
Retirement	O'Reilly	Lisa	Southport Elementary School	Grade 5	Instructional	08/28/2021	1
Retirement	Randle	Virginia	Bullen Middle School	Administrative Support (12 MO)	ASP	08/25/2021	1

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD AUGUST 24, 2021

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 24, 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 6:48 P.M. with the following members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens (virtual), Mrs. Modder, and Ms. Adams. Dr. Bethany Ormseth was also present. Ms. Robinson arrived later.

Ms. Adams, 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.

Ms. Adams announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems.

Mrs. Modder moved that the executive session be held. Mr. Price seconded the motion.

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

Ms. Robinson arrived at 6:49 P.M.

1. Personnel: Problems

Dr. Ormseth updated board members on several employee relation cases.

Mr. Battle moved to adjourn. Mrs. Modder seconded the motion. Unanimously approved.

Meeting adjourned at 6:54 P.M.

Stacy Stephens
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD AUGUST 26, 2021

A regular meeting of the Kenosha Unified School Board was held virtually on Thursday, August 26, 2021, at 7:00 P.M. Ms. Adams, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Mrs. Modder, Ms. Robinson, and Ms. Adams. Dr. Ormseth was also present.

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

There was not a student ambassador present.

There were no awards or recognitions.

There were no administrative and/or supervisory appointments.

Dr. Ormseth gave the Superintendent's Report.

Mrs. Modder gave the legislative report.

Views and comments were made by the public.

Mr. Price moved to extend the time for views and comments. Mr. Garcia seconded the motion. Unanimously approved.

Views and comments continued.

Remarks by the President were made by Ms. Adams.

Ms. Adams noted that the District Mission, Vision, Strategic Goals and Board of Education Goals were provided in the agenda.

Board members considered the following Consent-Approve items:

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

Consent-Approve item XII-B – Minutes of the 7/27/21 Special Meeting and Executive Session and 7/27/21 Regular Meeting.

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

“It is recommended that the July 2021 cash receipt deposits totaling \$402,801.47, and cash receipt wire transfers-in totaling \$3,412,140.57, be approved.

Check numbers 604350 through 605200 (net of voided batches) totaling \$9,148,755.86, and general operating wire transfers-out totaling \$4,209,820.44, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the July 2021 net payroll and benefit EFT batches totaling \$15,192,421.53, and net payroll check batches totaling \$3,514.28, be approved.”

Mrs. Modder moved to approve the consent agenda as presented. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Ormseth introduced the Better Together 2021-22 Plan (monthly agenda item) submitted by Mr. Kristopher Keckler, Chief Information Officer; Mr. William Haithcock, Interim Chief of School Leadership; and Dr. Ormseth, excerpts follow:

“On June 15, 2021, the board approved the following motion during a special board meeting:

“Mr. Battle moved to approve the updated version (June 15, 2021 – 3 p.m.) of the Better Together 2021-2022 Plan with face coverings/masks as optional for all students and staff starting June 16, 2021 and the removal of Administrative Regulation 4229 – Employee Face Coverings and Scrubs. Ms. Stevens seconded the motion. Unanimously approved.”

Administration recommends that the School Board approve the changes outlined in Attachment A.”

Mrs. Modder moved to approve the recommended Better Together Plan changes as outlined in Attachment A of the August 26, 2021 agenda packet with a revision changing masking to required for all students, staff, and visitors while inside a district building. Ms. Robinson seconded the motion.

Roll Call: Ayes: Mr. Price, Ms. Stevens, Mrs. Modder, Ms. Robinson and Ms. Adams. Noes: Mr. Garcia and Mr. Battle. Motion passed.

Mr. Price moved to continue the meeting past 10 P.M. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Ormseth introduced the Medical Insurance RFP Review. Mr. Chris Smessaert of Hays Companies gave a PowerPoint presentation which covered the following topics: overview of current medical plan, medical plan benchmark overview, future medical plan considerations, and proposed medical RFP timeline.

Mr. Battle moved to approve the proposed medical RFP timeline as presented. Mr. Garcia seconded the motion. Motion carried. Mrs. Modder abstaining.

Dr. Ormseth presented the Negotiations of the Kenosha Education Association for the 2021-2022 Collective Bargaining Agreement and Base Wage Increase for Employee Groups Other than Teachers submitted by Mr. Kevin Neir, Interim Chief Human Resources Officer; Mr. Hamdan; and Dr. Ormseth, excerpts follow:

“On August 17, 2021, the District’s and Kenosha Education Association’s negotiations teams met to exchange initial bargaining proposals and reached a tentative agreement of a base wage increase of 1.23 percent effective July 1, 2021, which will be distributed across the board to the members of the bargaining unit represented by the Kenosha Education Association. The collective bargaining agreement shall be in effect July 1, 2021 through June 30, 2022. The KEA indicated a ratification vote would take place by August 23, 2021.

Contingent on ratification by the Kenosha Education Association, Administration recommends the Board ratify the attached 2021-2022 collective bargaining agreement, which results in a total base wage increase of 1.23 percent across the board effective July 1, 2021 through June 30, 2022.

Administration also recommends the board approve a total base wage increase of 1.23 percent across the board to be effective July 1, 2021 for all regular full-time equivalent employees not represented by the Kenosha Education Association.”

Ms. Stevens moved to approve the collective bargaining agreement with the Kenosha Education Association which results in a total base wage increase of 1.23 percent across the board effective July 1, 2021 through June 30, 2022 and also approve a total base wage increase of 1.23 percent across the board to be effective July 1, 2021 for all regular full-time equivalent employees not represented by the Kenosha Education Association. Ms. Robinson seconded the motion. Unanimously approved.

Dr. Ormseth presented the School Resource Officer (SRO) Agreements with the City of Kenosha and Village of Pleasant Prairie submitted by Mr. William Haithcock, Interim Chief of School Leadership, and Dr. Ormseth, excerpts follow:

“Kenosha Unified School District has contracted with the City of Kenosha and Village of Pleasant Prairie for school resource officer (SRO) services for many years. The current agreements are expiring, and Administration is bringing forward agreement renewals for school years 2021-22 through 2023-24 for board consideration and approval.

The agreement with the City of Kenosha (Appendix A) provides four (4) on-duty police officers (SROs) for placement at sites designated by the School District. KUSD will pay the City of Kenosha for services provided by four (4) SROs at their individual daily rate of pay and benefits for the actual days the police officers work in the schools as SROs.

The agreement with the Village of Pleasant Prairie (Appendix B) provides one (1) on-duty police officer (SRO) for placement at school sites within the Village. The primary placement site shall be LakeView Technology Academy; however, the SRO will dedicate two-four hours per week each to Prairie Lane Elementary School, Pleasant Prairie Elementary

School and Whittier Elementary School during the course of a typical school work week. KUSD will pay the Village of Pleasant Prairie for services provided by one (1) SRO at their individual daily rate of pay.

Administration recommends that the Board of Education authorize agreements between KUSD and the City of Kenosha and Village of Pleasant Prairie and for the purpose of hiring School Resource Officers for the 2021-22, 2022-23 and 2023-24 school years.”

Ms. Stevens moved to approve the agreements between KUSD and the City of Kenosha and Village of Pleasant Prairie for the purpose of hiring School Resource Officers for the 2021-22, 2022-23 and 2023-24 school years. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Ormseth presented the Gang Prevention Education Program submitted by Mr. Haithcock and Dr. Ormseth, excerpts follow:

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

The Boys and Girls Club of Kenosha has supervised and mentored 50 youth in gang prevention programs at our middle and high schools. The Year End Report (Attachment A) is included in this report. The goals and results from the past year are included. Even through the pandemic, the staff at the Boys and Girls Club continued to connect with our students and staff through home visits, Zoom meetings, Facetime and Google Duo.

A description of the program, and goals for the Gang Prevention Education Program are included. (Attachment B). The partnership with KUSD, the juvenile justice office and the Boys and Girls Club is invaluable.

The final document in this report is the Memorandum of Understanding (Attachment C) between Boys and Girls Club of Kenosha and the Kenosha Unified School District.

Administration recommends that the School Board approve entering into a Memorandum of Understanding with the Boys and Girls Clubs of Kenosha for a Gang Prevention Education Program in the 2021-2022 school year.”

Ms. Stevens moved to approve the Memorandum of Understanding with the Boys and Girls Clubs of Kenosha for a Gang Prevention Education Program in the 2021-2022 school year. Mr. Battle seconded the motion. Unanimously approved.

Dr. Ormseth presented the Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2021-2022 Year submitted by Mr. Patrick Finnemore, Director of Facilities; Mr. Jeffrey Marx, Transportation Supervisor; and Dr. Ormseth, excerpts follow:

“Administration recommends school board approval of the Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2021-2022 Year. (These provisions relate to Board Policies 3511 and 3514).”

Ms. Stevens moved to approve the Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2021-2022 Year. Ms. Robinson seconded the motion. Unanimously approved.

Dr. Ormseth presented the Report of Contract in Aggregate of \$50,000 submitted by Mr. Robert Hofer, Purchasing Agent; Ms. Susan Mirsky, Coordinator of Literacy; Mrs. Julie Housman, Chief Academic Officer; Mr. Hamdan; and Dr. Ormseth, excerpts follow:

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

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval: Learning A-Z in the amount of \$156,009 to provide elementary teachers with an on-line resource to support reading instruction.”

Mr. Battle moved to approve the contract/agreement with Learning A-Z in the amount of \$156,009 to provide elementary teachers with an on-line resource to support reading instruction. Mr. Price seconded the motion. Unanimously approved.

Dr. Ormseth presented the KUSD Policy and Related Waiver Items for School Year 2021-2022 submitted by Mrs. Housaman, Mr. Haithcock, Mr. Keckler, and Dr. Ormseth, excerpts follow:

“Since the onset of the COVID Pandemic, KUSD has implemented approved waivers, both at the state and local level, for a variety of regulatory areas. Some examples were related to instructional minutes, attendance procedures, and educator effectiveness. With the approved “Better Together Plan”, along with the severe decrease in COVID related cases and quarantine scenarios, administration is looking to request fewer waivers for the start of the 2021-22 school year. These requests are only for local policy waivers, and only require local Board approval. These waiver requests are to allow school staff and students to proceed in a manner that allows for reduced physical interactions and impact.

Administration recommends that the School Board approve the listed waiver requests for the 2021-22 school year at the August 26, 2021, regular School Board meeting:

- KUSD Policy 1330 - Facilities Use;
- KUSD Policy 1350 - Equipment Use by Community Groups;
- KUSD Policy 1600 - Visitors;
- KUSD Policy 3622 - Access to School Buildings and Grounds;
- KUSD Policy 5120 - Student Enrollment Reporting;
- KUSD Policy 5210 - Entrance Age;
- KUSD Policy 5431 - Student Dress Code; and
- KUSD Policy 6456 - Graduation Requirements.”

Mrs. Modder moved to approve the following waiver requests for the 2021-22 school year:

- KUSD Policy 1330 - Facilities Use;
- KUSD Policy 1350 - Equipment Use by Community Groups;
- KUSD Policy 1600 - Visitors;
- KUSD Policy 3622 - Access to School Buildings and Grounds;
- KUSD Policy 5120 - Student Enrollment Reporting;
- KUSD Policy 5210 - Entrance Age;
- KUSD Policy 5431 - Student Dress Code; and
- KUSD Policy 6456 - Graduation Requirements.

Mr. Garcia seconded the motion. Unanimously approved.

Dr. Ormseth presented the Expulsion Independent Hearing Officers submitted by Mr. Haithcock and Dr. Ormseth, excerpts follow:

“Administration brings forth a recommendation concerning the appointment of Hearing Officers to assist the District with any expulsion hearings for the upcoming school year. Hearing Officers are paid \$100 for the first hour and \$25 for every 15 additional 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. The two people being recommended for the 2021-2022 school year are Nancy Wheeler and Christopher Hauser.

Administration recommends that the Board of Education authorize the appointment of Nancy Wheeler and Christopher Hauser as Hearing Officers for the purpose of expulsion hearings during the 2021-2022 school year at the rate of \$100 for the first hour and \$25 for every 15 additional minutes after the first hour not to exceed \$300 per hearing. It is also recommended that the Board approve Resolution 379 – Resolution to Authorize Independent Hearing Officers to Determine Pupil Expulsions During the 2021-2022 school year.”

Mrs. Modder presented Resolution 379 – Resolution to Authorize Independent Hearing Officers to Determine Pupil Expulsion During the 2021-2022 School Year, which read as follows:

“WHEREAS, pursuant to Section 120.13(1)(e) of the Wisconsin Statutes, a school board may adopt a resolution authorizing independent hearing officers appointed by the school board to determine pupil expulsions from school under Wis. Stat. §§ 120.13(1)(e)2. through 120.13(1)(e)4.; and

WHEREAS, such a resolution authorizing the use of an independent hearing officer to determine pupil expulsion is effective only during the school year in which it is adopted; and

WHEREAS, the Board of Education of the Kenosha Unified School District desires to authorize the use of independent hearing officer to determine pupil expulsions for the 2021-2022 school year;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE KENOSHA UNIFIED SCHOOL DISTRICT that, pursuant to Wis. Stat. § 120.13(1)(e), the Board of Education authorizes independent hearing officers appointed by the Board of Education to determine pupil expulsion matters for the 2021-2022 school year; and

BE IT FURTHER RESOLVED that the Board of Education shall, by motion, appoint one or more individuals who, in the judgment of the Board, are qualified to serve in the capacity of an independent hearing officer under Section 120.13(1)(e) of the Wisconsin Statutes; and, thereafter, the Superintendent or any administrative designee of the Superintendent may select any individual who has been so appointed to hear and determine, subject to the Board of Education's review of any expulsion order, any pupil expulsion matter that arises in the school year in which this Resolution is effective.

BE IT FURTHER RESOLVED that the officers, employees, and agents of the Kenosha Unified School District are authorized and directed, to the extent consistent with applicable law and Board of Education policy, to do any and all things reasonably necessary to accomplish the purposes of this Resolution.

BE IT FURTHER RESOLVED that the Kenosha Unified School District Board of Education approve Nancy Wheeler and Christopher Hauser as Expulsion Independent Hearing Officers for the 2021-2022 school year as filed with the secretary to the Board of Education.

This Resolution was adopted by the Board of Education and is recorded in the minutes of the Board of Education meeting held on the 26 day of August, 2021."

Mrs. Modder moved to authorize the appointment of Nancy Wheeler and Christopher Hauser as Hearing Officers for the purpose of expulsion hearings during the 2021-2022 school year at the rate of \$100 for the first hour and \$25 for every 15 additional minutes after the first hour not to exceed \$300 per hearing and to approve Resolution 379 – Resolution to Authorize Independent Hearing Officers to Determine Pupil Expulsions During the 2021-2022 School Year. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Ormseth presented the Annual Restraint and Seclusion Report submitted by Ms. Laura Sawyer, Research Analyst; Mr. Keckler; Mrs. Jenny Schmidt, Director of Special Education and Student Support; and Dr. Ormseth, excerpts follow:

"By October 1, Wisconsin requires each school district to report the district restraint and seclusion data annually, to the school board. Districts must submit the number of incidents of physical restraint and seclusion, the total number of students involved in the incidents, and the number of students with disabilities who were involved in the incidents. The report to the school board contains the same data as required in the U.S. Department of Education and the Civil Rights Cyclical Data Collection (CRDC) on physical restraint and seclusion. Wisconsin Act 118 (2019) enacted additional requirements. Some of the changes include requiring parents to be provided with a copy of the written incident report, clarifying that the notice and reporting requirements apply to incidents involving law enforcement officers, prohibiting the use of prone restraint, revising the required training components, requiring school staff to hold a meeting after each incident of seclusion or restraint to discuss topics specified in the Act, conducting an IEP team meeting within ten school days of the second time seclusion or restraint is used on a student with a disability within the same school year, and requiring each governing body to

submit an annual report to DPI by December 1. This law applies to both students with and without disabilities.

