



Kenosha Unified
School District

ACADEMICS. OPPORTUNITY. SUCCESS.

REGULAR BOARD MEETING

Tuesday, October 26, 2021

7:00 PM

Virtual Meeting

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Regular School Board Meeting
October 26, 2021
Virtual Meeting
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Introduction, Welcome and Comments by Student Ambassador
- IV. Awards/Recognition
- V. Administrative and Supervisory Appointments
- VI. Superintendent's Report
- VII. Legislative Report
- VIII. Views and Comments by the Public
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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
October 26, 2021

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE
Appointment	Anderson	James	Tremper High School	English	Instructional	09/13/2021	1
Appointment	Anderson	Veronica	Lincoln Middle School	Special Education	ESP	10/12/2021	1
Appointment	Chatman	Ian	Tremper/Indian Trail HS & Academy	Business/Marketing	Instructional	10/19/2021	1
Appointment	Cole	Anna	Brass Community School	Special Education	ESP	09/29/2021	1
Appointment	Collum	Ricky	Wilson Elementary School	Intervention Specialist	Instructional	09/22/2021	1
Appointment	Coshun	Jennifer	Student Support/Guidance	Guidance Comprehensive High School	Instructional	10/04/2021	1
Appointment	Dejno	Kelsey	Bullen Middle School	Administrative Support (12 MO)	ASP	09/20/2021	1
Appointment	DeJonge	Diana	Whittier Elementary School	Virtual Grade 2/3	Instructional	10/13/2021	1
Appointment	Denil	Robin	Brass Community School	Cross Categorical	Instructional	09/24/2021	1
Appointment	Garcia	Gina J.	Bose Elementary School	Headstart	ESP	09/27/2021	0.5
Appointment	Guerra	Jennifer	EBSOLA CA	Classroom	ESP	08/31/2021	1
Appointment	Hardy	Karen	Tremper High School	Cross Categorical	Instructional	09/27/2021	1
Appointment	Hooper	Kelly	Stocker Elementary School	Classroom	ESP	10/18/2021	1
Appointment	Hyland	Thomas	Jefferson Elementary School	Grade 3	Instructional	09/20/2021	1
Appointment	Parker	Nick	Information Services	Technology Support Technician	AST	10/12/2021	1
Appointment	Perala	Jennifer	Information Services	Technology Support Technician	AST	10/12/2021	1
Appointment	Ratelis	Anthony	Information Services	Technology Support Technician	AST	10/13/2021	1
Appointment	Safransky	Jacob	Facilities	Night Custodian - Second Shift	Facilities	09/20/2021	1
Appointment	Schmaling	Scott	Facilities	HVAC Mechanic	Facilities	10/04/2021	1
Appointment	Schneider	Christa	Indian Trail HS & Academy	Administrative Specialist (12 MO)	ASP	10/11/2021	1
Appointment	Smekens	Michael	Facilities	Electrician	Facilities	10/04/2021	1
Appointment	Stolfi	Rebecca	Stocker Elementary School	Classroom	ESP	08/31/2021	1
Appointment	Tenuta	Liliana	KTEC East	Administrative Specialist (12 MO)	ASP	10/11/2021	1
Appointment	Vitacco	Patience	Educational Accountability	Administrative Support (12 MO)	ASP	10/02/2021	1
Appointment	Werk	Nadia	Jefferson Elementary School	Classroom	ESP	08/31/2021	0.65
Resignation	Bieber	Crystal	Tremper High School	Special Education	ESP	10/15/2021	1
Resignation	Bolton	Jessica	KTEC East	Grade 3	Instructional	09/22/2021	1
Resignation	Chon	Amanda	Stocker Elementary School	Information/Health Services	ESP	10/08/2021	1
Resignation	Connor	Sabrina	Bradford High School	Clerical	ESP	09/22/2021	1
Resignation	Creamer	James	Bradford High School	Night Custodian - Third Shift	Facilities	09/17/2021	1
Resignation	Gonzalez	Yarelys	McKinley Elementary School	Special Education	ESP	10/08/2021	1
Resignation	Hogard	Carrie	Mahone Middle School	Online Support	ESP	10/11/2021	1
Resignation	Jackson	Jill	Department of Special Education	Speech Therapist	Instructional	09/24/2021	1

Kenosha Unified School District
Kenosha, WI
October 26, 2021

The Office of Human Resources recommends the following actions:

Resignation	Kiczula	Francis	Roosevelt Elementary School	Night Custodian - Second Shift	Facilities	10/04/2021	1
Resignation	Mildenberg	Alexander	Indian Trail HS & Academy	Cross Categorical	Instructional	10/27/2021	1
Resignation	Montague	Chelsea	EBSOLA CA	Grade 4	Instructional	10/31/2021	1
Resignation	Nelson	Kari	Vernon Elementary School	Instructional Coach	Instructional	08/25/2021	1
Resignation	Raucci	Aaron	Information Services	Technology Support Technician	AST	10/01/2021	1
Resignation	Rendon	Alexis	Bradford High School	Special Education	ESP	10/01/2021	1
Resignation	Romanowski	Kellie	Lance Middle School	Math	Instructional	10/13/2021	1
Resignation	Slamann	Brice	Tremper High School	E.D.	Instructional	10/15/2021	1
Resignation	Stolfi	Rebecca	Stocker Elementary School	Classroom	ESP	09/22/2021	1
Resignation	Worcester	Tamara	McKinley Elementary School	Kindergarten	Instructional	09/30/2021	1
Resignation	Young	Heather	Roosevelt Elementary School	Administrative Specialist (10 MO)	ASP	10/01/2021	1
Retirement	Devine	Judith	Bullen Middle School	Classroom	ESP	10/31/2021	1

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 28, 2021

A special meeting of the Kenosha Unified School Board was held virtually on Tuesday, September 28, 2021, via the Google Meet platform. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:30 P.M. with the following members present: Mr. Price, Mr. Garcia, Mr. Battle, Ms. Stevens, Mrs. Modder, Ms. Robinson, and Ms. Adams. Dr. Bethany Ormseth was also present.

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 purposes of Items Relating to Students Requiring Confidentiality by Law and Personnel: Problems.

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

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

Mr. Anthony Casper, Principal at Kenosha eSchool, and Mr. Kevin Neir, Interim Chief of Human Resources, arrived at 6:34 P.M.

1. Items Relating to Students Requiring Confidentiality by Law

Mr. Casper presented board members with information pertaining to an out of district expulsion.

Dr. Ormseth and Mr. Casper departed the meeting at 6:37 P.M.

Mrs. Modder moved to approve the conditional reinstatement of the out of district expulsion for the 2021-22 school year in the Hillcrest SOAR program to complete the ITED diploma, that the student have no further drug or alcohol violations during the time of their enrollment or the conditional reinstatement will be terminated, and that Hillcrest continue to provide the special education services required per the student's individual education plan. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Ormseth returned to the meeting at 6:39 P.M.