With approximately half of KUSD students receiving virtual only instruction during the 2020-21 school year, the number of overall instances was significantly lower than pre-COVID years.

Districts are required to report on two (2) types of restraint: mechanical and physical, and seclusion, detailing both the number of students (by disability status) and number of incidents. For example, the use of handcuffs by police officers would constitute a mechanical restraint and schools are required to fully document identified instances. Both a summary report and a full building level report are attached. For the 2020-21 school year, KUSD had 7 incidents of mechanical restraint, 104 incidents of physical restraint, and 116 incidents of seclusion.

The use of handcuffs by school resource officers (police) and other police officials while on school property or during school functions have been identified as mechanical restraint. Those cases would be the direct result of the state expectation to ensure that any police involved use of handcuffs or other restraint are documented and reported. Police officers receive their own training and tactics related to the decision or need to apply some form of restraint. The use of vehicle safety restraints, as intended, during the transport of a student in a moving vehicle are not mechanical restraints.

This report is for informational purposes only.”

Mrs. Modder presented the Donations to the District.

Mrs. Modder moved to approve the donations to the district as presented. Ms. Robinson seconded the motion. Unanimously approved.

Ms. Adams presented the Evaluation of the Board of Education's Adherence to its Operating Principals and asked board members to rate the success in achieving the goals of the meeting. All ratings given by board members were 5s with the exception of one 4.

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

Meeting adjourned at 10:37 P.M.

Stacy Stephens
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 21, 2021

A special meeting of the Kenosha Unified School Board was held on Tuesday, September 21, 2021, at 7:00 P.M. in the Auditorium at Indian Trail High School and Academy. The purpose of this meeting was for the Presentation and Public Hearing on the Proposed 2021-22 District Budget and for Views and Comments by the Public.

The meeting was called to order at 7:00 P.M. with the following members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Ms. Robinson, and Ms. Adams. Dr. Ormseth was also present. Mrs. Modder was excused.

Ms. Adams, President, opened the meeting by announcing that this was a public hearing on the proposed 2021-22 Kenosha Unified School District No. 1 budget. Notice of this public hearing was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Battle moved to adopt the agenda. Mr. Garcia seconded the motion. Unanimously approved.

Mr. Tarik Hamdan, Chief Financial Officer, gave a PowerPoint presentation regarding the District's 2021-22 budget which included the following topics: 2021-22 proposed budget general fund noticed in Kenosha News, federal stimulus funding, components of fund balance, general fund ending fund balance, general fund balance analysis (DPI public data as of 6/30/21), fund balance analysis of the 419 WI school districts (DPI public data as of 6/30/21), financial status update (KUSD Moody's rating), projected revenue collection calendar 2021-22, school finance variables, revenue limit enrollment averaging, KUSD enrollment trend, allowable per member revenue increase/decrease, 2021-2023 WI biennial budget highlights, 2021-22 preliminary revenue limit calculation, revenue limit history, KUSD fund structure, trust funds, OPEB trust fund 2021 annual update on trust activity, changes in OPEB liability, community service funds, total tax levy history, preliminary tax levy changes, equalized property value (TID out), tax district property analysis, mill rate, property values, state aide and tax levy, 2021-22 budget next steps, and KUSD annual budget calendar.

Views and comments were made by the public.

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

Meeting adjourned at 7:36 P.M.

Stacy Stephens
School Board Secretary

ANNUAL MEETING OF ELECTORS
OF THE KENOSHA UNIFIED SCHOOL DISTRICT
HELD SEPTEMBER 21, 2021

The annual meeting of the Kenosha Unified School District was held on Tuesday, September 21, 2021, at 7:00 P.M. in the Auditorium at Indian Trail High School and Academy.

Ms. Adams, School Board President, called the meeting to order at 7:38 P.M. Attorney Christine Hamiel from von Briesen & Roper was also present as parliamentarian.

Ms. Adams opened nominations for chairperson of the meeting.

Ms. Sue Kuryanowicz nominated Mr. Eric Meadows for chairperson. Mr. Thomas Stanczak seconded the motion. Motion carried.

Mr. Meadows chaired the remainder of the meeting.

Mr. Meadows asked for a motion pertaining to approval of the rules of order and agenda.

Mrs. Mary Magdalen Moser moved to approve the rules of order as contained in the agenda with the exception of striking the following rules: "the time limit for speakers at this annual meeting is three (3) minutes per person and no speaker may speak again until all have spoken and no speaker may speak more than twice on a motion" and adding a rule prohibiting the use of mobile phones, including texting, by all attendees and board members. Ms. Barbara Griffin seconded the motion. There was a vote, motion passed.

Mr. Meadows asked for a motion regarding salaries for school board members.

Ms. Amanda Nedweski made the following motion in relation to salaries of school board members:

In the many years of service of some members of the current Kenosha Unified School Board, the academic and social outcomes of KUSD students have declined while the board of education has consistently voted to increase district spending amid a significantly declining enrollment. They have repeatedly ignored the input and will of electors. To hold them accountable for their actions, I move that the compensation of school board members be changed to \$100 per in person regular meeting for in person attendance only, zero compensation for virtual attendance of any type of meeting, and zero compensation for attendance at special meetings and committee meetings. Mr. Tom Stanczak seconded the motion. Discussion followed.

Mr. Stanczak moved to call the question on the motion for salaries of board members. Mrs. Magdalen Moser seconded the motion. Motion approved.

There was a vote on Ms. Nedweski's motion noted above. Motion passed.

Mr. Meadows asked for a motion pertaining to the approval of the agenda.

Mr. Garcia moved to approve the agenda as contained in the packet. Ms. Griffin seconded the motion. Discussion followed.

Mr. Stanczak moved to call the question on the motion to approve the agenda as contained in the packet. Ms. Nedweski seconded the motion. Motion passed.

There was a vote on the motion to approve the agenda as contained in the packet. Motion failed.

Mr. Zach Rodriguez moved to approve the agenda as follows: call the meeting to order, election of chairperson, adoption of rules of order and agenda, salaries of school board members, reimbursement of board members' expenses, approval of 2021-22 tax levy, action to authorize the school board to establish the date for the 2022 annual meeting, and adjournment of meeting. Mrs. Angela Wojtak seconded the motion. Motion passed.

Mr. Meadows asked for a motion pertaining to the reimbursement of School Board members' expenses.

Mr. Stanczak moved that school board members be allowed reimbursement not to exceed \$25 for actual loss of earnings when duties as a school board member, where performed within or outside the District, require absences from regular employment. A written statement detailing the necessary expenses or loss of earnings shall be submitted to the School Board Secretary. Mrs. Wojtak seconded the motion. Discussion followed.

Mr. Stanczak moved to call the question on the motion regarding reimbursement of School Board members' expenses. Ms. Wojtak seconded the motion. Motion passed.

There was a vote on the motion that school board members be allowed reimbursement not to exceed \$25 for actual loss of earnings when duties as a school board member, where performed within or outside the District, require absences from regular employment. A written statement detailing the necessary expenses or loss of earnings shall be submitted to the School Board Secretary. Motion passed.

Mr. Meadows asked for a motion pertaining to the approval the 2021-2022 tax levy.

Mr. Eitan Benzaquen moved to approve the 2021-22 tax levy at the maximum amount allowed by law as recommended by the School Board. Ms. Rebecca Stevens seconded the motion. Discussion followed.

Mr. Stanczak moved to call the question on the motion for the 2021-2022 tax levy. Mrs. Kristi Koschkee seconded the motion. Motion passed.

There was a vote on the motion to approve the 2021-22 tax levy at the maximum amount allowed by law as recommended by the School Board. Motion failed.

Ms. Nedweski made the following motion in relation to the approval of the 2021-22 tax levy:

The proposed net total expenditures of all funds in the KUSD 2021-22 budget proposal is approximately \$332 million, which is approximately \$23 million more than in the 2020-21 school year, reflecting a 7.73% increase in expenses this year over last year. Meanwhile, the district's drastic enrollment drop last year has not been recovered. Current KUSD enrollment does not justify the additional \$23 million in proposed increased expenses. In fact, expenses should decrease when revenue tied to enrollment drops. I move that the tax levy for 2021-22 be \$86,000,000 which is \$1,178,619 less than the tax levy two years ago in the year 2019-20 when the district had 1,276 more students enrolled than it has enrolled today. Mr. Stanczak seconded the motion. Discussion followed.

Ms. Behlke called the question on the motion for the 2021-22 tax levy. Ms. Wojtak seconded the motion. Motion passed.

There was a vote on the motion that the tax levy for 2021-22 be \$86,000,000 which is \$1,178,619 less than the tax levy two years ago in the year 2019-20 when the district had 1,276 more students enrolled than it has enrolled today. Motion carried.

Mr. Meadows asked for a motion authorizing the School Board to establish the date for the 2022 annual meeting.

Mr. Todd Price moved to authorize the School Board, pursuant to Section 120.08(1) of the Wisconsin Statutes, to establish a date and time between May 15 and October 31 for the District's Annual Meeting. Ms. Stevens seconded the motion. There was a vote, motion passed.

Mr. Rodriguez moved to adjourn the meeting. Mr. Kevin Mathewson seconded the motion. There was a vote, motion passed.

Meeting adjourned at 8:51 P.M.

Stacy Stephens
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 21, 2021

A special meeting of the Kenosha Unified School Board was held on Tuesday, September 21, 2021, at 7:45 P.M. in the Auditorium at Indian Trail High School and Academy. The purpose of this meeting was for Views and Comments by the Public and Discussion/Action on a Resolution Authorizing Temporary Borrowing in an Amount Not to Exceed \$10,000,000, Issuance of Taxable Tax and Revenue Anticipation Promissory Notes, and Participation in the PMA Levy and Aid Anticipation Notes Program.

The meeting was called to order at 8:55 P.M. with the following members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Ms. Robinson, and Ms. Adams. Dr. Ormseth was also present. Mrs. Modder was excused.

Ms. Adams, 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.

There were no views or comments by the public.

Ms. Adams introduced the Resolution Authorizing Temporary Borrowing in an Amount Not to Exceed \$10,000,000, Issuance of Taxable Tax and Revenue Anticipation Promissory Notes, and Participation in the PMA Levy and Aid Anticipation Notes Program submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Hamdan; and Dr. Ormseth, excerpts follow:

“Due to timing and the receipt of the majority of school districts’ funding (state aid and tax levy), there are periods throughout the year when expenditures payable are greater than cash on hand. In these cases, short-term borrowing is required to meet the district’s current obligations. Our recent years of positive financial results have allowed for a steady reduction as demonstrated in the chart below. For the current fiscal year, the projected amount will remain at \$10,000,000. This is primarily due to the need to cover a substantial amount of federal stimulus funding that is treated like a grant in which the district must spend funds in order to claim reimbursement. The time period between spending funds and receiving approved reimbursements creates additional short-term cash flow issues.

Attachment A is a parameters resolution that is presented to the Board to authorize the borrowing within the parameters set by the Board of Education.

Administration recommends that the Board approve the attached Resolution 380 Authorizing Temporary Borrowing in an Amount Not to Exceed \$10,000,000, Issuance of Taxable Tax and Revenue Anticipation Promissory Notes, and Participation in the PMA Levy and Aid Anticipation Notes Program.”

Mr. Battle moved to approve resolution 366 authorizing temporary borrowing in an amount not to exceed \$10,000,000, issuance of taxable tax and revenue anticipation promissory notes, and participation in the PMA levy and aid anticipation notes program. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 9:00 P.M.

Stacy Stephens
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
September 28, 2021

CASH RECEIPTS	reference	total
August 2021 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 6,080,508.20
District Municipalities	<i>tax settlement - August payment</i>	19,848,335.34
Johnson Bank	<i>account interest</i>	89.43
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	4,258.00
Bankcard Services (ShowTix4U)	<i>fine arts ticket sales receipts (net of fees)</i>	18.52
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	10,210.17
Bank (Infinite Campus)	<i>district web store receipts (net of fees)</i>	194,806.51
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	39,961.07
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	27,244.51
Total Incoming Wire Transfers		26,205,431.75

August 2021 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	101,497.05
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TOTAL AUGUST CASH RECEIPTS

\$ 26,306,928.80

CASH DISBURSEMENTS	reference	total
August 2021 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,423,378.20
WI Department of Revenue	<i>state payroll taxes</i>	136,061.94
WI Department of Revenue	<i>state wage attachments</i>	439.81
IRS	<i>federal payroll taxes</i>	701,415.68
Delta Dental	<i>dental insurance premiums</i>	234,557.48
Diversified Benefits Services	<i>flexible spending account claims</i>	8,537.09
Employee Trust Funds	<i>wisconsin retirement system</i>	352,292.04
NVA	<i>vision insurance premiums</i>	18,980.40
Optum	<i>HSA</i>	355,647.20
Various	<i>TSA payments</i>	93,698.15
<i>Subtotal</i>		9,325,007.99
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	187,725.78 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,871.67
Johnson Bank	<i>banking fees</i>	1,046.55
United Healthcare	<i>health insurance premiums</i>	3,581,701.15
<i>Subtotal</i>		3,787,345.15
Total Outgoing Wire Transfers		\$ 13,112,353.14

August 2021 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01016DP, 01017DP</i>	\$ 1,712.17
General operating and food services	<i>Check# 605201 thru Check# 605698 (net of void batches)</i>	3,984,786.72
Total Check Registers		\$ 3,986,498.89

TOTAL AUGUST CASH DISBURSEMENTS

\$ 17,098,852.03

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending August 16, 2021

Merchant Name	Total
TRANE SUPPLY-116407	\$ 13,428.50
FILTRATION CONCEPTS INC	\$ 12,070.70
PROVANTAGE	\$ 9,787.82
MARK'S PLUMBING PARTS	\$ 8,579.99
HALLMAN LINDSAY PAINTS -	\$ 7,162.17
AMERICAN TIME	\$ 7,043.57
HOMER INDUSTRIES LLC	\$ 7,040.00
3654 INTERSTATE	\$ 6,256.57
HAJOCA KENOSHA PC354	\$ 4,768.47
FIRST SUPPLY KENOSHA	\$ 4,378.77
FOUNDATION BLDG 270	\$ 4,338.22
SOLUTION TREE INC	\$ 3,988.65
MENARDS KENOSHA WI	\$ 3,523.74
DASH MEDICAL GLOVES	\$ 3,143.30
JMB & ASSOCIATES	\$ 2,613.24
GRANITE VALLEY FOREST PRO	\$ 2,551.60
IN *BLOOMZ INC	\$ 2,461.99
HEGGERTY LITERACY RES	\$ 2,418.89
FASTSIGNS 301101	\$ 2,144.68
MCCOTTER ENERGY SERVICE L	\$ 2,064.74
ADVANCED DOOR CONTROL SOL	\$ 2,053.48
HIGHWAY C SERVICE INC	\$ 1,754.64
BESTBUYDIRECT238935302	\$ 1,682.80
JOHNSON CONTROLS SS	\$ 1,644.60
JOHNSTONE SUPPLY - RACINE	\$ 1,536.63
KENOSHA KINGFISH	\$ 1,524.00
RESTAURANTS & CATERING	\$ 1,512.48
HOMEDEPOT.COM	\$ 1,475.56
HOTEL	\$ 1,473.64
LOWES #02560*	\$ 1,425.82
USPS.COM POSTAL STORE	\$ 1,376.85
SAMSClub.COM	\$ 1,361.06
WASBO FOUNDATION	\$ 1,312.00
SPOTIFY AD STUDIO	\$ 1,279.75
EPIC SPORTS	\$ 1,168.37
KAPCO	\$ 1,149.75
AMZN MKTP US*2D13U1AG0	\$ 1,073.99
VIKING ELECTRIC-MILWAUKEE	\$ 1,041.05
GRAINGER	\$ 1,026.73
CESA 6	\$ 1,000.00
AIRGAS USA, LLC	\$ 966.32
GOOD ARMSTRONG TRAINING	\$ 945.00
VYRON CORPORATION	\$ 940.00
CUSTOMINK LLC	\$ 937.70
AMAZON.COM*2D9578PV1	\$ 925.89
EB A FOCUS ON CMP3 VI	\$ 900.00
FACEBK DPZQL3T882	\$ 900.00

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending August 16, 2021

Merchant Name	Total
FACEBK VN5Z24T882	\$ 900.00
L AND S ELECTRIC INC	\$ 879.50
WFEA	\$ 840.00
FASTENAL COMPANY 01WIKEN	\$ 794.09
BUILDERS HARDWARE AND HOL	\$ 760.00
CLEANING STUFF	\$ 721.18
DROPBOX*F6Q65YTG5HFR	\$ 700.00
MID STATE EQUIP SALEM 010	\$ 691.23
OMNI CHEER	\$ 674.36
THE SWARTZ NURSERIES	\$ 670.40
GIH*GLOBALINDUSTRIALEQ	\$ 669.94
ULINE *SHIP SUPPLIES	\$ 668.01
REINDERS BRISTOL	\$ 650.98
AIR FLOW INC	\$ 638.00
KENOSHA AREA BUSINESS	\$ 630.00
BLAIN'S FARM & FLEET	\$ 605.00
DHS EPAY FORWARD HEALTH	\$ 599.00
POOLWEBAQUATICTECH	\$ 597.04
HALO BRANDED SOLUTIONS	\$ 591.49
SIGNARAMA	\$ 587.50
LG ZIPLINES	\$ 565.00
NASSP PRODUCT & SERVICE	\$ 564.00
ROCKLER	\$ 551.42
MRA INSTITUTE OF MANAGEM	\$ 550.00
PFG*PROFORMA	\$ 537.00
AMAZON.COM*2P5RF1322 AMZN	\$ 504.46
SAMSClub #6331	\$ 502.97
VEHICLE MAINT. & FUEL	\$ 493.75
V BELT GLOBAL SUPPLY	\$ 490.61
WALMART.COM AU	\$ 482.56
OFFICEMAX/DEPOT 6358	\$ 481.90
ACMETOOLS.COM	\$ 471.25
ACME LINGO FLAGPOLES LLC	\$ 470.00
MCMaster-CARR	\$ 458.67
PRAIRIE SIDE ACE HDWR	\$ 456.19
SYNTEGON TECHNOLOGY SERVIC	\$ 455.14
WAL-MART #1167	\$ 453.79
CHESTER ELECTRONIC SUPPLY	\$ 450.89
POSITIVE PROMOTIONS	\$ 426.49
DRI*GALLUP	\$ 421.89
INSIGHT SPORTS	\$ 409.90
SAN-A-CARE	\$ 409.50
LINCOLN CONTRACTORS SUPPL	\$ 399.00
HARDWARE DISTRIBUTORS I	\$ 398.00
THE APPRENTICE CORPO	\$ 393.20
SMK*WUFOO.COM CHARGE	\$ 388.00
ZOOM.US 888-799-9666	\$ 382.11

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

Billing Cycle Ending August 16, 2021

Merchant Name	Total
ADOBE *800-833-6687	\$ 379.67
24HOURWRISTBANDS.COM	\$ 373.00
PLASTICCARD	\$ 358.00
GIA PUBLICATIONS INC	\$ 355.36
OTC BRANDS INC	\$ 350.24
ACADEMY CDR ACEND PAC	\$ 350.00
CRICUT	\$ 346.82
DICKOW CYZAK TILE CARP	\$ 345.00
PAT S SERVICES INC	\$ 325.00
COSTCO WHSE #1198	\$ 318.61
WM SUPERCENTER #1167	\$ 316.09
CROWN TROPHY	\$ 316.05
DECKER EQUIPMENT	\$ 314.18
SAMS CLUB #6331	\$ 306.76
HEAT & POWER PRODUCTS INC	\$ 306.30
BLUETRACK	\$ 303.36
PLANBOOK.COM	\$ 300.00
THE HITTING VAULT	\$ 299.00
GRIZZLY INDUSTRIAL PHONE	\$ 295.59
FACEBK WZFUD37882	\$ 295.16
LAMINATION DEPOT INC	\$ 294.35
ROCHESTER 100 INC	\$ 290.00
AMAZON.COM*2P7UW8W22	\$ 279.99
AMAZON.COM*2E5JX5TV0	\$ 276.99
SOUTHEASTERN EQUIPMENT &	\$ 250.42
SP * SCHOOLGIRL STYLE,	\$ 245.45
SMORE.COM - EDUCATOR	\$ 237.00
JOHNSON CONTROLS SP	\$ 236.02
EVERASE CORPORATION	\$ 233.99
THE LITTLE SIGN CO INC	\$ 230.00
ETAHAND2MIND	\$ 224.75
FESTIVAL FOODS	\$ 213.88
TOWN & COUNTRY GLASS	\$ 211.47
HOOVER FENCE CO.	\$ 205.70
DSPTS EPAY ISE	\$ 200.00
LEADING EQUITY LLC	\$ 199.99
ACCOMMODATE OR TERMINA	\$ 197.00
AMAZON.COM*2E4567YJ0 AMZN	\$ 196.84
ID WHOLESALER	\$ 194.00
THE HOME DEPOT #4926	\$ 192.06
OFFICEMAX/DEPOT 6869	\$ 189.90
GROW GENERATION CORP.	\$ 188.96
KIMBALL MIDWEST PAYEEZY	\$ 186.97
WI DHFS LEAD AND ASBESTOS	\$ 175.00
BATH & BODY WORKS.COM	\$ 166.68
AMAZON.COM*2D65U7JA0	\$ 165.20
DOLLAR TREE	\$ 156.60

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending August 16, 2021

Merchant Name	Total
AMZN MKTP US*2E2UR39C0	\$ 145.95
SHERWIN WILLIAMS 703481	\$ 142.82
BURRIS EQUIPMENT CO.	\$ 140.80
MONSTER JANITORIAL LLC	\$ 130.03
BATTERIES PLUS #0561	\$ 122.95
CHARTHOUSE	\$ 121.33
CLASSCRAFT STUDIOS INC	\$ 120.00
NATIONAL SCIENCE TEACHER	\$ 120.00
WIRIS (MATHTYPE)	\$ 119.85
WIRIS.COM	\$ 119.85
2COCOM*REVOUNINSTALLER	\$ 119.85
AMAZON.COM*2D4F70M11	\$ 115.60
MY WHITEBOARDS.COM	\$ 113.75
SPECTRUM	\$ 112.53
HYDRO-FLO PRODUCTS INC	\$ 104.35
AMZN MKTP US*2P01A1NK1	\$ 101.22
CARROT TOP INDUSTRIES	\$ 97.56
SP * CUTECH TOOL LLC	\$ 94.96
TOOLS 4 FLOORING	\$ 92.25
MEIJER # 292	\$ 89.61
NATIONAL COUNCIL OF SUPER	\$ 85.00
AMERICANRDG	\$ 82.50
AMZN MKTP US*2P5RV2821	\$ 81.20
WAL-MART #1551	\$ 80.20
WOODWORKERS HARDWARE I	\$ 79.95
PAYPAL *QUILTALO MEWHI	\$ 79.90
AMAZON.COM*2P9N23W02	\$ 79.05
NATIONAL SCIENCE EDUCATIO	\$ 79.00
FIELDPRINT INC	\$ 78.00
AMZN MKTP US*2E5FQ7M51	\$ 77.99
AMERICAN RED CROSS	\$ 75.00
ICCBRO	\$ 72.95
KENOSHA HEATING AND COOLI	\$ 72.00
ZORN COMPRESSOR & EQUIPM	\$ 71.48
WIKKI STIX CORP	\$ 65.46
DOLLAR TREE, INC.	\$ 64.12
ADOBE STOCK	\$ 63.28
MAILCHIMP	\$ 62.99
DESIGN AIR	\$ 59.69
CHURCH SUPPLIER .COM	\$ 55.77
TENUTAS	\$ 51.05
DOA WISGLP RAFFLE LICENSE	\$ 51.00
CAREERSAFE ONLINE	\$ 50.00
GFS STORE #1919	\$ 49.39
DISPLAYS2GO	\$ 47.01
AMZN MKTP US*2E9AQ1I72	\$ 46.40
TARGET.COM *	\$ 46.20

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending August 16, 2021

Merchant Name	Total
SHIFFLER EQUIPMENT	\$ 45.38
LEES RENT IT	\$ 44.23
VISTAPR*VISTAPRINT.COM	\$ 43.23
SHERWIN WILLIAMS 703180	\$ 40.19
CESA 6 GMS SERV FEE	\$ 39.92
ONESTREAM LIVE INC	\$ 39.00
SAGE PUBLICATIONS	\$ 37.88
PICK N SAVE #871	\$ 33.72
HALOGEN SUPPLY COMPANY IN	\$ 29.20
STATSMEDIC.COM	\$ 29.00
SP * CLASSBORDER	\$ 27.08
AMZN MKTP US*2E7SI8SG2	\$ 26.58
EVACUUMSTORE.COM	\$ 24.95
AMZN MKTP US*2D8OA9TR1	\$ 23.20
APSTYLEBOOK.COM	\$ 22.00
LOWES #00907*	\$ 20.00
MEIJER # 284	\$ 19.68
FARM & FLEET STURTEVANT	\$ 15.98
WEBCONNEX LLC	\$ 15.84
MARSHALLS #1286	\$ 15.81
WAL-MART #2668	\$ 11.35
WAL-MART #0910	\$ 9.43
AMAZON MUSIC*2E6IF6I62	\$ 7.99
DSPS E SERVICE FEE COM	\$ 4.00
PARTY CITY 5174	\$ 2.99
DOLLAR TREE ECOMM	\$ (3.34)
WM SUPERCENTER #1394	\$ (13.88)
US Bank Purchasing Card Payment - Individuals	\$ 187,725.78

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 28, 2021

Administrative Recommendation

It is recommended that the August 2021 cash receipt deposits totaling \$101,497.05, and cash receipt wire transfers-in totaling \$26,205,431.75, be approved.

Check numbers 605201 through 605698 (net of voided batches) totaling \$3,984,786.72, and general operating wire transfers-out totaling \$3,787,345.15, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the August 2021 net payroll and benefit EFT batches totaling \$9,325,007.99, and net payroll check batches totaling \$1,712.17, be approved.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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Kenosha Unified School District
Kenosha, Wisconsin

September 28, 2021

Better Together 2021-22 Plan

Background

On June 15, 2021, the board approved the following motion during a special board meeting: *“Mr. Battle moved to approve the updated version (June 15, 2021 – 3 p.m.) of the Better Together 2021-2022 Plan with face coverings/masks as optional for all students and staff starting June 16, 2021 and the removal of Administrative Regulation 4229 – Employee Face Coverings and Scrubs. Ms. Stevens seconded the motion. Unanimously approved.”*

- [Better Together 2021-22 \(English\)](#)
- [Better Together 2021-22 \(Spanish\)](#)

2021-22 Timeline

- **July 27, 2021 Regular Board Meeting**
 - No board action taken
- **August 26, 2021 Regular Board Meeting**
 - Board approved updates to 2021-22 Better Together Plan
- **September 28, 2021 Regular Board Meeting**
 - See attachment A for an outline of Administration’s recommended changes to the 2021-22 Better Together Plan.

Administrative Recommendation

Administration recommends that the School Board approve the changes outlined in Attachment A.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

William Haithcock
Interim Chief of School Leadership

Attachment A

Better Together plan update considerations

Topic	Page no.	Current language	Revised language
Mask	4	Masks will be required for all students, staff and visitors when in KUSD buildings and/or riding district transportation. This requirement may be adjusted as we monitor the rate of COVID spread in our schools and community.	Masks will be required for all students, staff and visitors when in KUSD buildings and/or riding district transportation. This requirement may be adjusted as we monitor the rate of COVID spread in our schools and community. Masks should: <ul style="list-style-type: none"> ● Cover the nose and mouth and fit snugly against the side of the face ● Should be a solid piece of material without slits, or punctures; mesh masks will not be allowed
Cohorting	4	Elementary students will remain with identified cohorts throughout the day, including during specials, recess, interventions and lunch. A cohort is a group of people banded together and treated as a group, and in this case refers to individual classrooms. A cohort may also be a group of students learning together for specially designed instruction or intervention instruction.	Elementary students will remain with identified cohorts throughout the day while inside the building , including during specials, recess, interventions and lunch. Grade-level cohorting will be maintained while outdoors. A cohort is a group of people banded together and treated as a group, and in this case refers to individual classrooms. A cohort may also be a group of students learning together for specially designed instruction or intervention instruction.
Field Trips	6	Due to health and wellness concerns, field trips that may be approved in Fall of 2021 and beyond are walking field trips to outdoor/community service based locations. Single day field trips to indoor locations and/or field trips that require busing may also be considered by	Due to health and wellness concerns, field trips that may be approved in Fall of 2021 and beyond are walking field trips to outdoor/community service based locations. Single day field trips to indoor locations and/or field trips that require busing may also be considered by

Attachment A

		<p>administration based on the following criteria:</p> <ul style="list-style-type: none"> • Safety plan at location • Bus safety plan (i.e. mask required if mixing cohorts) • Explicit connection to curriculum • Safety plan evaluated and approved by school principal • Exception to allow parents/guardians into buildings/buses as chaperones <p>Currently, requests for overnight field trips will not be approved. This will be re-evaluated at a future date.</p>	<p>administration based on the following criteria:</p> <ul style="list-style-type: none"> • Safety plan at location • Bus safety plan (i.e. mask required if mixing cohorts) • Explicit connection to curriculum • Safety plan evaluated and approved by school principal • Exception to allow parents/guardians into buildings/buses as chaperones <p>Currently, requests for overnight field trips will not be approved. This will be re-evaluated at a future date. Only field trips for event or competition related purposes that have an approved safety plan will be allowed at this time.</p>
Extracurricular Activities	8	<p>In-person students may participate in supervised after-school activities, run by a KUSD staff member, with a safety plan approved by the building principal. This includes activities such as athletics, clubs, dances/socials, student government, etc. These activities are voluntary. No outside KUSD organization will be allowed to run an after school activity.</p> <p>Additionally, clubs and activities who periodically engage in sponsored, organized competitions (DECA, FBLA, Cheer, Super Mileage Vehicle, etc.) may participate in day-trip only competitions to the same extent allowable for athletic games with a safety plan approved by the building principal. Participation is voluntary. Any competitions involving overnight trips will not be allowed at this time.</p>	<p>In-person students may participate in supervised after-school activities, run by a KUSD staff member, with a safety plan approved by the building principal/designee. This includes activities such as athletics, clubs, dances/socials, student government, etc. Additionally, small group family education programs may be held starting Sept. 1, 2021. These activities are voluntary. No outside KUSD organization will be allowed to run an after school activity.</p> <p>Additionally, clubs and activities who periodically engage in sponsored, organized competitions (DECA, FBLA, Cheer, Super Mileage Vehicle, etc.) may participate in day-trip only competitions to the same extent allowable for athletic games with a safety plan approved by the building principal. Participation is voluntary. Any competitions involving overnight trips will not be allowed at this time. Only field trips for event or competition</p>

Attachment A

			related purposes that have an approved safety plan will be allowed at this time.
Masks	24	Masks will be required for all students, staff and visitors when in KUSD buildings and/or riding district transportation. This requirement may be adjusted as we monitor the rate of COVID spread in our schools and community. The district will have high-quality cloth face masks available for all staff and students or they may wear their own masks, too. Visitor mask requirements will mirror student and staff mask requirements based on grade level.	<p>Masks will be required for all students, staff and visitors when in KUSD buildings and/or riding district transportation. This requirement may be adjusted as we monitor the rate of COVID spread in our schools and community. The district will have high-quality cloth face masks available for all staff and students or they may wear their own masks, too. Masks should:</p> <ul style="list-style-type: none"> ● Cover the nose and mouth and fit snugly against the side of the face ● Should be a solid piece of material without slits, or punctures; mesh masks will not be allowed <p>Visitor mask requirements will mirror student and staff mask requirements based on grade level.</p> <p>All students must comply with city and yellow bus regulations regarding masks. Currently, both require face Coverings.</p> <p>Extracurricular activities will mirror school day masking requirements, except athletics which will follow WIAA masking requirements.</p>
Permits	25	Facilities use permits for outside groups (all classification of permit users except school activity groups) will be limited to outdoor facilities only for the 2021-22 school year unless later action is taken by the School Board.	Facilities use permits approved for outside groups (all classification of permit users except school activity groups) will be limited to outdoor facilities only for the 2021-22 school year unless later action is taken by the School Board will include a cleaning and sanitizing fee for indoor rentals.