2. Personnel: Problems

Mr. Neir updated board members on several employee relation cases.

Mr. Neir departed the meeting at 6:43 P.M.

Dr. Ormseth updated board members on a personnel matter.

Meeting adjourned at 6:45 P.M.

Stacy Stephens
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 28, 2021

A regular meeting of the Kenosha Unified School Board was held virtually on Tuesday, September 28, 2021, via the Google Meet platform 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.

Ms. Robinson introduced the student ambassador, Kayla Mitchell from Harborside Academy, and she made her comments.

There were no awards or recognitions.

Dr. Ormseth introduced Ms. Ralonda Price as Interim Principal at Vernon Elementary School.

Dr. Ormseth gave the Superintendent's Report.

Mrs. Modder gave the legislative report.

Views and comments were made by the public.

Remarks by the President were made by Ms. Adams.

Ms. Adams gave an overview of the District's Mission, Vision, Strategic Goals and Board of Education Goals as provided in the agenda.

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 8/24/21 Special Meeting and Executive Session, 8/26/21 Regular Meeting, 9/21/21 Public Hearing on the Budget, 9/21/21 Annual Meeting of Electors, and 9/21/21 Special Meeting.

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

“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.”

Mr. Battle moved to approve the consent agenda as presented. Ms. Robinson seconded the motion. Unanimously approved.

Dr. Ormseth introduced the Better Together 2021-22 Plan (monthly agenda item) submitted by 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.”

No board action was taken at the July 27, 2021 regular board meeting.

The board approved updates to the 2021-22 Better Together Plan at the August 26, 2021 regular board meeting.

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

Mr. Price moved to approve the changes to the Better Together Plan outlined in Attachment A included in the agenda packet. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Ormseth introduced the Head Start Semi Annual Report submitted by Ms. Luanne Rohde, Director of Early Education; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning/Elementary; Mr. William Haithcock, Interim Chief of School Leadership; and Dr. Ormseth, excerpts follow:

“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.

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.

This report is for informational purposes only.”

Ms. Rohde was present and answered questions from board members.

Dr. Ormseth presented the Report of Contracts in Aggregate of \$50,000 submitted by Mrs. Sarah Shanebrook-Smith, Coordinator of Language Acquisition Programs; Mr. Robert Hofer, Purchasing Agent; Ms. Susan Mirsky, Coordinator of Literacy; Mrs. Julie Housaman, 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 contracts/agreements have not been added to the Contract Management Database and is being presented for board approval: Viterbo University in the amount of \$202,500 for the Reading teacher licensure program and Cardinal Stritch University in the amount of \$147,00 for the English as a Second Language (ESL) licensure program.”

Ms. Stevens moved to approve the contract/agreement with Viterbo University for the Reading teacher licensure program and the contract/agreement with Cardinal Stritch University for the ESL licensure program. Ms. Robinson seconded the motion. Unanimously approved.

Dr. Ormseth introduced the Building Our Future Partnership Affirmation submitted by Mr. Hamdan and Dr. Ormseth, excerpts follow:

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

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.”

Ms. Tatjana Bicanin, Executive Director of Building Our Future, was present and gave an overview of the program to board members.

Mrs. Modder moved to approve 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. Mr. Price seconded the motion. Motion passed. Mr. Battle and Ms. Robinson abstaining.

Mr. Hamdan presented the Federal Stimulus Plan Update submitted by himself and Dr. Ormseth, excerpts follow:

“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; and
- 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.

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); and Set aside funding to cover excess Summer School expenses as needed

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); and
- Remaining (\$531,275) to be determined later.

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); and
- Technology Support Technician, .75 AST FTE (\$59,329) (Attachment C).

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

Mrs. Modder moved to approve the proposed ESSER II plan, GEER plan, and modifications to the previously approved ESSER I plan. Mr. Price seconded the motion. Unanimously approved.

Dr. Ormseth introduced Revision of Policy 5471 – Corporal Punishment/Use of Physical Force submitted by Ms. Stacy Guckenberger, Coordinator of Special Education and Student Support, Ms. Jenny Schmidt, Director of Special Education and Student Support; Mrs. Housaman; and Dr. Ormseth, excerpt follow:

“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).

The revisions to Policy 5471 - Corporal Punishment/ Use of Physical Force will include updates from the legislative action of statute Act 118 (Appendix A).

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.

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.”

Ms. Schmidt and Ms. Guckenberger answered questions from board members.

Mrs. Modder moved to approve revised Policy 5471 – Appropriate Use of Seclusion and Physical Restraint as a first reading. Mr. Price seconded the motion. Unanimously approved.

Mr. Garcia presented Resolution 381- National Hispanic Heritage Month 2021 which read as follows:

“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."

Mrs. Modder moved to approve Resolution 381- National Hispanic Heritage Month 2021. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Battle presented Resolution 382 – National Bullying Prevention Month 2021 which read as follows:

"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.”

Mr. Price moved to approve Resolution 382 – National Bullying Prevention Month 2021. Mr. Garcia seconded the motion. Unanimously approved.

Ms. Stevens presented Resolution 383 – National Suicide Prevention Awareness Month 2021 which read as follows:

“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.”

Ms. Stevens moved to approve Resolution 383 – National Suicide Prevention Awareness Month 2021. Ms. Robinson seconded the motion. Unanimously approved.

Mrs. Housaman presented Resolution 384 – Wisconsin School Board Appreciation Week October 3 – 9, 2021 which read as follows:

“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.”

Ms. Stevens moved to approve Resolution 384 – Wisconsin School Board Appreciation Week October 3 – 9, 2021. Mr. Garcia seconded the motion. Unanimously approved.

Mrs. Modder presented the Donations to the District.

Mrs. Modder moved to approve the donations to the district as presented. Ms. Stevens 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.

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

Meeting adjourned at 8:38 P.M.

Stacy Stephens
School Board Secretary

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

CASH RECEIPTS	reference	total
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September 2021 Wire Transfers-In, to Johnson Bank from:

WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 22,649,370.00
Johnson Bank	<i>account interest</i>	459.25
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	12,430.37
Bankcard Services (ShowTix4U)	<i>fine arts ticket sales receipts (net of fees)</i>	10.16
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	1,235.87
Bank (Infinite Campus)	<i>district web store receipts (net of fees)</i>	81,564.30
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	40,681.42
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	9,593.53
Total Incoming Wire Transfers		22,795,344.90

September 2021 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	<u>534,851.92</u>
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TOTAL SEPTEMBER CASH RECEIPTS

\$ 23,330,196.82

CASH DISBURSEMENTS	reference	total
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September 2021 Wire Transfers-Out, from Johnson Bank to:

Payroll & Benefit wires

Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 8,021,069.26
WI Department of Revenue	<i>state payroll taxes</i>	350,467.32
WI Department of Revenue	<i>state wage attachments</i>	2,406.16
IRS	<i>federal payroll taxes</i>	2,798,009.72
Delta Dental	<i>dental insurance premiums</i>	212,112.45
Diversified Benefits Services	<i>flexible spending account claims</i>	3,072.10
Employee Trust Funds	<i>wisconsin retirement system</i>	407,057.02
NVA	<i>vision insurance premiums</i>	20,192.97
Optum	<i>HSA</i>	295,122.69
Various	<i>TSA payments</i>	336,132.21

Subtotal 12,445,641.90

General Operating Wires

US Bank	<i>purchasing card payment-individuals</i>	199,849.36 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,871.67
Johnson Bank	<i>banking fees</i>	1,001.49
United Healthcare	<i>health insurance premiums</i>	3,544,407.90
Various	<i>returned checks</i>	50.00

Subtotal 3,912,180.42

Total Outgoing Wire Transfers \$ 16,357,822.32

September 2021 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01018DP, 01019DP</i>	\$ 9,608.95
General operating and food services	<i>Check# 605699 thru Check# 606683 (net of void batches)</i>	5,106,711.48
Total Check Registers		\$ 5,116,320.43

TOTAL SEPTEMBER CASH DISBURSEMENTS

\$ 21,474,142.75

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending September 15, 2021

Merchant Name	Total
FILTRATION CONCEPTS INC	\$ 13,860.64
RESTAURANTS & CATERING	\$ 13,543.43
MENARDS KENOSHA WI	\$ 11,770.99
3654 INTERSTATE	\$ 11,537.23
IN *GROHS ELECTRIC LLC	\$ 8,551.00
HALLMAN LINDSAY PAINTS -	\$ 6,999.66
MAKEMUSIC, INC.	\$ 5,262.61
VEHICLE MAINT. & FUEL	\$ 5,101.06
MARK'S PLUMBING PARTS	\$ 4,669.09
IN *ECONO HOLDING COMPANY	\$ 3,409.30
KIMBALL MIDWEST PAYEEZY	\$ 3,401.28
ULINE *SHIP SUPPLIES	\$ 3,080.76
KRANZ INC.	\$ 3,052.41
JOHNSTONE SUPPLY - RACINE	\$ 2,774.31
FIRST SUPPLY KENOSHA	\$ 2,755.72
UNOCLEAN	\$ 2,739.20
SQ *MASTERS BUILDIN	\$ 2,734.49
SOUTHEASTERN EQUIPMENT &	\$ 2,708.33
HAJOCA KENOSHA PC354	\$ 2,665.68
SAN-A-CARE	\$ 2,565.92
SQ *MASTERS BUILDING SOLU	\$ 2,412.15
HOMEDEPOT.COM	\$ 2,380.88
TRANE SUPPLY-116407	\$ 2,241.26
IN *A BEEP, LLC	\$ 2,150.25
MUSIC THEATRE INTL	\$ 2,089.00
SP * VOCES DIGITAL	\$ 1,996.00
GATEWAY TRUCK & REFRIGERA	\$ 1,895.89
IN *NORTHERN MECHANICAL,	\$ 1,854.70
ZOOM.US 888-799-9666	\$ 1,837.80
OFFICEMAX/DEPOT 6358	\$ 1,837.71
HOOVER FENCE CO.	\$ 1,789.40
DICKOW CYZAK TILE CARP	\$ 1,722.80
TOOLS 4 FLOORING	\$ 1,665.64
SPOTIFY AD STUDIO	\$ 1,566.08
ROCKLER	\$ 1,478.95
REINDERS BRISTOL	\$ 1,460.69
AMZN MKTP US*250WD0100 AM	\$ 1,319.88
L AND S ELECTRIC INC	\$ 1,292.00
UNIVERSAL PUBLISHING	\$ 1,186.19
GFS STORE #1919	\$ 1,031.24
PRAIRIE SIDE ACE HDWR	\$ 1,028.99
CLEANFREAK	\$ 1,013.32
IN *SQUARE SCRUB LLC	\$ 1,012.69
SAMSClub.COM	\$ 957.54
SSL ECOMM	\$ 946.82
VERIATO INC	\$ 945.00
VYRON CORPORATION	\$ 940.00

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

Billing Cycle Ending September 15, 2021

Merchant Name	Total
GRAINGER	\$ 922.68
BOOKSHOP.ORG	\$ 921.68
SQ *PAUL A. ZUZINEC	\$ 915.00
FACEBK 2WCM34P882	\$ 900.00
EPIC SPORTS	\$ 887.09
FESTIVAL FOODS	\$ 875.33
USPS PO 5642800260	\$ 870.00
HALOGEN SUPPLY COMPANY IN	\$ 854.57
THE WEBSTaurant STORE INC	\$ 848.08
SP * SCHOOLGIRL STYLE,	\$ 800.00
PP*EB BECOMING ANTIRACI	\$ 754.04
PAYPAL *MASTERYCONN	\$ 747.00
SAMS CLUB #6331	\$ 736.72
MUSIC THEATRE INTERNATIO	\$ 735.00
HUDL	\$ 700.00
TEACHERS COLLEGE WEB COL	\$ 650.00
AMZN MKTP US*259NA5691 AM	\$ 649.00
THE LITTLE SIGN CO INC	\$ 640.00
STERICYCLE	\$ 637.58
INSTACART	\$ 631.42
GOOD ARMSTRONG TRAINING	\$ 630.00
SAMSClub #6331	\$ 621.47
AMZN MKTP US*254Q158B0	\$ 619.00
USPS.COM POSTAL STORE	\$ 611.85
LAKESIDE COLLECTION	\$ 555.06
IN *AMERICAN LASER MARK I	\$ 548.19
BLS*NOVISIGN LTD	\$ 540.00
WASBO FOUNDATION	\$ 535.00
DESIGN AIR	\$ 532.25
MERIDIAN	\$ 500.00
EB WATG 2021 CONFEREN	\$ 498.00
HYDRO-FLO PRODUCTS INC	\$ 496.07
SHIFFLER EQUIPMENT	\$ 492.97
PARTS TOWN	\$ 484.20
MILWAUKEE COUNTY ZOO - EC	\$ 458.75
INDUSTRIAL CONTROLS	\$ 458.41
WAL-MART #1167	\$ 451.38
IIRP	\$ 450.00
COSTCO WHSE #1198	\$ 422.41
WM SUPERCENTER #1167	\$ 416.27
V BELT GLOBAL SUPPLY	\$ 412.00
LAKESHORE LEARNING MATER	\$ 389.15
NASSP PRODUCT & SERVICE	\$ 385.00
STUDIES WEEKLY	\$ 366.75
WISCONSIN SCHOOL MUSIC A	\$ 366.00
HEAT & POWER PRODUCTS INC	\$ 364.41
FACEBK XY84G5T782	\$ 360.09