**Kenosha Unified School District
Kenosha, Wisconsin**

September 28, 2021

HEAD START SEMI ANNUAL REPORT

The purpose of this report is to ensure community and School Board awareness of the progress of the Kenosha Unified Head Start Program. This is an informational report provided every six months. Head Start is defined as a program that works with the most identified at-risk 3 and 4 year-old children and their families.

The Head Start Program has the capacity to serve 389 enrolled children. Three hundred thirty of these children are funded through the Federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from January 2021 through June 2021.

PROGRAM DESIGN AND MANAGEMENT

The program design and management component of Head Start ensures strong, effective organizational management for the program. Activities within the past six months include:

- The Federal Head Start Grant for the 2021-2022 school year was approved by the Head Start Policy Council on March 22, 2021 and the KUSD School Board on March 23, 2021.
- The State Head Start Supplemental Grant for the 2021-2022 school year was approved by Policy Council on April 19, 2021 and the KUSD School Board on June 22, 2021.
- The Head Start Management Team completed the Federal Head Start grant application in April. This year was the third year in the five year grant cycle. The grant application was approved by Head Start Region V on June 29, 2021. The grant has two goals:
 - Increase the social-emotional competence of children to ensure success in kindergarten.
 - Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.
- The Phase Two: Understanding Performance for Continuous Program Improvement monitoring reviews were completed in May of 2021. The reviews consisted of an off- site virtual review of these areas:
 - Program Management and Quality Improvement
 - Monitoring and Implementing Quality Education and Child Development Services

- Monitoring and Implementing Quality Health Services
- Monitoring and Implementing Quality Family and Community Engagement Services
- Monitoring and Implementing Fiscal Infrastructure
- Monitoring and Implementing ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

Results of this review show most areas in compliance and many strengths of the program. It also shows one area of noncompliance in program governance. A correction plan will need to be completed within 120 days to show how the program will engage the policy council in the direction of the program including program design and planning of goals and objectives. The review also noted that a parent on the council became an employee of the program which presented a conflict of interest. This has been corrected as the parent/employee resigned from the policy council.

The review also noted an area of concern in regards to the health services stating that the grantee effectively monitors and maintains timely information on children's health status and care but improvement is needed. The percentage of children with up to date health and dental care was much lower this year in comparison to prior years. The COVID 19 pandemic has presented challenges in this area.

Performance Standards are the requirements mandated by Head Start, which is a federally funded program. Head Start is requiring 45% of the enrollment to be in a full day program by August 2021. A waiver for this requirement was requested with the submission of the grant application in April. Another requirement is to license all 11 facilities with the Wisconsin Department of Children and Families, which has been completed. Fingerprinting of all Head Start staff has been completed.

The Head Start program has blended Head Start students with 4K enrolled students.

- **Enrollment**

Enrollment of 330 federal students was not met this year. A total of 306 students (127 three year olds and 179 four year olds) were enrolled in the program during the 2020-2021 school year. During the year, 28 students were withdrawn from the program, 6 of which were in the program less than 45 days. The students withdrawn were mostly due to the families moving out of the district, parent choice to move to their boundary school with no Head Start program, transportation issues, and lack of attendance. There were 141 students enrolled in Head Start for a second year. There are 162 students leaving Head Start and entering kindergarten in the fall of 2021.

Currently, 200 students have been accepted into the program for the 2021-2022 school year as compared to 234 at the beginning of September last year. Another count occurs on Third Friday, September 17, 2021. Families will continue to be recruited to participate in Head Start throughout the school year. Enrollment progress will be monitored through the monthly HS22 reports that are provided to the Head Start Policy Council and School

Board. To promote enrollment in the Head Start program, two billboards were posted in the community and a postcard mailing was sent to all Kenosha residents.

- **Sites and Services**

Head Start was provided both in person and virtually at the following locations for the 2020-2021 school year. Approximately 70% of the students were in person and 30% were virtual during this year. There is a total of 33 classroom sessions that enroll Head Start students. There are no changes to the locations of Head Start for the 2021-2022 school year. Sessions in the fall will only be offered in person as is required by Head Start.

Head Start Locations 2021-2022		
Two Sessions (AM and PM)		
Bose Elementary School		1 classroom
Brass Community School		2 classrooms
Cesar Chavez Learning Station		5 classrooms
EBSOLA – CA		2 classrooms
Frank Elementary School		2 classrooms
Curtis Strange Elementary School		1 classroom
McKinley Elementary		1 classroom
Wilson Elementary School		1 classroom
Single Session		
Grewenow Elementary School	AM only	1 classroom
Jefferson Elementary School	PM only	1 classroom
Vernon Elementary School	AM only	1 classroom
McKinley Elementary School	AM only	1 classroom

FAMILY AND COMMUNITY PARTNERSHIP

The family and community partnership component of Head Start focuses on strengthening families through connecting school and home, and strengthening community awareness, collaboration, and outreach. Key activities for this report include:

- **Family Partnerships**

The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. In KUSD's Head Start program family service providers are asked to develop a family partnership with each of their families in the Parent Family Community Engagement Framework. During the 2020-2021 school year, 99% of our families completed a family partnership. 133 families received services in their area of need. The areas of most need included immediate needs for food, clothing or shelter, housing assistance, job training, adult education programs, health education, and parenting education.

- **Providing Family Support**

Family service providers work to develop relationships with Head Start parents while providing support for their physical, social, and educational needs. To increase parent understanding of child development, Family Service providers recorded Positive

Parenting videos on topics such as supporting your child's self-image by filling their bucket with positive praises, establishing routines, talking with your child about their feelings and communication. The virtual videos were offered in both English and Spanish to meet the needs of our families. 61 families participated in these parenting curriculum activities. All Head Start families were given a Summer Fun Resource Bucket filled with ideas for summer fun and learning opportunities in the community.

Spanish speaking Family Service Providers also supported families by providing translation support during virtual home visits and parent-teacher conferences. These activities promote the Head Start foundational belief that children are most successful when parents participate in their education. Both English speaking and non-English speaking Head Start families have this opportunity.

EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

Early Childhood Development and Health Services are designed to ensure that every Head Start child is healthy and receives a quality educational experience that is reflective of best practice. Activities for the past six months include:

- **Health Services**

Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first ninety days of the program. The Kenosha Community Health Center (KCHC) continues to offer services for Head Start children to receive these required exams and follow up treatment.

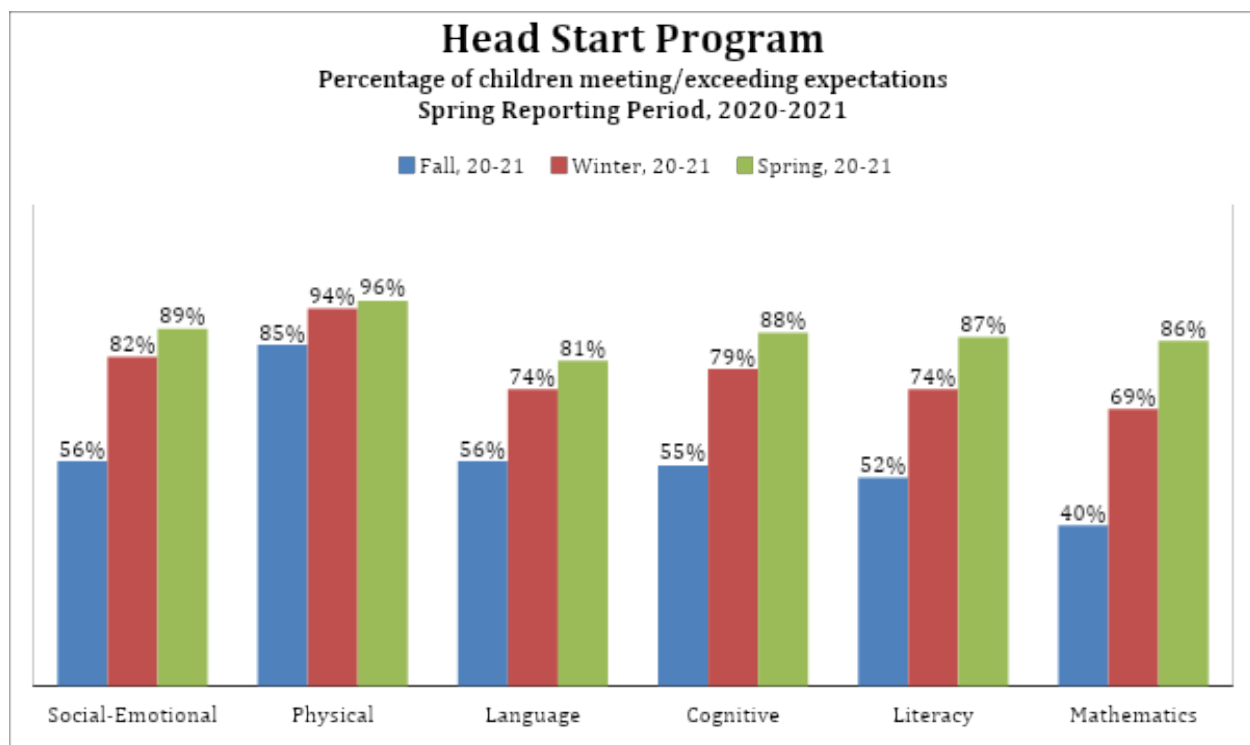
Health data from the 2020-2021 school year reports:

- 98% of children have a medical home (a medical home is when a family has a specific doctor to go to for their medical needs)
- 97% of children have health insurance
- 49% of children have an up to date physical
- 93% of children are up to date with immunizations
- 86% of children have a dental home (a dental home is when family has a specific dentist to go to for their dental needs)
- 30% of children have an up to date dental exam
- 61% of children are reported to be a healthy weight, with 5% being underweight, 14% overweight and 20% considered to be obese

Head Start has partnered with the University of Wisconsin Extension to provide nutrition classes for students. During these classes, students were provided with healthy options for snacks and nutrition information. Our Head Start nurse also works with families to connect them with both health care providers and health information to address overweight and obesity concerns with the children. The school district has also revised early education breakfasts to reduce the portion sizes to better meet the needs of our youngest students.

- **Student Achievement**

The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. School Readiness Outcomes (reported for 277 children) for Spring, 2020-2021 are summarized below:



As evidenced by the graph above, the most significant areas of improvement for the 2020-2021 school year are Literacy (35% increase in children meeting or exceeding expectations from Fall to Spring) and Math (46% increase). The highest area of achievement for Spring is Physical Development. This continues the trend from each reporting period this year and from this time for the last three years.

Head Start School Readiness Goals

During each five-year grant period, the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the [Head Start](#)

[Early Learning Outcomes Framework](#). Below is a summary of progress on Head Start Program's 2018-2023 School Readiness Goals for Spring, 2020-2021:

Approaches to Learning

Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking (ELOF Goal: P-ATL5, 6, 7, 9).

Spring, 2020-2021 report: 92% of children are meeting/exceeding expectations for this goal (compared to 87% in the winter).

Social and Emotional Development

Children will appropriately express and respond to a broad range of emotions, including concern for others (ELOF Goal: P-SE6, 7).

Spring, 2020-2021 report: 91% of children are meeting/exceeding expectations for this goal (compared to 83% in the winter).

Language and Literacy

Children will increasingly match the amount and use of language required for different social situations and follow social and conversational rules (ELOF Goal: P-LC4).

Spring, 2020-2021 report: 87% of children are meeting/exceeding expectations for this goal (compared to 80% in the winter).

Cognition

Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during every day experiences (ELOF Goal: P-MATH1, 2, 4).

Spring, 2020-2021 report: 86% of children are meeting/exceeding expectations for this goal (compared to 75% in the winter).

Perceptual, Motor, and Physical Development

Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation (ELOF Goal: P-PMP3).

Spring, 2020-2021 report: 96% of children are meeting/exceeding expectations for this goal (compared to 93% in the winter).

This report is for informational purposes only.

Beth Ormseth, Ed. D.
Interim Superintendent of Schools

William Haithcock
Interim Chief of School Leadership

Martin Pitts
Regional Coordinator of Leadership
and Learning/Elementary

Luanne Rohde
Director of Early Education

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 28, 2021

REPORT OF CONTRACTS IN AGGREGATE OF \$50,000

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

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

Vendor	Program/Product	Amount
Viterbo University	<p>Viterbo University seeks to partner with the Kenosha Unified School District to offer an embedded Reading Teacher licensure program to district educators. This is an opportunity to prepare educators to better meet the needs of developing readers and writers.</p> <p>Consisting of 15-credits (5 courses), Viterbo University's Reading Teacher licensure program brings educators together to share and unite through a progressive, modern approach to teaching and learning. Educators will develop a deep understanding of authentic instruction and assessment that focuses on the students' lived experiences, literacies, and funds of knowledge.</p>	<p>Per educator tuition for 15 credits (5 courses): \$1950</p> <p>Adjunct instructor rate of \$1250.00 per credit: \$18,750 (3 cohorts)</p> <p>Total number of educators: 75</p> <p>Total cost: \$202,500</p>

Vendor	Program/Product	Amount
Cardinal Stritch University	<p>Cardinal Stritch seeks to partner with the Kenosha Unified School District to offer an English as a Second Language (ESL) licensure program to District educators. As one of the most diverse institutions of higher education in Wisconsin, with a successful history in educating ESL teachers and faculty, Stritch is uniquely poised to provide rigorous and culturally relevant licensure programs that address language acquisition.</p> <p>Courses in the 14 credit, 10-month ESL program, will be offered online in an asynchronous format.</p>	<p>Per educator tuition for 14 credits (4 courses): \$4200</p> <p>Total number of educators: 35</p> <p>Total cost: \$147,000</p>

Recommendation

Administration recommends that the School Board approve the proposed contract with Viterbo University for the Reading Teacher licensure program.