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending September 15, 2021

Merchant Name	Total
VERNIER SOFTWARE & TECHNO	\$ 360.00
HIGHWAY C SERVICE INC	\$ 356.44
SQ *PRINGLE NATURE	\$ 342.00
GRANITE VALLEY FOREST PRO	\$ 341.76
AED SUPERSTORE	\$ 338.00
PARTY CITY BOPIS	\$ 318.05
KENOSHA AREA BUSINESS	\$ 300.00
MENARDS RACINE WI	\$ 299.99
PICK N SAVE #874	\$ 298.54
MEIJER # 284	\$ 295.28
AMZN MKTP US*2525N5A30	\$ 285.00
WALMART.COM AU	\$ 276.92
PY *CESA #1	\$ 270.00
BUYSANITAIRE.COM	\$ 269.99
FASTENAL COMPANY 01WIKEN	\$ 269.23
ASSOC FOR MIDDLE LEVEL E	\$ 264.98
HOBBY LOBBY #685	\$ 264.58
ANIMOTO INC	\$ 264.00
FIVE BELOW #7070	\$ 264.00
NEVCO SPORTS	\$ 256.49
SMARTSIGN	\$ 254.90
FLUENCY MATTERS	\$ 253.00
AMAZON.COM*252CG99O1 AMZN	\$ 251.98
THE MATH LEARNING CENTER	\$ 250.00
SAFETYSIGN.COM	\$ 242.81
SMORE.COM - EDUCATOR	\$ 237.00
MENARDS ALEXANDRIA MN	\$ 227.39
JON DON ECOMM #999	\$ 225.95
AMZN MKTP US*258UA66A1	\$ 225.24
IN *KAIN ENERGY CORPORATI	\$ 224.03
GROW GENERATION CORP.	\$ 221.37
AMZN MKTP US*2D4B22IF0 AM	\$ 214.13
GRIZZLY INDUSTRIAL PHONE	\$ 212.92
DEBERGES	\$ 210.30
WISCONSIN SCHOOL SAFETY	\$ 200.00
GOOSECHASE.COM	\$ 199.00
WALMART.COM AA	\$ 193.44
SAMS CLUB RENEWAL	\$ 189.90
GIMKIT	\$ 179.64
REI*GREENWOODHEINEMANN	\$ 178.20
SP * SHOP WITH US - BL	\$ 175.00
SMORE.COM	\$ 169.00
GUIDED READERS	\$ 167.00
SHERWIN WILLIAMS 703481	\$ 166.62
MEIJER # 292	\$ 166.01
ETAHAND2MIND	\$ 161.84
AMZN MKTP US*250D95FR0	\$ 157.52

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending September 15, 2021

Merchant Name	Total
AMZN MKTP US*255IT3QQ0	\$ 157.50
LOWES #00907*	\$ 139.26
DOLLARTREE	\$ 139.00
DOLLAR TREE	\$ 136.64
BEST BUY 00011916	\$ 126.58
KENOSHA HEATING AND COOLI	\$ 125.86
WI DHFS LEAD AND ASBESTOS	\$ 125.00
PLANK ROAD PUBLISHING IN	\$ 124.95
TEACHER CREATED RESOURCES	\$ 122.89
MCMASTER-CARR	\$ 120.24
CANVA* I03152-23819773	\$ 119.99
HOTEL	\$ 119.00
MOVING MINDS USD	\$ 117.43
FERGUSON ENT #1020	\$ 115.00
TC LIFE SAFETY	\$ 113.91
IN *RENOVO PARTS, INC	\$ 113.04
SPECTRUM	\$ 112.52
USPS PO 5666100158	\$ 110.00
AMAZON.COM*2D7BD3RA2 AMZN	\$ 105.96
APPLE.COM/US	\$ 104.45
D W DAVIES & CO INC	\$ 102.83
DOLLAR TREE, INC.	\$ 99.19
THE VIDEO PROJECT	\$ 95.38
BRASS BELL MUSIC	\$ 85.00
PARTY CITY 5174	\$ 84.01
GIA PUBLICATIONS INC	\$ 82.55
WM SUPERCENTER #5695	\$ 76.76
AMERICAN RED CROSS	\$ 75.00
CAREERSAFE ONLINE	\$ 75.00
WASDA	\$ 75.00
SHOPSANDIEGOZOO.COM	\$ 74.96
CHESSUSA	\$ 74.75
OFFICE DEPOT #3364	\$ 74.24
AMAZON.COM*2D42658D0 AMZN	\$ 73.90
IKEA.COM 394948156	\$ 72.78
VIKING ELECTRIC-MILWAUKEE	\$ 71.70
U HAUL STORE 750076	\$ 71.47
MENARDS MINOT ND	\$ 70.81
CHRISTOPHER R GREEN SR	\$ 70.50
TLF*WESTOSHA FLORAL	\$ 68.56
AMZN MKTP US*254W78J92	\$ 68.09
WALGREENS #9549	\$ 67.49
AIRGAS USA, LLC	\$ 67.28
MICHAELS STORES 9192	\$ 66.58
WALMART GROCERY	\$ 66.45
AMZN MKTP US*257KA98L1	\$ 65.16
PERFORMANCE WATER PRODUCT	\$ 64.27

KUSD Purchasing Card Program - Individual Cardholders

Transaction Summary by Merchant

Billing Cycle Ending September 15, 2021

Merchant Name	Total
DF SUPPLY INC	\$ 64.13
MAILCHIMP	\$ 62.99
SOCIETY OF ST VINCENT DE	\$ 59.96
WAL-MART #5199	\$ 52.79
DOLLAR-GENERAL #6776	\$ 50.42
CROWN TROPHY	\$ 50.00
HOBBY LOBBY #350	\$ 49.24
EBAY O*07-07550-52279	\$ 49.00
AMZN MKTP US*252L55VZ1	\$ 47.80
OFFICE DEPOT #3260	\$ 47.70
PARTY CITY 5337	\$ 47.43
EDWEEK PRINT DIGITAL	\$ 44.00
FAMILY DOLLAR #1761	\$ 41.15
FIELDPRINT INC	\$ 39.00
SMK*WUFOO.COM CHARGE	\$ 39.00
TARGET.COM *	\$ 34.94
OTC BRANDS INC	\$ 33.70
WALGREENS #12413	\$ 30.47
STATSMEDIC.COM	\$ 29.00
SIMPLYSTAMPS.COM	\$ 26.64
AMAZON.COM*254AG9PR2 AMZN	\$ 25.99
SP * AVC INC. TRADED A	\$ 23.90
TARGET 00018952	\$ 23.73
AMZN MKTP US*259TA2JA0	\$ 19.99
AMZN MKTP US*2D8D08QX1	\$ 15.35
AMZN MKTP US*252F57Y60	\$ 13.99
WM SUPERCENTER #2668	\$ 12.97
AMZN MKTP US*256R26672	\$ 12.88
GATEWAY-KENOSHA BKST #531	\$ 9.50
TOWN & COUNTRY GLASS	\$ 8.46
DOJ EPAY RECORDS CHECK	\$ 7.00
JC LICHT - 1290 - KENOSHA	\$ 6.44
AMZN MKTP US*256AG9WD2	\$ 6.39
PRIME VIDEO*253FQ0750	\$ 3.99
SAGE PUBLICATIONS	\$ (1.98)
AMAZON MUSIC*2E6IF6I62	\$ (7.99)
OMNI CHEER	\$ (35.16)
POSITIVE PROMOTIONS	\$ (426.49)
LOWES #02560*	\$ (623.18)
US Bank Purchasing Card Payment - Individuals	\$ 199,849.36

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

October 26, 2021

Administrative Recommendation

It is recommended that the September 2021 cash receipt deposits totaling \$534,851.92, and cash receipt wire transfers-in totaling \$22,795,344.90, be approved.

Check numbers 605699 through 606683 (net of voided batches) totaling \$5,106,711.48, and general operating wire transfers-out totaling \$3,912,180.42, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the September 2021 net payroll and benefit EFT batches totaling \$12,445,641.90, and net payroll check batches totaling \$9,608.95, be approved.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 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 second reading at the October 26, 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

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

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 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 24, 2021 Regular Board Meeting**
 - Board approved updates to 2021/22 Better Together Plan
- **September 28, 2021 Regular Board Meeting**
 - Board approved updates to the 2021-22 Better Together Plan.

Administrative Recommendation

There is no new recommendation at this time.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

William Haithcock
Interim Chief of School Leadership

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 26, 2021

INFORMATIONAL REPORT

ESSER II FACILITY PROJECTS UPDATE

Background:

At its June 22, 2021 meeting, the School Board approved spending \$15MM of the Federal stimulus ESSER II funding for eligible facilities projects. In regards to the type of projects, Administration stated that KUSD would focus the resources allocated to improving indoor air quality, ventilation, and comfort in classrooms. We also stated that a variety of projects would be considered that support the goal for these funds and could include some or all of the following types of projects:

- Window replacement projects on older buildings with minimal operable window area
- HVAC control system replacements to better manage indoor air quality and comfort
- Ventilation system upgrades
- Addition of air conditioning in buildings currently not mechanically cooled

Before we get to the specific list of projects that were selected for implementation, it is important to provide a detailed rationale and a description of the process used to make those decisions. At the February 9, 2021, Planning, Facilities, and Equipment Committee meeting, Administration presented a summary of the HVAC systems at each school in our district along with identifying potential future project needs in the areas of heating, cooling, ventilation, and HVAC controls. As a follow-up to that presentation, there were some questions by Board members as to what the costs would be for some of the projects discussed that evening, most notably to provide air conditioning to the schools that currently do not have it. A comprehensive budgetary evaluation of possible air conditioning, HVAC upgrade, HVAC control improvements and window replacement projects was performed as the first step in this process. A summary of the results of this evaluation is provided in the next few sections of this report.

Air Conditioning Projects:

There are currently 19 schools that do not have a central air conditioning system which is a system that includes one or more central chillers and piping that connects the chiller to and from cooling coils which are installed in all of the ventilation equipment in the building to provide cooling. Two of those schools, Dimensions of Learning and the Kenosha eSchool, currently have unitary equipment that cool a large portion of the buildings. The cost to provide central

cooling to all 19 of these schools is approximately \$60.7MM. This cost estimate was developed in conjunction with the design and contracting team that worked on the Tremper energy efficiency project. The schools without central air conditioning systems are broken down by scope and cost range in the tables that follow.

Schools That need Only a Chiller & Piping for Central A/C (Costs under \$2.5MM)

- Bose
- Forest Park
- Grant
- Grewenow
- Harvey
- Jefferson
- Jeffery
- Kenosha eSchool
- Roosevelt
- Vernon/Brompton

Schools That Would Also Need New Ventilation Equipment & Control Systems for Central A/C (Costs Between \$2.5MM and \$4MM)

- Dimensions of Learning
- Hillcrest
- McKinley
- Wilson

Schools That Would Also Need New Ventilation Equipment & Control Systems for Central A/C (Costs Greater Than \$4MM)

- KTEC-East
- KTEC-West
- Southport
- Strange
- Washington

HVAC Controls Projects:

The second project category are schools that already have more modern HVAC systems including air conditioning, but do not have a complete direct digital HVAC control system that allows for precise control of the systems. Most of these schools were constructed or renovated in the 1990's. There are six schools that fall into this category of projects and the cost estimate for new control systems at these schools is \$3,500,541. The six schools are:

- Kenosha eSchool
- Lincoln

- Mahone
- Pleasant Prairie
- Somers
- Stocker

There is a seventh school that falls into this category which is Reuther/Harborside. That building has had a recent chiller replacement project, and went through a renovation project in the early 1990's. There is still a fairly significant amount of HVAC work needed at the building in addition to upgrading the control system. One of the key needs is replacing the 1963 boilers and moving them from the auxiliary building to the basement of the school. This is a long overdue project and will allow for the eventual removal of the auxiliary building and the abandonment of the mechanical tunnel under 14th Avenue both of which are major liabilities whose impact on operating the school would be eliminated. The overall cost estimate to replace the control system, replace the boilers and create a new boiler room in the basement of the school building is estimated at \$2,045,000. The controls portion of the cost of the project is just under \$900,000, and we could not justify spending that large of an amount without replacing the boiler plant as well.

Window Projects:

The third type of project are schools that have not had a window replacement project since the District performed the window energy conservation project in the 1980's that closed up large percentages of window openings with insulated panels. We have performed a number of window replacement projects in the last decade with considerable success and positive reviews from the building users and the general public. These projects provide an obvious aesthetic improvement to the exterior of the building, but more importantly they dramatically increase the amount of natural light inside the school along with providing a significant increase in the amount of fresh air that can be brought inside the building through the much larger operable windows.

There are a total of 14 older schools that have not had a window replacement project which are separated into the following two categories:

Window Replacement Costs Under \$1MM:

- Bose
- Hillcrest
- Jeffery
- McKinley
- Somers (remaining 8 classrooms)
- Southport (remaining 16 classrooms)
- Whittier
- Wilson

Window Replacement Costs Over \$1MM:

- Grant
- Jefferson
- KTEC-East
- KTEC-West
- Lincoln
- Washington

The estimated cost for all 14 window projects is approximately \$15.5MM.

Project Selection Considerations:

All of the projects identified in the previous three sections total over \$80MM. With \$15MM of ESSER funds allocated for facilities type projects, a fair and logical process was implemented to select projects to fund. The following factors were considered as part of the selection process.

- We wanted to impact as many schools as reasonably possible with the ESSER funds. We felt that this would better meet the intent of the funding by impacting the air quality at numerous buildings serving thousands of KUSD students. Had we selected HVAC upgrades including adding air conditioning at the largest schools and/or those with the most complex systems, the \$15MM would have been limited to as few as two or three schools, and we did not feel that was appropriate.
- We also wanted to pursue projects that would help resolve areas of improvement as identified in either our air quality testing program, our HVAC control system data, or by our HVAC Department. Some of these projects are very small in nature and involve some system recommissioning and control system adjustments, others are larger projects that we have not been able to previously fund because of budget constraints.
- Finally, based in part from feedback from the School Board, we wanted to use the funds to implement a variety of air quality/ventilation/fresh air projects including adding air conditioning to at least a few schools.