Administration recommends that the School Board approve the proposed contract with Cardinal Stritch University for the ESL licensure program.

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Julie Housaman
Chief Academic Officer

Susan Mirsky
Coordinator of Literacy

Robert Hofer
Purchasing Agent

Sarah Shanebrook-Smith
Coordinator of Language
Acquisition Programs

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Cardinal Stritch University and Viterbo University

Purchased Good/Program: Reading Teacher and ESL Teacher Certification Programs

Start Date/Date Needed: January 2022

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

The purpose of the proposed purchase is to provide a reading and ESL certification licensure program for KUSD educators. Completion of this program will prepare educators to meet the needs of developing readers, writers and language learners.

Viterbo University will offer a reading teacher certification program that consists of 5 courses and Cardinal Stritch will offer an ESL teacher certification program that consists of 4 course. The Forward and ACCESS testing data indicate that student achievement in reading and English language development are in need of improvement. High quality instruction has a significant impact on student achievement and the addition of these certification programs will increase the skills of interventionists and classroom teachers to meet reading and language development needs for all learners.

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

Total cost of purchase: \$349,500.00

Funding source: ESSER II

*Participants will be responsible for fees related to textbooks, other class materials and licensing costs.

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

YES ☒ NO ☐ If no, please request an RFP
EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- Increase staff proficiencies in providing instruction in reading, writing and language acquisition.
- Provide a deeper understanding of the process of learning to read, write and acquiring a second language (English).
- Provide teachers an opportunity to work/interact with colleagues across the District.
- Complement the current professional learning opportunities by providing a certification program.

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

January 2022

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

Appropriate Leadership Signature

A handwritten signature in black ink, appearing to read "Julie Hausman", written over a horizontal line.

Date: 8/27/2021

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 28, 2021

Building Our Future Partnership Affirmation

On February 28, 2017, the Kenosha Unified School District (KUSD) Board of Education unanimously voted to approve the recommended proposal to establish a new program within the KUSD Community Services (Fund 80). This program was the five-year proposal (Attachment A) with the corresponding five-year budget assumption (Attachment B) to support a partnership with the Building Our Future (BOF) organization established through the United Way of Kenosha.

The approved financial commitment was established as \$50,000 per year for five years beginning in the fiscal year 2017-18 and ending in the fiscal year 2021-22.

Year #	Fiscal Year	Amount
1	2017-18	\$50,000
2	2018-19	\$50,000
3	2019-20	\$50,000
4	2020-21	\$50,000
5	2021-22	\$50,000
		\$250,000

The district has received the pledge letter and invoice for the fifth installment to cover the 2021-22 fiscal year (Attachment C).

Administrative Recommendation

The administration recommends that the Board review and affirm the continuation of the partnership/funding for Building Our Future and approve the \$50,000 payment as the fifth installment for the 2021-22 fiscal year.

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2017

Building Our Future Partnership (StriveTogether)

The Kenosha Unified School District (KUSD) currently operates a Community Program and Services Fund often referred to as fund 80. With the support of the taxpayers, districts are allowed to adopt a separate tax levy for this fund which is used to account for activities such as adult education, community recreation programs such as evening swimming pool operation and softball leagues, elderly food service programs, non-special education preschool, day care services, and other programs which are not elementary and secondary educational programs but have the primary function of serving the community.

Access to Community Service Fund activities cannot be limited to pupils enrolled in the district's educational programs. Any programs which are associated with academic subjects and extra-curricular activities available only to pupils enrolled in the district are unallowable in fund 80. Valid programs usually take place outside of the regular instructional time periods so that they do not create barriers for non-district students and also have additional costs for operating the programs.

Per school board policy/rule 3110, the district will account for all eligible activities within fund 80 and the eligible services/programs will be designated annually.

KUSD has been approached with a proposal for a partnership with the Building Our Future organization which is based on the StriveTogether initiative. The administration has reviewed the proposal and believes that the program would be allowable in the Community Program and Services Fund should the Board choose to accept this proposal and that the costs could be absorbed within the current tax levy without a need to increase it.

In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career. Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

- Engage the community by uniting all sectors around a single goal
- Focus on eliminating locally defined disparities by identifying best practices
- Develop a culture of continuous improvement by using data to drive decisions
- Leverage existing assets by expanding what works

By adopting collective impact as a guide, the partnership will assist the community in developing a cradle to career civic infrastructure which will ultimately support the strategic direction of the school district. The partnership will foster and strengthen community partnerships by working with a broad array of community voices to create a common language, and identify best practices to increase students learning from the time they are born until the first day of their career, and into their future community engagement.

The Networks established by the community will enhance the leadership and expertise of all members involved in the process of analyzing local data, and national research to identify more impactful ways to align resources. Network members will develop skills in collecting and interpreting data and expanding community-wide programs with proven results. As a result, of this collaboration, invested community members, such as teachers, parents, and business owners will help close the gaps in student learning by respectfully incorporating data-driven strategies.

By using data to drive decisions, the basis of the partnership, it will inspire a high degree of trust among the cross-sectors and education system. High trusting schools will lead to highly engaged teachers, parents, and youth, and cross-sector leaders will have a greater appreciation for everyday issues facing each child, from cradle to career. The community will be accountable to holding a higher standard for all students in achieving their personal potential.

In conjunction with Kenosha Unified School District (KUSD), Building Our Future will be a support and resource to every child in the City of Kenosha, Village of Pleasant Prairie, and Village/Town of Somers. This program will support all children and families residing in our communities regardless of attendance at a KUSD school. The partnership will encourage a collective impact approach to be adopted by the community to address structural inequities that are detrimental to students' success from cradle to career.

Building Our Future, in partnership with KUSD, will facilitate a more productive education ecosystem by uniting the community around a single purpose, identifying best practices, using data to drive decisions, and expanding what works from the time of birth until the first day of career. By adhering to a continuous improvement framework, the collaboration will leverage tools and resources for all students to achieve personal potential. The community will be called to action to share a common language to create a vibrant workforce.

The partnership is beginning to pave the path of continuous improvement by bringing together cross-sector leaders dedicated to the outcome areas of Community Engagement, Kindergarten Readiness, School Success (reading and math), High School Graduation and Post-Secondary Education/ Career Prep. The community will initially join forces around two outcome areas, Community Engagement and Kindergarten Readiness. Together the community will collect and interpret local data, and identify best practices to make sure every child is ready for school, and create a community environment wherein all can contribute and excel.

Influential leadership from across all sectors will help shape the success of all young people, by becoming knowledgeable and ultimately pave the path for how the community will direct their support and resources to have the greatest impact. All of these influences (efforts) will help support a high performing school district, greater satisfaction among teachers, parents, and students, and a robust workforce. In addition to expanding what works, the partnership will be able to better influence contributing indicators to a child’s success, such as quality childcare, developmental screenings, “Birth to 3” interventions, and food security.

Building Our Future is committed to working jointly with schools and across local sectors to ensure all students are achieving their personal potential from cradle to career. Schools can’t do it alone, and they don’t have to. Together we rise.

Administrative Recommendation

This report was presented at the February 14, 2017, Audit/Budget/Finance Committee meeting. Due to lack of a quorum, no action was taken. Administration recommends that the School Board approve the partnership/funding proposal for Building Our Future as presented.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer



BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title:	Building Our Future Partnership (StriveTogether)	Budget Year:	2017 - 2018
Department:	Community Services	Budget Manager:	

REQUEST

We are requesting \$50,000 per year for five years, to support the staffing and operations budget for 'Building Our Future' (Strive).

RATIONALE/ INSTRUCTIONAL FOCUS

In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career. Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

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The Networks established by the community will enhance the leadership and expertise of all members involved in the process of analyzing local data, and national research to identify more impactful ways to align resources. Network members will develop skills in collecting and interpreting data and expanding community-wide programs with proven results. As a result, of this collaboration, invested community members, such as teachers, parents, and business owners will help close the gaps in student learning by respectfully incorporating data-driven strategies.

By using data to drive decisions, the basis of the partnership, it will inspire a high degree of trust among the cross-sectors and education system. High trusting schools will lead to highly engaged teachers, parents, and youth, and cross-sector leaders will have a greater appreciation for everyday issues facing each child, from cradle to career. The community will be accountable to holding a higher standard for all students in achieving their personal potential.

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IMPACT

Building Our Future, in partnership with KUSD, will facilitate a more productive education ecosystem by uniting the community around a single purpose, identifying best practices, using data to drive decisions, and expanding what works from the time of birth until the first day of career. By adhering to a continuous improvement framework, the collaboration will leverage tools and resources for all students to achieve personal potential. The community will be called to action to share a common language to create a vibrant workforce.

The partnership is beginning to pave the path of continuous improvement by bringing together cross-sector leaders dedicated to the outcome areas of Community Engagement, Kindergarten Readiness, School Success (reading and math), High School Graduation and Post-Secondary Education/ Career Prep. The community will initially join forces around two outcome areas, Community Engagement and Kindergarten Readiness. Together the community will collect and interpret local data, and identify best practices to make sure every child is ready for school, and create a community environment wherein all can contribute and excel. Influential leadership from across all sectors will help shape the success of all young people, by becoming knowledgeable and ultimately pave the path for how the community will direct their support and resources to have the greatest impact. All of these influences (efforts) will help support a high performing school district, greater satisfaction among teachers, parents, and students, and a robust workforce. In addition to expanding what works, the partnership will be able to better influence contributing indicators to a child's success, such as quality childcare, developmental screenings, "Birth to 3" interventions, and food security.

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BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	\$0
200's	Fringes	\$0
300's	Purchased Services	\$50,000
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
	TOTAL*	\$50,000.00

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

Is this a ☐ One-time or ☒ Recurring expenditure?

FUNDING SOURCES

This request is for a \$50,000 per year commitment for the next 5 years coming from the KUSD Community Services budget (Fund 80).

Other funding sources secured by Building Our Future are as follows:

Foundations	\$107,500
Business	40,000
Individual	5,000
County	<u>50,000 (to be increased to 100k in 2017)</u>
Total	\$202,500



Community unites. Students succeed. Everyone prospers.

July 8, 2021

Dr. Beth Ormseth
Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53144

Dear Dr. Beth:

On behalf of Building Our Future, I am requesting your annual contribution of \$50,000. This is the fifth installment of your five-year, \$250,000 commitment to this initiative. Your investment will enable us to align cross-sector partners who are focused on using a rigorous approach to ensure economic vitality and prosperity for the community. You and the Kenosha Unified School District play a critical role in aligning efforts and resources to ensure every student can succeed and support themselves and their families.

Despite the unforeseen obstacles of 2020, Building Our Future and our partners were deeply committed to ensuring this past year translated into the investment, action, structural change needed to create a more equitable future for our young people. Highlights of the work included:

- Using data during the COVID-19 pandemic to identify gaps in access to internet connectivity and devices among students and convening cross-sector partners to begin to address these issues.
- Continuing to engage the community despite the social unrest to foster dialogue towards healing and to understand what's needed most to move forward together.
- Launching a new Continuous Improvement Learning Cohort. Teams from KAC and United Way of Kenosha County are using a Results Pathway framework to get clearer on results, identify factors, and develop strategies to remove barriers and eliminate disparities.
- Launching the Parents Advocating for Child Care Fellowship (PACC). Through this paid, eight-month Fellowship, parents from Kenosha are working alongside parents from Brown County, Dodge/Jefferson Counties, Milwaukee, and Racine County to identify the changes they'd like to see in the childcare system and learn how to advocate for those changes. Like their peers from across the state, Kenosha PACC Fellows have identified childcare cost, access, quality, and educator compensation/certification as issues that need improvement.
- Working with a Title 1 Learning Cohort across five KUSD Title I schools: Brass, Curtis Strange, Frank, Grant, and Wilson. Principals, Instructional Coaches, and Interventionists are coming together to review data, identify factors, and develop strategies focused on racial equity. With an eye on third grade reading, the cohort has set a target of all Black 1st graders reading at grade level by the end of the school year, as measured by Fountas & Pinnell.

Building Our Future will continue to create space and opportunity for our partners to determine what is needed to deliver more equitable outcomes for young people.

We would like to thank KUSD for being an investor, partner, and friend as we build the future for every child from cradle to career.

With this letter are two additional documents that require your signature and should be enclosed with your investment.

On behalf our team, thank you for your financial support and for being part of this awesome community.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Bicanin', with a stylized flourish at the end.

Tatjana Bicanin
Executive Director

Invoice



**United Way
of Kenosha County**

United Way of Kenosha County
5500 6th Avenue, Suite 210
Kenosha, WI 53140
Phone 262.658.4104 Fax 262.658.2005

DATE:
7/8/2021

**Bill To: Kenosha Unified School District
c/o Dr. Beth Ormseth
3600 52nd Street
Kenosha, WI 53144**

DESCRIPTION		AMOUNT
Payment for 'Building Our Future' 2021		\$50,000.00
TERMS: Net 10		TOTAL \$50,000.00

Make all checks payable to **United Way of Kenosha County**

If you have any questions concerning this invoice, contact:
Sherry Westhoff @ 262-658-4104 ext. 12 or swesthoff@kenoshauntedway.org

Thank you for your support!

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 28, 2021

Federal Stimulus Plan Updates

The purpose of this report is to provide a follow up to the comprehensive overview of the Federal Stimulus funding available to our district which was last presented to the Board of Education at the [June 22, 2021 meeting](#). The previous report included an internally created spending timeline (Attachment A) and planning calculator (Attachment B) to help visualize spending buckets across all the known grants. These documents have been updated to reflect the most current information available.

There are currently four separate one-time funding sources:

- 1) Elementary and Secondary School Emergency Relief (**ESSER I**) Grant - \$4.66 MM
- 2) Governor's Education Emergency Relief (**GEER**) Fund - \$2.9 MM
- 3) Elementary and Secondary School Emergency Relief (**ESSER II**) Grant - \$19.98MM
- 4) Elementary and Secondary School Emergency Relief (**ESSER III**) Grant – projected \$45MM, once finalized, this grant will require public input/consultations in addition to other requirements such as a mandatory set-aside of 20% to address learning loss.

ESSER I

The district currently has a plan for the ESSER I grant that was approved within the adopted 2020-21 budget by the Board at the [October 27, 2020 meeting](#). Since that time, a new grant called the Emergency Connectivity Fund (ECF) has been made available to KUSD through the Federal Communications Commission (FCC) which could be utilized to cover certain expenditures such as internet hotspots for students that we had previously planned for under ESSER I. The administration is proposing to modify the original ESSER I plan to be able to take advantage of the ECF grant and free up funds to do the following:

- Pay the tuition costs necessary to allow 75 teachers to obtain their 316 Reading licenses (\$203,000)
- Pay the tuition costs necessary to allow 35 teachers to obtain their English as a Second Language (ESL) licenses (\$147,000)
- Provide additional Personal Protective Equipment (PPE) as needed (\$200,000)
- Set aside funding to cover excess Summer School expenses as needed

GEER

The administration is proposing the following items be approved and incorporated into the GEER plan:

- Funding to continue supporting student 1:1 technology (\$1,450,000)
- Reading/Math Intervention Specialists, 5.0 teacher FTE (\$518,725)(Attachment C)
- Mental health supports, virtual student/family assistance (\$300,000)
- Positive Behavioral Interventions and Supports (PBIS) timesheet hours (\$100,000)
- Remaining (\$531,275) to be determined later

ESSER II

The administration is proposing the following items be approved and incorporated into the ESSER II plan in addition to the previously earmarked \$15,000,000 for facilities upgrades in schools to improve air quality and ventilation:

- Reading/Math Intervention Specialists, 10.0 teacher FTE (\$1,141,460) (Attachment C)
- Social Emotional Learning (SEL) Intervention Specialists, 4.0 teacher FTE (\$456,584) (Attachment C)
- Virtual Instruction, 9.0 teacher FTE (\$933,705) (Attachment C)
 - There are an additional 4.0 teacher FTE that have been repurposed using district local funding to support virtual instruction (Attachment D)
- Dedicated Building Subs, 41 long-term substitute teachers (\$2,713,027) (Attachment C)
- Technology Support Technician, .75 AST FTE (\$59,329) (Attachment C)

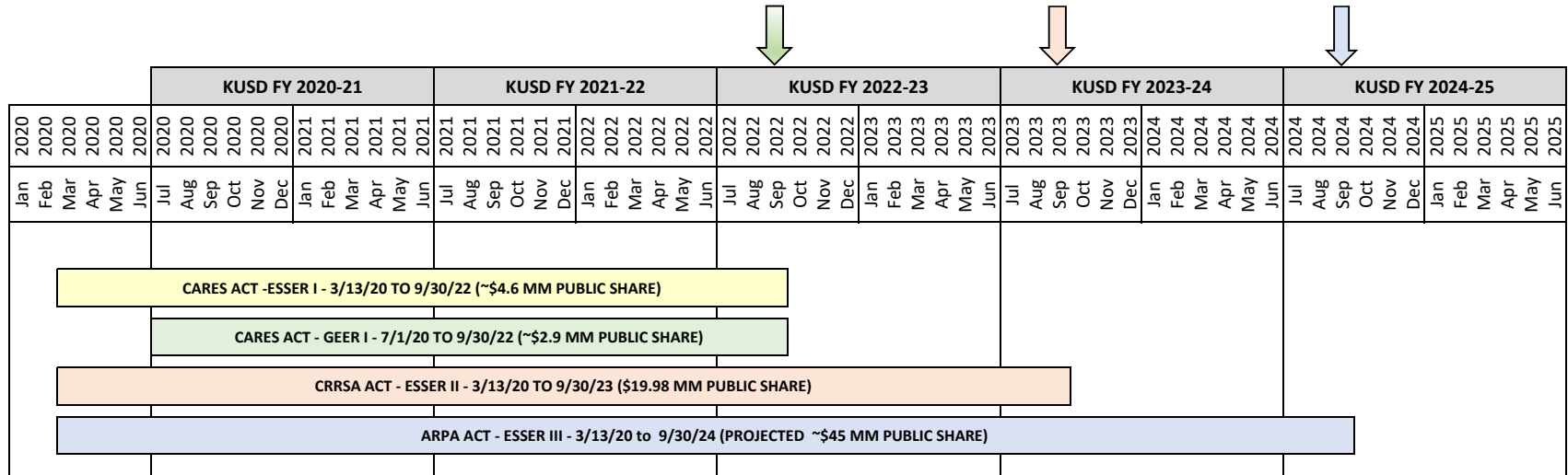
Administrative Recommendation

The administration recommends that the Board approve the proposed ESSER II plan, GEER plan and modifications to the previously approved ESSER I plan.

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

KUSD Federal Stimulus Funding Timeline



Notes:

- 1) Coronavirus Aid, Relief, and Economic Security (CARES) - enacted 3/27/20
- 2) Elementary and Secondary School Emergency Relief (ESSER) Grant- enacted 3/27/20
- 3) Governor's Emergency Education Relief Fund (GEERF)- enacted 3/27/20
- 4) Coronavirus Response and Relief Supplemental Appropriations (CRRSA) - enacted 12/27/20
- 5) American Rescue Plan Act (ARPA) - enacted 3/11/21

KUSD - Federal Stimulus Plan Calculator

Potential Buckets	Est %	ESSER I \$4,663,182	? Est %	GEER \$2,900,000	? Est %	ESSER II \$19,926,190	? Est %	ESSER III \$44,751,391	? Est %	Total \$72,240,763
Student Achievement		\$0		\$0		\$0		\$0		\$8,950,278
Student Support		\$0		\$0		\$0		\$0		\$0
Technology	79.72%	\$3,717,517	50.00%	\$1,450,000		\$0		\$0	12.39%	\$5,167,517
Preparedness & Response to COVID	20.28%	\$945,665		\$0	75.28%	\$15,000,000		\$0	7.15%	\$945,665
Facilities		\$0		\$0		\$0		\$0	1.31%	\$15,000,000
Other		\$0		\$0		\$0		\$0	20.76%	\$0
									0.00%	\$0
Allocated	100.00%	\$4,663,182	50.00%	\$1,450,000	75.28%	\$15,000,000	20.00%	\$8,950,278	41.62%	\$30,063,460
TBD	0.00%	\$0	50.00%	\$1,450,000	24.72%	\$4,926,190	80.00%	\$35,801,113	58.38%	\$42,177,303
316 Licenses		\$203,000	Interventions	\$518,725	Interventionists	\$1,141,460				
ESL Licenses		\$147,000	Mental Health Support	\$300,000	SEL Interventionists	\$456,584				
ECF Credit		-\$650,000	PBIS hours	\$100,000	Virtual Instruction Teachers	\$933,705				
Additional PPE		\$200,000			Dedicated Building Subs	\$2,713,027 *				
Summer School SY21		?			Tech Suppt Tech .75 FTE (AST)	\$59,329				
Sub Total		-\$100,000	Sub Total	\$918,725	Sub Total	\$5,304,105				
Variance		\$100,000	Variance	\$531,275	Variance	-\$377,915 *				

* Budgeting to allow for medical insurance offerings for all 41 dedicated building subs, however we are anticipating that some will not accept.

Stimulus Staffing Recommendations

Level	School	Focus	Position Title	FTE	Projected Salary FY22	Projected Benes FY22	Projected Cost FY22
Elementary	155-McKinley Elementary	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	162-Strange Elementary	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	164-Vernon Elementary	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	165-Brass Community School	Math	Math Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	168-Bose Elementary	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	173-Edward Bain School of Creative Arts	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Middle	331-Lincoln Middle School	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Middle	334-Bullen Middle School	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
High	425-Bradford High School	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
High	426-Tremper High School	Reading	Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
				10.00	\$746,510	\$394,950	\$1,141,460

Level	School	Focus	Position Title	FTE	Projected Salary FY22	Projected Benes FY22	Projected Cost FY22
Elementary	147-Grant Elementary	Social Emotional Suppt	SEL Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	160-Somers Elementary	Social Emotional Suppt	SEL Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Elementary	173-Edward Bain School of Creative Arts	Social Emotional Suppt	SEL Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
Middle	331-Lincoln Middle School	Social Emotional Suppt	SEL Intervention Specialist (EI)	1.00	\$74,651	\$39,495	\$114,146
				4.00	\$298,604	\$157,980	\$456,584

Level	School	Focus	Position Title	FTE	Projected Salary FY22	Projected Benes FY22	Projected Cost FY22
Elementary	166-Whittier Elementary	Instruction	Virtual Kindergarten (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	166-Whittier Elementary	Instruction	Virtual Grade 1 (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	166-Whittier Elementary	Instruction	Virtual Grade 2 (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	157-Prairie Lane Elementary	Instruction	Virtual Grade 3 (EI)	1.00	\$66,000	\$37,745	\$103,745
Charter	114-KTEC(West)	Instruction	Virtual Grade 2/3 (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	157-Prairie Lane Elementary	Instruction	Virtual Grade 4 (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	157-Prairie Lane Elementary	Instruction	Virtual Grade 5 (EI)	1.00	\$66,000	\$37,745	\$103,745
Charter	421-Kenosha eSchool	Science	Virtual Grade 6 (EI)	0.50	\$33,000	\$18,873	\$51,873
Charter	421-Kenosha eSchool	Social Studies	Virtual Grade 6 (EI)	0.50	\$33,000	\$18,873	\$51,873
High	425-Bradford High School	Special Education	Cross Categorical (EI)	1.00	\$66,000	\$37,745	\$103,745
				9.00	\$594,000	\$339,705	\$933,705

Level	School	Focus	Position Title	Count	Projected Salary FY22	Projected Benes FY22	Projected Cost FY22
Charter	102-Brompton Academy	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Charter	112-Dimensions of Learning Academy	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Charter	113-KTEC(East)	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Charter	114-KTEC(West)	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	145-Forest Park Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	146-Frank Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	147-Grant Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	150-Harvey Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	153-Jefferson Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	155-McKinley Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	156-Pleasant Prairie Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	157-Prairie Lane Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	158-Roosevelt Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	160-Somers Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	161-Southport Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	162-Strange Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	163-Greenow Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	164-Vernon Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	165-Brass Community School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	166-Whittier Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	167-Wilson Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	168-Bose Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	169-Stocker Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	170-Jeffery Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	173-Edward Bain School of Creative Arts	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	175-Edward Bain School of Dual Language	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Elementary	178-Nash Elementary	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle	330-Lance Middle School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle	331-Lincoln Middle School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle	332-McKinley Middle School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle	333-Washington Middle School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle	334-Bullen Middle School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle	337-Mahone Middle School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Charter	422-Harborside & Paideia Academy	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
High	424-Indian Trail High School & Academy	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
High	425-Bradford High School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
High	426-Tremper High School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
High	427-Reuther High School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
High	428-Lakeview Technology Academy	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Middle/High	852-Hillcrest School	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
Pre-K	871-Head Start	Classroom Support	Dedicated Building Subs	1.00	\$37,427	\$28,744	\$66,171
				41.00	\$1,534,514	\$1,178,513	\$2,713,027

Esc	805-Information Services	Technology Support	Technology Support Tech (EI)	0.75	\$34,177	\$25,152	\$59,329
ESSER II Total				64.75	\$3,207,805	\$2,096,300	\$5,304,105

Level	School	Focus	Position Title	FTE	Projected Salary FY22	Projected Benes FY22	Projected Cost FY22
Elementary	146-Frank Elementary	Reading	Intervention Specialist (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	167-Wilson Elementary	Reading	Intervention Specialist (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	153-Jefferson Elementary	Reading	Intervention Specialist (EI)	1.00	\$66,000	\$37,745	\$103,745
Elementary	175-Edward Bain School of Dual Language	Reading	Intervention Specialist (EI)	1.00	\$66,000	\$37,745	\$103,745
Middle	333-Washington Middle School	Math	Math Intervention Specialist (EI)	1.00	\$66,000	\$37,745	\$103,745
GEER Total				5.00	\$330,000	\$188,725	\$518,725

Combined Stimulus Total	69.75	\$3,537,805	\$2,285,025	\$5,822,830
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PCN Loc	PCN Loc Name	PCN Description	BGT_FTE	Funding
166	WHITTIER ELEMENTARY	VIRTUAL KINDERGARTEN (EII)	1	ESSER II
166	WHITTIER ELEMENTARY	VIRTUAL GRADE 1(EII)	1	ESSER II
166	WHITTIER ELEMENTARY	VIRTUAL GRADE 2 (EII)	1	ESSER II
166	WHITTIER ELEMENTARY	VIRTUAL GRADE 2	1	LOCAL
114	KTEC (WEST)	VIRTUAL GRADE 2/3 (EII)	1	ESSER II
157	PRAIRIE LANE ELEMENTARY	VIRTUAL GRADE 3 (EII)	1	ESSER II
157	PRAIRIE LANE ELEMENTARY	VIRTUAL GRADE 4 (EII)	1	ESSER II
147	GRANT ELEMENTARY	VIRTUAL GRADE 4	1	LOCAL
157	PRAIRIE LANE ELEMENTARY	VIRTUAL GRADE 4/5	1	LOCAL
157	PRAIRIE LANE ELEMENTARY	VIRTUAL GRADE 5 (EII)	1	ESSER II
157	PRAIRIE LANE ELEMENTARY	VIRTUAL GRADE 5	1	LOCAL
421	KENOSHA E-SCHOOL	VIRTUAL GRADE 6 (EII)	0.5	ESSER II
421	KENOSHA E-SCHOOL	VIRTUAL GRADE 6 (EII)	0.5	ESSER II
425	MARY D. BRADFORD HIGH SCHOOL	CROSS CATEGORICAL (EII)	1	ESSER II
			13	

9	ESSER II
4	Local
13	TOTAL

Kenosha Unified School District
Kenosha, Wisconsin

September 28, 2021

REVISION OF POLICY 5471--- CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

Background

The Wisconsin Statute 125- Seclusion and Physical Restraint was revised. The new pupil restraint and seclusion law went into immediate effect upon the signature of Governor Evers and is now in Wisconsin Statute Chapter 118 General School Operations at §118.305. Upon investigation, it was discovered that the current school board policy did not align with the new changes to the statute. The circumstances for the use of seclusion or physical restraint remain the same; they are prohibited unless a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. Unless expressly noted, requirements apply to all students, with or without disabilities and individualized education programs (IEPs).

According to the Department of Public Instruction (DPI) nearly half of all Wisconsin schools (1,180 schools) reported at least one incident where either seclusion or physical restraint was used on a student during the 2019-20 school year. Statewide, schools reported a total of 8,733 instances of seclusion, and 9,795 instances where physical restraint was used. Students with disabilities comprised 82 percent of all seclusion incidents, and 77 percent of all physical restraint incidents.

The revisions to Policy 5471 Corporal Punishment/ Use of Physical Force ([Appendix A](#)) will include updates from the legislative action of statute Act 118 in the following areas:

Applicability and Definitions		
Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
Under previous law, requirements applied to public schools and private schools participating in the Special Needs Scholarship Program (SNSP).	Under current law, requirements apply to public schools, private schools participating in the SNSP, and private schools where students are placed by public school districts.	Reporting requirements for seclusion and restraint apply to private schools for any KUSD placed student (i.e. Students with Special Needs).
Under previous law, the term "incident" was not defined.	"Incident" is defined under current law as an occurrence of a covered individual or a law enforcement officer using seclusion or physical restraint on a student. It is considered one incident if immediately following the use of seclusion or restraint, the student's behavior presents a clear, present, and imminent physical safety risk,	Incidents of seclusion and restraint are documented in Infinite Campus (Appendix B- Notification & Report of Physical Restraint and/or Seclusion form).

	and the covered individual or law enforcement officer resumes the use of seclusion or physical restraint.	
Under previous law, reporting requirements did not expressly apply when seclusion or physical restraint was utilized by a law enforcement officer in a school.	Under current law, schools are expressly required to include incidents of seclusion or physical restraint by law enforcement officers in schools when documenting incidents, notifying parents, and developing and providing a written report.	The Notification & Report of Physical Restraint and/or Seclusion form will indicate: <ul style="list-style-type: none"> (a) Whether law enforcement was involved; (b) Whether law enforcement is affiliated with the district (See Appendix B)

Individualized Education Programs (IEPs)

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
Under previous law, if the IEP team of a student with a disability determined the use of either seclusion or physical restraint could reasonably be anticipated for the student, the student's IEP was required to incorporate the terms "seclusion" or "physical restraint."	<p>Act 118 repealed the section of the law including the requirement for IEPs to incorporate the use of the terms "seclusion" or "physical restraint" if an IEP team determines their use could reasonably be anticipated. As such IEPs are no longer required to contain these terms.</p> <p>Under current law after the second incident of seclusion or physical restraint in a school year with a student with a disability the student's IEP team must meet within 10 school days of the incident to review the IEP. The IEP must include appropriate positive behavior interventions and supports based on a Functional Behavior Assessment (FBA) of the behavior(s) of concern.</p>	The Department of Special Education and Student Support directs IEP teams to hold an IEP review meeting after the first incident of seclusion and/or physical restraint

Seclusion

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
Under previous law, the door to the room or area used for seclusion could not be capable of being locked.	Under current law, locks are not allowed on rooms or areas being used for seclusion.	All KUSD buildings must adhere to the standards for the use of seclusion.