Project Selection Decisions:

1. HVAC Control Projects – we selected all seven of the HVAC controls projects including the project at Reuther/Harborside that also involves the boiler plant replacement. The total cost estimate for these seven projects is \$5,545,544. These projects will allow for precise control of outside air and CO2 levels in these schools. In addition, these projects address some long-standing maintenance problems related to these older proprietary control systems that are costly to troubleshoot. Here is a brief description of each of these projects.

Kenosha e-School:

- Building is currently controlled by an antiquated electronic controls system. This antiquated system currently serves 100% of the E-School.
- Replacement of the antiquated electronic controls system with a new open protocol Direct Digital Controls (DDC) system which will allow multiple vendors to bid on and service the system, reducing long term operating costs.
- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

Lincoln Middle School:

- The chiller has recently been replaced at Lincoln MS (2020).
- Building is currently controlled by an antiquated pneumatic controls system. This antiquated system currently serves 80% of Lincoln MS.
- Replacement of the pneumatic building automation system with a new open protocol Direct Digital Controls (DDC) system which will allow multiple vendors to bid on and service the system, reducing long term operating costs.
- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

Mahone Middle School:

- Building is currently controlled by an antiquated electronic controls system. This antiquated system currently serves 100% of Mahone MS.
- Replacement of the antiquated electronic controls system with a new open protocol Direct Digital Controls (DDC) system which will allow multiple vendors to bid on and service the system, reducing long term operating costs.
- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

Pleasant Prairie Elementary School:

- The chiller has recently been replaced at Pleasant Prairie ES (2020).
- Building is currently controlled by an antiquated pneumatic controls system. This antiquated system currently serves 90% of Pleasant Prairie ES.
- Replacement of the pneumatic building automation system with a new open protocol Direct Digital Controls (DDC) system which will

allow multiple vendors to bid on and service the system, reducing long term operating costs.

- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

Reuther/Harborside:

- Reuther/Harborside is currently served by a steam boiler plant located remotely from the school.
 - The existing steam boilers would be replaced with new more efficient steam boilers that could be converted to hot water boilers in the future, should the district decide to convert this building to hot water.
 - The new boilers would be located inside Reuther so the remote building could be demolished in the future.
 - The domestic hot water heaters would also be replaced and located inside Reuther, as they currently reside in the remote boiler room as well.
 - The emergency generator would be relocated from the remote boiler plant building to the Reuther site.
- Building is currently controlled by an antiquated pneumatic controls system. This antiquated system currently serves 80% of Reuther/Harborside.
- Replacement of the pneumatic building automation system with a new open protocol Direct Digital Controls (DDC) system which will allow multiple vendors to bid on and service the system, reducing long term operating costs.
- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

Somers Elementary School:

- Building is currently controlled by antiquated pneumatic and antiquated DDC controls systems. This antiquated pneumatic system currently serves 50% of Somers ES and the remaining 50% is served by an antiquated electronic controls system.
- Replacement of the pneumatic building automation and electronic systems with a new open protocol Direct Digital Controls (DDC) system which will allow multiple vendors to bid on and service the system, reducing long term operating costs.
- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

Stocker Elementary School:

- The chiller has recently been replaced at Stocker ES (2020).
- Building is currently controlled by an antiquated pneumatic controls system. This antiquated system currently serves 90% of Stocker ES.
- Replacement of the pneumatic building automation system with a new open protocol Direct Digital Controls (DDC) system which will allow multiple vendors to bid on and service the system, reducing long term operating costs.
- The new DDC controls system will allow for more precise system control which will reduce energy consumption and allow for remote monitoring of the building control system via handheld devices or a computer with internet access.

2. Window Replacement Projects – We selected the eight schools with project costs under \$1MM. These projects will provide opportunities to introduce larger amounts of fresh air into classrooms and offices in the non-winter months. The total cost estimate for these eight projects is \$3,810,299. Here is a brief description of each of these projects.

Bose Elementary School

- Removal of existing inefficient windows and associated wall panels surrounding these windows.
- Replace entire opening with a thermal break aluminum storefront system including:
 - Insulated (2 pane) energy efficient glass with a clear low emissivity (low e) coating on the inner surface of the outside glass panel. The outside will be tinted for interior comfort, while the inner panel will be clear.
 - These windows will include operable awning sash(es) with screens to permit fresh air ventilation.
 - The glazing panels below the window sills will feature spandrel glass, similar to the vision glass noted above, except that it will have a gray, black or bronze colored ceramic frit on the inner face of its inner glass panel, so that it looks like the vision glass from the exterior, but it will be opaque. These panels will be tempered glass for strength and safety.
- At locations subject to potential abuse, such as playgrounds and entrances, we will likely replace the bottom panels with a masonry wall construction, similar to that installed at Harvey and Vernon Schools.

Hillcrest School:

- Removal of existing inefficient windows and associated wall panels surrounding these windows.
- The scope would not include the insulated panels in the upper section of the south gym wall.

- Replace entire opening with a thermal break aluminum storefront system including:
 - Insulated (2 pane) energy efficient glass with a clear low emissivity (low e) coating on the inner surface of the outside glass panel. The outside will be tinted for interior comfort, while the inner panel will be clear.
 - These windows will include operable awning sash(es) with screens to permit fresh air ventilation.
- At numerous locations, deteriorated steel lintels will be removed and replaced.
- Brick will be tuck-pointed where necessary.
- Replace interior window sills where required.

Jeffery Elementary School:

- Scope identical to Bose.

McKinley Elementary School

- Removal of existing inefficient windows and associated wall panels surrounding these windows.
- Replace entire opening with a thermal break aluminum storefront system including:
 - Insulated (2 pane) energy efficient glass with a clear low emissivity (low e) coating on the inner surface of the outside glass panel. The outside will be tinted for interior comfort, while the inner panel will be clear.
 - These windows will include operable awning sash(es) with screens to permit fresh air ventilation.
- At numerous locations, deteriorated steel lintels will be removed and replaced.
- Brick will be tuck-pointed where necessary.
- Replace interior window sills where required.

Somers Elementary School:

- Somers ES has undergone several significant remodeling and addition projects since it first opened in 1962. In 1991 the original windows were replaced with aluminum clad wood windows as part of an addition and remodeling project. The window replacement work scheduled as part of this project focuses on the last remaining 1991 windows in the classroom areas, and involves 24 window sections in 12 openings.
- The work will include the removal and disposal of the existing windows, some interior finish work, some repairs to structural lintels and the installation of new thermally broken aluminum window frames and insulated glazed units.
- The glazing will incorporate new, up-to-date, thermally improved insulating glazing units that are designed to optimize daylight into the classrooms. This glazing will improve overall thermal performance

and comfort by blocking solar heat gain during late spring, summer and early fall and allowing moderate solar heat gain during the winter.

- The new window systems will also provide improved thermal performance through significantly reducing air and water infiltration.
- The new windows will incorporate manually operated window vents to allow for staff to introduce fresh air to the classrooms
- New window treatments/blinds will also be added to provide lighting control
- All work will be done to provide the most cost effective, easy to maintain high performing window systems.

Southport Elementary School:

- Southport ES, like Wilson, has undergone several remodeling, addition and upgrade projects since it first opened in 1952. In the 1960s, a classroom wing addition was built that included windows very similar to the original design. In the 1970s the original and addition windows were modified to incorporate solid insulating panels with significantly reduced glazing in aluminum inset windows. In the early 2000s a kindergarten addition was completed for Southport ES. The window replacement work scheduled as part of this project addresses all the building's windows except for the windows from the 2000s addition, this includes 158 window sections.
- The work will include the removal and disposal of the existing window systems, some interior finish work, minor repairs to structural lintels and the installation of new thermally broken aluminum window frames and insulated glazed units.
- The glazing will incorporate new, up-to-date, thermally improved insulating glazing units that are designed to optimize daylight into the classrooms. This glazing will improve overall thermal performance and comfort by blocking solar heat gain during late spring, summer and early fall and allowing moderate solar heat gain during the winter.
- The new window systems will also provide improved thermal performance through significantly reducing air and water infiltration.
- The new windows will incorporate manually operated window vents to allow for staff to introduce fresh air to the classrooms
- New window treatments/blinds will also be added to provide lighting control
- All work will be done to provide the most cost effective, easy to maintain high performing window systems.

Whittier Elementary School:

- Since first opening in 1928, Whittier ES has undergone a relatively large number of remodeling and upgrade projects. These were in 1952, 1959, 1965 and 1991. The window replacement work scheduled as part of this project focuses on windows except those from the 1991 project. This includes 57 window sections.

- The work will include the removal and disposal of the existing windows, some interior finish work, some repairs to structural lintels and the installation of new thermally broken aluminum window frames and insulated glazed units.
- The glazing will incorporate new, up-to-date, thermally improved insulating glazing units that are designed to optimize daylight into the classrooms. This glazing will improve overall thermal performance and comfort by blocking solar heat gain during late spring, summer and early fall and allowing moderate solar heat gain during the winter.
- The new window systems will also provide improved thermal performance through significantly reducing air and water infiltration.
- The new windows will incorporate manually operated window vents to allow for staff to introduce fresh air to the classrooms
- New window treatments/blinds will also be added to provide lighting control
- All work will be done to provide the most cost effective, easy to maintain high performing window systems.

Wilson Elementary School:

- Wilson ES has undergone several remodeling, addition and upgrade projects since it first opened in 1952. In the 1960s, a classroom wing addition was built that included windows very similar to the original design. In the 1970s the original and addition windows were modified to incorporate solid insulating panels with significantly reduced glazing in aluminum inset windows. The window replacement work scheduled as part of this project addresses all the building's windows which is comprised of 169 window sections.
- The work will include the removal and disposal of the existing window systems, some interior finish work, minor repairs to structural lintels and the installation of new thermally broken aluminum window frames and insulated glazed units.
- The glazing will incorporate new, up-to-date, thermally improved insulating glazing units that are designed to allow daylight into the classrooms. This glazing will improve overall thermal performance and comfort by blocking solar heat gain during late spring summer and early fall and allowing moderate solar heat gain during the winter.
- The new window systems will also provide improved thermal performance through significantly reducing air and water infiltration.
- The new windows will incorporate manually operated window vents to allow for staff to introduce fresh air to the classrooms
- New window treatments/blinds will also be added to provide lighting control
- All work will be done to provide the most cost effective, easy to maintain high performing window systems.

3. Air Quality Improvement Projects – These are small projects identified from our air quality testing program and generally involve just a handful of rooms in specific schools. We have already completed what will probably be the largest of these projects which was replacing the outside air louvers for several classrooms at Somers Elementary, and are pursuing re-commissioning and controls adjustments for a handful of rooms at several schools including Bullen, Grewenow, Nash and Vernon. We are investigating a few other rooms in other schools to identify what our options may be. We are reserving \$150,000 of the funds to address these smaller scale projects.
4. Air Conditioning Projects – If the HVAC controls and window projects come in at or near what they are currently being estimated at, it would leave about \$5.4MM for air conditioning projects. Because of the significant uncertainty in the current construction bidding climate due in large part to the cost fluctuations in equipment and materials, we feel it would be a significant mistake to over-commit on what projects will definitely be completed with the \$15MM. Therefore, we are currently planning for the addition of air conditioning at two schools at an estimated cost of \$3,202,400, and reserving the remaining \$2.3MM for other possible projects that will be discussed later in this report and to provide cushion for potential construction cost inflation. Selection of the two projects was based on cost and whether the school hosts summer school or not. We chose the two least expensive schools to install A/C that host summer school. Those schools are Harvey Elementary and Roosevelt Elementary. The cost to cool those two schools combined is less than the cost to cool the next lowest cost school that hosts summer school (Wilson Elementary). Here is a brief description of these two projects.

Harvey Elementary School:

- The HVAC and Controls Systems were installed at Harvey ES in 2014.
- Cooling coils would be added to the four (4) existing HVAC air handlers.
- External duct insulation will be added to the supply duct systems which is required to keep the supply duct from condensing.
- Cooling would be provided by a new air cooled chiller and a chilled water piping distribution system.

Roosevelt Elementary School:

- The HVAC and Controls Systems have been recently replaced at Roosevelt ES in 2015.
- Cooling coils would be added to the existing HVAC unit ventilators (Qty 26) and air handling unit (Qty 1) equipment.
- External duct insulation will be added to the supply duct systems which is required to keep the supply duct from condensing.

- Cooling would be provided by a new air cooled chiller and a chilled water piping distribution system.
5. Potential Additional Projects – As mentioned above, we have reserved approximately \$2.2MM of the \$15MM based on the current budgetary estimates we have received from the design consultants we are working with as well as contractors that we have discussed the projects with. If those estimates end up being good or even conservative, we would then allocate those funds to one or more projects that are currently being evaluated in greater detail to allow for a quick bidding process if funds are available. Possible projects include:
- A window replacement project for the original 1920 portion of Washington Middle School. This project would not include the 1966 addition to the school. The project is currently estimated at \$1,187,850.
 - Adding air conditioning (and upgrading the HVAC system) at the next least expensive school that hosts summer school which is Wilson Elementary School. The estimated cost for this project is \$3,457,115.
 - Adding air conditioning to one of the least expensive schools remaining that currently doesn't host summer school. This could include schools like Bose, Forest Park, Grant, Jefferson, and Jeffery. The estimated costs for those projects range from \$1.35MM to \$1.9MM.