Physical Restraint

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
Under previous law, maneuvers including those that do not give adequate attention and care to protecting a student's head, those that cause chest compression, and those that place pressure or weight on the student's neck, throat, an artery, the back of a student's head or neck, or otherwise obstruct the student's circulation or breathing were prohibited.	Maneuvers including those that do not give adequate attention and care to protecting a student's head, those that cause chest compression, and those that place pressure or weight on the student's neck, throat, an artery, the back of a student's head or neck, or otherwise obstruct the student's circulation or breathing continue to be prohibited.	Any KUSD employee or contracted employee of the district are prohibited from using any form of physical restraint described in the law.
The use of prone restraint, while not feasibly permissible given the above conditions, was not expressly prohibited.	Under current law, maneuvers that place a student in a prone position are expressly prohibited.	All KUSD employees are prohibited from using any form of physical restraint that places a student in a prone position.
Under previous law, the use of chemical and mechanical restraints is not allowed. Previous law did not expressly exclude the use of vehicle safety restraints while transporting a student in a moving vehicle from being considered a mechanical restraint.	Current law continues to prohibit the use of chemical and mechanical restraints. Current law expressly states the appropriate use of vehicle safety restraints when used as intended while transporting a pupil in a moving vehicle is not considered mechanical restraint.	All KUSD employees are prohibited from using any form of chemical and mechanical restraint. Vehicle restraints when used as intended for transport to and from school, do not constitute the use of mechanical restraint.

Required Meeting after each Incident of Seclusion or Physical Restraint

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
Under previous law, there was no requirement for school staff to meet and “debrief” following an incident of seclusion or physical restraint.	Current law requires after each incident of seclusion or physical restraint, the principal or designee must meet with the covered individuals who participated in the incident to discuss the events proceeding, during, and following the use of seclusion or physical restraint and how to prevent the need for seclusion and restraint. This conversation must include factors that may have contributed to the escalation of the student’s behaviors, alternatives to physical restraint such as de-escalation techniques and possible interventions, and other strategies that the school principal or designee determines are appropriate.	After an incident of seclusion or physical restraint, the KUSD Notification & Report of Physical Restraint and/or Seclusion form (Appendix B) is completed. This form includes a summary of the event and possible de-escalation techniques or other strategies.

Notification, Documentation, and Reporting Requirements

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
Under previous law, after each incident of seclusion or physical restraint by a covered individual, the school principal or designee is required to notify the student’s parents of the incident as soon as possible or within one business day of the incident. The law did not expressly include incidents of seclusion or physical restraint involving law enforcement officers in the notification requirement. Previous law did not expressly require private schools to notify districts or parents when	Current law continues to require the school principal or designee to notify the student’s parent of the incident as soon as possible or within one business day of the incident. The law expressly requires school staff to notify parents of all incidents of seclusion or physical restraint involving law enforcement officers. Current law requires administrators of private schools or their designee to notify parents and the public school district as soon as practicable,	Every incident of the use of seclusion and physical restraint that occurs in the district must be documented in the Notification & Report of Physical Restraint and/or Seclusion form. Parent notification of any incident of seclusion and physical restraint is performed by the building principal or designee within the timelines designated in the law.

<p>seclusion or physical restraint was used by staff or law enforcement officers with students who were placed in the private school by their school districts.</p>	<p>but no later than one business day following an incident of seclusion or physical restraint by a covered individual or law enforcement officer <i>on a student placed in the private school by a school district</i>. Private schools are also required to prepare a report and send it to the student's parents and the public school district.</p>	
<p>Under previous law, after each incident of seclusion or physical restraint at school, within two business days after the incident and after consulting with the covered individuals present during the incident, the school principal or designee was to prepare a written report. The report contained the student's name, the date, time, and duration of the use of seclusion or physical restraint, a description of the incident including a description of the actions of the student before, during, and after the incident, and the names and titles of covered individuals present during the incident.</p> <p>The principal or designee was to inform the parent of the availability of the written report when notifying the parent of the incident. The report was required to be made available to the parent within three business days of the incident.</p>	<p>Current law requires the principal to consult with covered individuals and law enforcement officers present during the incident prior to completing the written report. All elements continue to be required in the written report as under previous law.</p> <p>In addition to the names and titles of covered individuals present during each incident, the names and titles of any law enforcement officers present during the incident must be included in the written report. The principal or designee is required to retain the report and within three business days of the incident, send the report to the student's parent by first class mail, by electronic transmission, or by hand-delivery to the student's parent.</p>	<p>Administration and KUSD staff are required to use the Notification & Report of Physical Restraint and/or Seclusion form (Appendix B) to document all incidents of seclusion and physical restraint in the district's student information system.</p> <p>KUSD will provide parents a written report within three business days of the incident.</p>

Physical Restraint- Training Requirements

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
<p>Under previous law, a covered individual was not permitted to use physical restraint on a pupil at a public school or a SNSP school unless the covered individual has received training that includes specific components listed below.</p> <p>Previous training requirements:</p> <ul style="list-style-type: none"> • Methods for preventing the need for physical restraint; • Instruction in the identification and description of dangerous behavior indicating the need for physical restraint and in methods of evaluating risk of harm to determine whether physical restraint is needed; • Experience in administering and receiving various types of physical restraint; • Instruction on the effects of physical restraint on the person restrained, methods of monitoring signs of physical distress, and techniques for determining when medical assistance may be needed; • Instruction in documenting and reporting incidents of physical restraint; and • Demonstration of proficiency in administering physical restraint. 	<p>Current Law requires training to include:</p> <ul style="list-style-type: none"> • Evidence-based instruction related to positive behavior supports and interventions, safe physical escort, understanding antecedents, de-escalation, conflict prevention, and conflict management; • Evidence-based techniques including debriefing, that have been shown to prevent or reduce the use of physical restraint; • An identification and description of dangerous behavior that may indicate the need for physical restraint and methods of evaluating risk of harm in order to determine whether physical restraint is warranted; • Instruction regarding the effects of physical restraint on the person restrained, in monitoring signs of physical distress, and in obtaining medical assistance; • Instruction in documenting and reporting incidents of physical restraint; and • A requirement that the trainee demonstrate his or her ability to identify prohibited techniques in 	<p>KUSD provides targeted and specific training to KUSD employees that are selected by the principal to be part of the crisis response team at each building. The training protocols meet the standards outlined in the law.</p>

	administering physical restraint.	
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Reporting Requirements

Previous Law (2011 Act 125)	Current Law (2019 Act 118)	Application to Policy 5471
<p>Under previous law, annually by September 1st, the principal or designee must submit to the school board a report on the number of incidents of seclusion and physical restraint in the previous year, the total number of students involved in the incidents, and the total number of students with disabilities involved in the incidents.</p> <p>Previous law did not require schools to report this information to the Department of Public Instruction (DPI).</p>	<p>Under current law annually by October 1st the principal or designee must submit to the governing body a report that includes data desegregated as follows:</p> <ul style="list-style-type: none"> • The number of incidents of seclusion during the previous school year; • The total number of students who were involved in incidents of seclusion during the previous school year; • The number of students with disabilities who were involved in incidents of seclusion during the previous school year; • The number of incidents of physical restraint during the previous school year; • The total number of students who were involved in incidents of physical restraint during the previous school year; and • The number of students with disabilities who are involved in incidents of physical restraint during the previous school year. <p>Annually by December 1st, each governing body that receives a report must submit to the state superintendent a report that</p>	<p>The Office Educational Accountability (OEA) and Information Services will ensure that all seclusion and physical restraint data is reported to the designated state information system. OEA will also provide support to schools for the notification and reporting of incidents in the student information system (Infinite Campus).</p>

	<p>contains the above desegregated information for each school under the governing body's charge.</p> <p>Reporting requirements expressly apply to incidents involving students placed at a private school by a local education agency, as well as private schools participating in the Special Needs Scholarship Program (SNSP).</p>	
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Rationale

Seclusion and physical restraint are atypical, extraordinary forms of behavioral intervention that may only be used in compliance with applicable law and Board of Education Policy. In accordance with the change in legislation, District Policy 5471- Corporal Punishment/Use of Physical Force is being revised to align to new state statute Act 118 standards (see Appendix A). Policy 5471 will now be referred to as Appropriate Use of Seclusion and Physical Restraint.

Recommendation

It is recommended that the Board approve revised Policy 5471 – Appropriate Use of Seclusion and Physical Restraint as a first reading at the August 24, 2021 regular school board meeting.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Julie Housaman
Chief Academic Officer

Jenny Schmidt
Director of Special Education and Student Support

Stacy Guckenberger
Coordinator of Special Education and Student Support

**CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE
APPROPRIATE USE OF SECLUSION AND PHYSICAL RESTRAINT**

The District does not condone the use of seclusion or restraint by district employees when responding to students and/or student behavior. District employees may not use corporal punishment of any kind on students. District employees who violate this policy shall be subject to established disciplinary procedures. **The district recognizes, however, that it may be necessary for district employees to use reasonable and appropriate seclusion and/or physical restraint when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. The Policy is pursuant to Wis. Stat. 118.305 and applies to students with and without disabilities.**

~~School officials, employees or agents are required to follow Wisconsin Statute 125 when addressing the use of seclusion and physical restraint in schools. School officials may, according to state law, use reasonable and necessary force under the following specific circumstances:~~

- ~~1. To quell a disturbance or prevent an act that threatens physical injury to any person;~~
- ~~2. to obtain possession of a weapon or other dangerous object within a student's control;~~
- ~~3. for the purpose of self defense or the defense of others, or for the protection of property in accordance with state statutes;~~
- ~~4. to remove a disruptive student from school premises, a motor vehicle, or a school sponsored activity;~~
- ~~5. to prevent a student from inflicting harm on him/herself; and,~~
- ~~6. to protect the safety of others.~~

~~Incidental, minor or reasonable physical contact designed to maintain order and control may be used in the district.~~

~~In determining whether or not a person is using reasonable and necessary force, deference shall be given to reasonable, good faith judgments made by an official, employee or agent of the district.~~

~~Wisconsin Statute §118.305, which was created by Wisconsin Act 125, generally provides that students, both special education and regular education, may only be restrained in very specific and limited circumstances and only when specific procedures and cautionary measures are taken. In particular the statute addresses seclusion and restraint as follows:~~

Definitions

In this policy, the following definitions apply:

- 1. Corporal punishment:** the intentional infliction of physical pain which is used as a means of discipline. Corporal punishment includes, but is not limited to, paddling, slapping or prolonged maintenance of physically painful positions, when used as a means of discipline. Corporal punishment does not include actions consistent with an individualized education program or reasonable physical activities associated with athletic training.
- 2. Covered individual:** individuals employed by Kenosha Unified School District (KUSD), student teachers under the supervision of a KUSD employee, employees of private schools

~~CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE~~
APPROPRIATE USE OF SECLUSION AND PHYSICAL RESTRAINT

where students are placed by KUSD, an independent contractor hired to provide services for the benefit of a KUSD school, and an individual who is employed by a person under contract with KUSD to provide services for the benefit of a KUSD school or the district. Covered individuals do not include law enforcement or a law enforcement officer designated by the District to perform duties including enforcing laws, referring matters to law enforcement, and maintaining the security and safety of the District, is not considered a covered individual.

3. **Incident**: an occurrence of a covered individual or law enforcement officer using seclusion or physical restraint on a student. It is considered one incident if immediately following the use of seclusion or physical restraint on a student, the student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and a covered individual or law enforcement officer resumes the use of seclusion or physical restraint.
4. **Parent**: a parent of a student, including a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.
5. **Physical restraint**: a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs or head. **Briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort, or redirect the student does not fall within the definition of physical restraint.**
6. **Seclusion**: the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. **The definition of seclusion does not include the following:**
 - a. Directing a student to temporarily separate himself or herself from the general activity in the classroom to allow the student to regain behavioral control if the student is not confined to an area from which they are prevented from leaving.
 - b. Directing a student to temporarily remain in a classroom to complete tasks while other students participate in activities outside the classroom if the student is not physically prevented from leaving the classroom.

Standards for Use of Seclusion - Wisconsin Act 125-118

~~Prohibits the use of seclusion in public schools, including charter schools, except when:~~

~~A room may not be used for seclusion unless:~~

Seclusion is only permissible when:

1. The room or area is free of objects or fixtures that may cause injury;
2. There are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed; and

~~CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE~~
APPROPRIATE USE OF SECLUSION AND PHYSICAL RESTRAINT

3. Meets all applicable school building code requirements.
4. The student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and is the least restrictive intervention feasible.
5. A district employee maintains constant supervision of the student.
6. The student has adequate access to the bathroom, drinking water, required medications and regularly scheduled meals;
7. **The duration of the** seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

Standards for Use of Physical Restraint - Wisconsin Act-118

~~Prohibits covered individuals from using physical restraint in public schools, including charter schools, except when:~~

Physical Restraint is only permissible when:

1. A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
2. There are no medical contraindications to its use;
3. **Vehicle restraints when used as intended for transport to and from school**
4. The degree of force and duration ~~used of the physical restraint~~ do not exceed what is necessary and reasonable to resolve the **clear, present, an imminent** risk to the physical safety of the student or others; and
5. No prohibited maneuvers **or techniques is are** used.

Physical Restraint prohibited maneuvers or techniques are those that:

1. Do not give adequate attention and care to protecting the pupil's head;
2. Cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen;
3. Place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; ~~and~~
4. **Place the student in a prone position (chest down, back up);**
5. Constitute corporal punishment;
6. **Chemical or mechanical restraints**

~~Act 125 prohibits mechanical or chemical restraints. Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assists in mobility under the oversight of appropriate medical staff is not mechanical restraint.~~

Documentation and Notification ~~and Reporting~~ Requirements

If seclusion and/or physical restraint is used on a student at school, the principal or designee must:

1. As soon as possible, but no later than one **(1)** business day after the incident, notify the student's parent of the incident and of the availability of the written report.

~~CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE~~
APPROPRIATE USE OF SECLUSION AND PHYSICAL RESTRAINT

2. Within two (2) business days after the incident, after consulting with ~~school staff who were~~ **covered individuals and any law enforcement** present **during the incident**, prepare a written report containing all of the following information:
 - a. Student's name;
 - b. date, time and duration of the incident;
 - c. description of the incident including a description of the student's behavior before and after the incident; and
 - d. names and titles of ~~school staff~~ **covered individuals and any law enforcement officers** present during the incident.
3. **The principal and or designee, must send the written report** ~~must be kept at the school and made available for review by~~ **to the student's parents/legal guardian by first class mail, electronic transmission, or hand delivery** within three business days of the incident.
4. **The principal or designee is required to meet with the covered individuals for a post-incident debrief meeting who participated in any incident of seclusion or physical restraint. The post-incident meeting will address:**
 - a. All students with and without IEPs; however, recommendations for changes to a student's IEP shall be considered and made in an IEP team meeting;
 - b. The events proceeding, during, and following the use of seclusion and physical restraint; and
 - c. factors that may have contributed to the escalation of the student's behaviors, alternatives to physical restraint such as: de-escalation techniques, possible interventions, and other strategies that the school principal or designee determines are appropriate.
5. **By October 1 of each year, the Office of Educational Accountability and Information Services will ensure that all instances of seclusion and physical restraint data is reported to the designated state information system containing the following information:**
 - a. The number of incidents of seclusion in the school during the previous school year;
 - b. The total number of students who were involved in the incidents of seclusion;
 - c. The number of children with disabilities who were involved in the incidents of seclusion;
 - d. The number of incidents of physical restraint in the school during the previous school year;
 - e. The total number of students who were involved in the incidents of physical restraint;
 - f. The number of children with disabilities who were involved in the incidents of physical restraint.

Training Requirements

Except as discussed below, no school staff may use physical restraint unless he or she has received training that includes:

~~Methods of preventing the need for physical restraint;~~

~~CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE~~
APPROPRIATE USE OF SECLUSION AND PHYSICAL RESTRAINT

1. Evidence based instruction related to positive behavioral supports and interventions, safe physical escort, understanding antecedents, de-escalation, conflict prevention, and conflict management;
2. Evidence-based techniques that have been shown to prevent or reduce the use of seclusion or physical restraint, including debriefing;
3. Instruction ~~related to~~ **in** the identification and description of dangerous behavior **that may** indicate the need for physical restraint, and ~~in~~ methods of evaluating risk of harm **in order** to determine whether physical restraint is ~~needed~~ **warranted**;
4. Experience in administering and receiving various types of physical restraint;
5. Instruction ~~on~~ **regarding** the effects of physical restraint on the person restrained, methods of monitoring signs of physical distress, and techniques for determining when medical assistance may be needed;
6. Instruction in documenting and reporting incidents of physical restraint;
7. Demonstration of proficiency in administering physical restraint; **and**
8. **A requirement that the trainee demonstrate his, her, or their ability to identify prohibited physical restraint techniques.**

School staff who have not received the prescribed training in physical restraint may use physical restraint on the student at school:

- ~~Only in an emergency;~~ **and when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible;**
- only if school staff members who have received training are not immediately available.

Authority Under Other Statutory Provisions

Nothing in Act ~~125~~ **118** affects the ability of school staff to remove a student from class under current law (Section 118.164 (3) (b) of the Wisconsin Statutes).

Nothing in Act ~~125~~ **118** affects the ability of school staff to use the exceptions to the prohibition on corporal punishment under current law (Section 118.31 (3) of the Wisconsin Statutes).

LEGAL REF.: Wisconsin Statutes
Section 118.305 Use of Seclusion and Physical Restraint
Section 118.31 Corporal punishment prohibited; reasonable physical force
Authorized, policy required

CROSS REF.: 4362 Employee Discipline
Employee Handbook

AFFIRMED: August 13, 1991

Appendix A
POLICY 5471

~~CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE~~
APPROPRIATE USE OF SECLUSION AND PHYSICAL RESTRAINT

Page 6

REVISED: July 26, 1994
February 10, 1998
March 27, 2007
September 22, 2015
March 28, 2017
September 28, 2021

School _____



Date Filled out: _____

A behavior event was recorded in Infinite Campus

Notification & Report of Physical Restraint and/or Seclusion

Student Name:		State ID: Student ID:							
Parent/Guardian:		Phone: E-Mail: Phone: E-Mail:							
Name of staff member completing report: Title:									
Parent Notification									
Date Parent(s) were notified of incident (as soon as possible or within one business day of the incident):									
Method of notification:									
Date written report provided to parents: (within three business days of the incident, send the report to the student's parent by first class mail, electronic transmission, or hand deliver the report to the student's parent.)									
Method of delivery:									
If a student with a disability, date of IEP review meeting ¹ :		Current FBA/BIP ² YES NO If Yes, Date of BIP:							
Incident Report									
Date, Time and Duration of Incident: _____									
Type of Incident: <i>Check all that apply</i>		<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Seclusion</td> <td style="text-align: center;">Yes No</td> <td style="text-align: center;">Restraint</td> <td style="text-align: center;">Yes No</td> <td style="text-align: center;">Mechanical Restraint</td> <td style="text-align: center;">Yes No</td> </tr> </table>		Seclusion	Yes No	Restraint	Yes No	Mechanical Restraint	Yes No
Seclusion	Yes No	Restraint	Yes No	Mechanical Restraint	Yes No				
Description of Incident and actions of the pupil: (Please include a description of the student before, during, and after the incident including interventions/support strategies attempted to de-escalate the behavior and the individuals involved.)									
Before the incident:									
During the incident:									

¹ The first time using seclusion or physical restraint on a student with a disability, the student's IEP team must meet within 10 school days of the incident to review the IEP.

² The IEP must include appropriate positive behavior interventions and supports based on a FBA of the behavior(s) of concern.



Notification & Report of Physical Restraint and/or Seclusion

After the incident:

Student Accident Report Form completed: YES NO

Follow up actions (with student) following the incident:

Names/Titles of individuals present during the incident

Name and Title	Accident Form completed	Date of NCI training	Involvement		
			Observer	Seclusion	Restraint
			<i>Check all that apply</i>		

Notification & Report of Physical Restraint and/or Seclusion

SECLUSION

If seclusion was used, please confirm the seclusion met the following criteria:

The student's behavior presented a clear, present, and imminent risk to the physical safety of the student or others, and it was the least restrictive intervention feasible.

The seclusion lasted only as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the student or others.

A covered individual maintained constant supervision of the student either by remaining in the room or area with the student or by observing the student through a window that allows the covered individual to see the student at all times.

The room or area was free of objects or fixtures that may injure the student.

The student had adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.

No door connecting the room or area to other rooms or areas was capable of being locked or has a lock on it.

LAW ENFORCEMENT

Check the box if the incident being reported involved law enforcement:

The incident involved law enforcement.

If you checked the box that law enforcement were involved, provide the following additional information:

Whether the law enforcement involved were affiliated with the District. YES NO
The circumstances of law enforcement involvement.

PHYSICAL RESTRAINT

If physical restraint was used, please confirm that the maneuvers used met the following criteria:

Gave adequate attention and care to protecting the student's head.

Did not cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back, or abdomen.

Did not place pressure or weight on the student's neck or throat, on an artery, or that otherwise obstruct the student's circulation or breathing.

Did not place the student in a prone position.

If physical restraint was used, please confirm that mechanical or chemical restraints were not used on the student:

Mechanical restraints were not used.

Chemical restraints were not used.



TEAM follow up with principal or designee after the incident: *Date:*

Notification & Report of Physical Restraint and/or Seclusion

This conversation must include:

1. The events preceding, during, and following the use of the seclusion or physical restraint.
2. How to prevent the need for seclusion or physical restraint, including the factors that may have contributed to the escalation of behaviors; alternatives to physical restraint, such as de-escalation techniques and possible interventions; and other strategies that the school principal or designee determines are appropriate.



In recognition of National Hispanic Heritage Month 2021

WHEREAS, in 1968 President Lyndon B. Johnson first proclaimed National Hispanic Heritage Week to pay tribute to the contributions of Latinos and Latinas in American culture and the work of early Spanish explorers and settlers; and

WHEREAS, this timeframe included the anniversaries of independence for the Latin American countries of Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua on September 15, as well as Mexico's independence on September 16; and

WHEREAS, the recognized contributions grew and as such Hispanic Heritage Week was expanded to National Hispanic Heritage Month, which has been celebrated from September 15 through October 15 since 1989; and

WHEREAS, Kenosha Unified takes great pride in its diverse student population, with Hispanic students playing a vital role and representing nearly 29.6% of the total student population (per 2020-21 Third Friday report); and

WHEREAS, by observing National Hispanic Heritage Month, we raise awareness of and celebrate the culture and traditions of people whose ancestry can be traced to Spain, Mexico, Central America, and the Caribbean islands; and

WHEREAS, corresponding school activities held in September and October, as well as throughout the school year, will educate students about Hispanic cultures, traditions and contributions that have impacted business, law, education, politics, science, the arts and more.

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified School District's Board of Education does hereby adopt this resolution to proclaim September 15 to October 15 as National Hispanic Heritage Month.

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

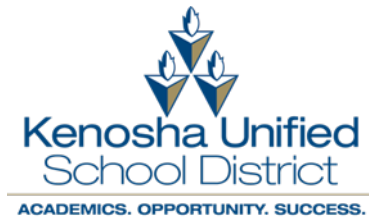
President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 381
September 28, 2021*



En reconocimiento al Mes Nacional de la Herencia Hispana 2021

CONSIDERANDO, que en 1968 el presidente Lyndon B. Johnson proclamó por primera vez la Semana Nacional de la Herencia Hispana para rendir homenaje a las contribuciones de los latinos y latinas a la cultura estadounidense y al trabajo de los primeros exploradores y colonos españoles; y

CONSIDERANDO, que este plazo incluyó los aniversarios de la independencia de los países latinoamericanos de Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua el 15 de septiembre, así como la independencia de México el 16 de septiembre; y

CONSIDERANDO, que las contribuciones reconocidas crecieron y, como tal, la Semana de la Herencia Hispana se expandió al Mes Nacional de la Herencia Hispana, que se celebra del 15 de septiembre al 15 de octubre desde 1989; y

CONSIDERANDO, que el Distrito Escolar Unificado de Kenosha se enorgullece de su diversa población estudiantil, con los estudiantes hispanos desempeñando un papel vital y representando casi el 29.6% de la población estudiantil total (según el informe del tercer viernes de 2020-21); y

CONSIDERANDO, que, al observar el Mes Nacional de la Herencia Hispana, damos a conocer y celebramos la cultura y las tradiciones de personas cuya ascendencia se remonta a España, México, América Central y las islas del Caribe; y

CONSIDERANDO, las actividades escolares correspondientes que se llevan a cabo en septiembre y octubre, así como durante todo el año escolar, educarán a los estudiantes sobre las culturas, tradiciones y contribuciones hispanas que han impactado los negocios, las leyes, la educación, la política, las ciencias, las artes y más.

AHORA, POR LO TANTO, SE RESUELVE que la Junta de Educación del Distrito Escolar Unificado de Kenosha por lo presente adopta esta resolución para proclamar del 15 de septiembre al 15 de octubre como el Mes Nacional de la Herencia Hispana.

SE RESUELVE, ADEMÁS, que se distribuya una copia fiel de esta resolución en las actas oficiales de la Junta de Educación.

Presidente, Junta de Educación

Superintendente de Escuelas

Secretario, Junta de Educación

Miembros de la Junta:



National Bullying Prevention Month 2021

WHEREAS, bullying is unwanted physical, verbal, written, indirect and electronic behaviors that involve an observed or perceived power imbalance and may be repeated multiple times or is highly likely to be repeated; and

WHEREAS, bullying occurs throughout our community, including in neighborhoods, on playgrounds, at schools, in homes and through technology, such as the internet, social media and cellphones; and

WHEREAS, children who witness or who are victims of bullying often feel less secure, more fearful and intimidated; and

WHEREAS, bullying can have lifelong negative consequences for both those who are victims of bullying and those who bully others; and

WHEREAS, families, schools, youth organizations, colleges, workplaces, places of worship and other groups are responsible for empowering and protecting their members and promoting cultures of caring, respect and safety for everyone; and

WHEREAS, it is time for our community to do its part to help end bullying in Kenosha.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim October as the annual observance of National Bullying Prevention Month as a symbol of our commitment to the ongoing, year-round struggle against bullying.

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:

*Resolution 382
September 28, 2021*

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In recognition of National Suicide Prevention Awareness Month 2021

WHEREAS, the week of September 5-11, 2021, is National Suicide Prevention Week, and September is National Suicide Prevention Awareness Month, which is intended to help raise awareness that prevention is possible; treatment is effective; and people do recover; and

WHEREAS, suicide is the 2nd leading cause of death among people ages 10–34 and the 10th leading cause of death overall in the U.S.; and

WHEREAS, in these challenging times messages of hope and healing are more needed than ever; and

WHEREAS, Kenosha Unified students, staff and families should be able to access high quality prevention, support, rehabilitation, and treatment services that lead to recovery and a healthy lifestyle; and

WHEREAS, the Kenosha Unified Board of Education publicly places our full support behind educators, coaches, advisors, parents/guardians, mental health professionals, health care professionals, police officers, and others as partners in supporting our community; and

WHEREAS, the benefits of preventing and overcoming mental health challenges, suicide attempts and loss, and substance abuse are significant and valuable to individuals, families, and our community at large; and

WHEREAS, we must encourage relatives, friends, co-workers, and providers to take the time to check on the wellbeing of family, friends and neighbors, recognize the signs of a problem, and guide those in need to appropriate services and supports; and

NOW, THEREFORE, BE IT RESOLVED that Kenosha Unified School District's Board of Education does hereby adopt this resolution to proclaim September 5-11 as National Suicide Prevention Week and September as National Suicide Prevention Awareness Month.

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:

*Resolution 383
September 28, 2021*

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**Wisconsin School Board Appreciation Week
October 3-9, 2021**

WHEREAS, Kenosha Unified School District's locally elected board members play a vital role in governing the policies of our excellent public education system and ensuring the district meets state standards for the purpose of attaining the district's vision of becoming Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations; and

WHEREAS, the members of the Kenosha Unified School District Board of Education are dedicated to children, learning and the community, and devote many hours of service to public education as they continually strive for improvement, excellence and progress in education; and

WHEREAS, school board members are charged with representing our local education interests by serving as the voice of our community while ensuring compliance with state and federal law; and

WHEREAS, school board members selflessly devote their knowledge, time and talents as advocates for our school children and community's future; and

WHEREAS, each of our board members want nothing more than to see each student graduate prepared for success, no matter what the future may hold for them.

NOW, THEREFORE, be it resolved that Kenosha Unified School District recognizes and salutes the members of the Kenosha Unified Board of Education by proclaiming October 3-9, 2021, as Wisconsin School Board Appreciation 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

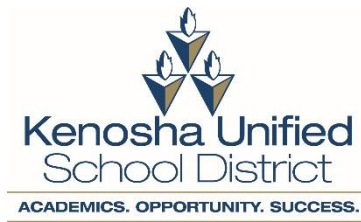
Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 384
September 28, 2021*

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September 28, 2021

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Gregory S. Leech donated \$5,000 to the Bradford High School Boys Basketball Program.
2. Gigatrak Process & Technology Solutions, Inc. donated \$1,000 to Indian Trail High School & Academy. The donation is to be used to sponsor the scoreboard.
3. Burn Boot Camp held a school supply drive for KUSD students. The value of this donation is unknown.

Administrative Recommendation

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

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

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Kenosha Unified School District
Kenosha, Wisconsin

September 28, 2021

Evaluation of Board of Education's Adherence to its Operating Principles

Have we, by our actions tonight via our board operating principles, forwarded the mission, vision and goals of the district?

- Were we open and honest and used straight talk to increase clarity and focus?
- Did we: start/end on time, have a clear purpose/interactions/timeframe?
- Did we actively solicit others' ideas/perspectives and listen to each other with intent of understanding and learning?
- Did we agree to interrupt the negativity by: noting what is working, speaking what we have accomplished and acknowledging the contributions and accomplishments of others?
- Did we: check our alliances, disagreements, unhelpful stories at the door; assume a positive predisposition toward one another; and commit to our own participation?

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 28, 2021

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

September

- September 1 – First Day of School
- September 6, 2021 – Labor Day – District Closed
- September 21, 2021 – Public Hearing on Budget and Annual Meeting of Electors – 7:00 P.M. at Indian Trail High School Auditorium
- September 21, 2021 – Special Meeting – 7:45 P.M. or immediately following conclusion of Annual Meeting of Electors at Indian Trail High School Auditorium
- September 28, 2021 - Regular School Board Meeting – 7 P.M. - Virtual

October

- October 26, 2021 – Regular School Board Meeting – 7:00 P.M.
- October 29, 2021 – First Quarter Ends, Staff Workday, No Students Report

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