Final Thoughts:

There are 16 different schools that will have significant projects being funded with the ESSER II funds plus potentially one or two more schools once we bid out the projects and identify the amount of funds still available. We will be bidding out those projects at the end of October and receiving bids in late November and early December. In addition to the 16 schools with large projects, we will be performing smaller projects in at least 4 other schools based on air quality test data. It is our plan to implement all of these projects in 2022 provided equipment and material lead times allow.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Patrick M. Finnemore, PE
Director of Facilities

John E. Setter, AIA
Project Architect

**Kenosha Unified School District
Kenosha, Wisconsin**

October 26, 2021

HEAD START FEDERAL GRANT FUNDS CARRYOVER REQUEST

Approval from the Board of Education is requested to carry over funds for the Head Start Federal Grant from the 2020-2021 budget year in the amount of \$108,968 for the CARES funding to the budget year of 2021-2022. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program and the CARES money to support costs associated with the COVID-19 pandemic. These funds were not used during last year's budget due to lower enrollment and other circumstances associated with the COVID-19 pandemic.

Grant Title

Federal Head Start Grant

Funding Source

U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2021 to June 30, 2022

Purpose of Head Start

The purpose of Head Start is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2021. These carryover funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 eligible Head Start Students

Head Start Grant Goals

The Management Team will continue to work on the goals for this five-year grant:

- 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.

Request to Carryover Funds

Due to the circumstances related to the COVID-19 pandemic, these funds were not used during last year's budget. School closures and lower enrollment resulted in using less materials, less snacks, less training and conference travel for staff and other costs usually spent during this time.

Details of the Carryover Funds

These are the amounts of the CARES Funds to be carried over to the 2021-2022 budget:

Category	Budgeted amount	Spent during 2020-2021	Carryover amount
Equipment and Supplies	\$164,230	\$124,923	\$39,307
New Equipment	\$23,777	\$23,777	0
Educational Supplies	\$55,000	\$15,497	\$39,503
Snacks/Meals	\$12,000	\$10,113	\$1,887
Minor renovations	\$15,000	0	\$15,000
Mental Health support	\$20,000	0	\$20,000
Indirect costs	0	\$6,729	-\$6,729
Total amount	\$290,007	\$181,039	\$108,968

Administrative Recommendation

Administration recommends that the school board approve the request to carryover funds from the 2020-2021 fiscal year in the amount of \$108,968 for the Head Start CARES Funds to the funding for the 2021-2022 fiscal year.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

William Haithcock
Interim Chief of School Leadership

Martin Pitts
Regional Coordinator of
Leadership and Learning

Luanne Rohde
Director of Early Education

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

October 26, 2021

REPORT OF CONTRACT 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
Advocate Aurora Health	<p>The Student and Family Assistance Program will consist of a team of professional counselors who will provide confidential counseling, intervention and referral services to students and families in need and promote healthy student behaviors and choices.</p> <p>Students and families can reach out or be referred by school personnel to connect with a professional counselor for virtual consultations up to four sessions per concern. If needed, referral to additional community professional assistance will be made. Families receive 4 sessions per case.</p>	<p>Monthly cost of \$1.67 per family.</p> <p>There are 13,125 families in the district.</p> <p>Total cost: \$263,025</p>

Recommendation

Administration recommends that the School Board approve the proposed contract with Aurora Advocate EAP for the Student and Family Assistance Program.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Julie Housaman
Chief Academic Officer

Jenny Schmidt
Director of Special Education &
Student Support

Robert Hofer
Purchasing Agent

Ed Kupka
Coordinator of Student Support

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: Advocate Aurora Health

Purchased Good/Program: Student and Family Assistance Program Services

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 students and families with professional counseling services based on self-identified need or referral from school counselors.

The Student and Family Assistance Program will consist of a team of professional counselors who will provide confidential counseling, intervention and referral services to students and families in need and promote healthy student behaviors and choices. Students and families can reach out or be referred by school personnel to connect with a professional counselor for virtual consultations (up to four sessions per concern). If needed, referral to additional community professional assistance will be made.

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

Total cost of purchase: \$263,025.00

Funding source: ESSER II

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?**

- Educate students and families with information and other services that maximize their own strengths and coping skills
- Connect students and families with professional counseling services that supplement the school counseling support
- Reduce the incidence of more serious mental health and physical problems requiring intensive, long-term treatment

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 H.", written over a horizontal line.

Date: 10/19/2021

October 26, 2021
Board of Education Meeting

CODE OF CLASSROOM CONDUCT, POLICY 5430– CONDUCT AND DISCIPLINE, RULE 5430 – STUDENT CONDUCT AND DISCIPLINE, AND POLICY 5430’S ADMINISTRATIVE REGULATION – ADMINISTRATIVE REVIEW COMMITTEE RULES

Background:

The Code of Classroom Conduct, Policy 5430 – Conduct and Discipline, and Rule 5430 – Student Conduct and Discipline provide guidance to schools and families regarding conduct and behavior expectations in the classroom, as well as how they will be enforced to ensure our schools are safe and free from fear. Further, Policy 5430’s Administrative Regulation – Administrative Review Committee Rules provides guidance to schools and families regarding the procedures followed by the Administrative Review Committee in the event a student is referred to the Committee for conduct that may warrant expulsion proceedings or want to attend KUSD following expulsion from a district.

In the past, the annual district wall calendar housed the Code of Classroom Conduct, along with a few policies that were included for parents/guardians to review prior to the start of the school year. While developing this year’s calendar, it was found that neither the code nor the policy had been reviewed or updated in over 20 years. To ensure alignment with current best practices and district procedures, these items were reviewed and updated with the assistance of legal counsel and principals of all grade levels. Much of the updates include alignment with the Positive Behavior Intervention Strategies (PBIS) language now used by our schools, as well as the updated administrative review process used when policies are broken. The overall intent of the policy, rule, administrative regulation, and code remains the same.

During the review, it was determined that the Code of Classroom Conduct would best serve parents/guardians, students and staff if housed on kUSD.edu where it can be easily accessed along with all district policies at any time and from anywhere in the world with a computer and internet access. As such, a notice was placed in the 2021-22 district wall calendar notifying families that the Code of Classroom Conduct, annual notices and non-discrimination statement would be moved online.

Attachments:

- A. Updated Policy and Rule 5430
- B. Updated Administrative Regulation Policy 5430
- C. Updated Code of Classroom Conduct

Administration Recommendation:

Administration recommends that the Board approve the newly updated Code of Classroom Conduct, Policy and Rule 5430 – Student Conduct and Discipline, and Policy 5430’s Administrative Regulation – Administrative Review Committee Rules as a first reading on Oct. 26, 2021, and a second reading on Nov. 16, 2021.

Beth Ormseth, Ed.D
Interim Superintendent of Schools

Tanya Ruder
Chief Communications Officer

Anthony Casper
eSchool Principal and Administrative Review Committee Chair

ATTACHMENT A

**POLICY 5430
STUDENT CONDUCT AND DISCIPLINE**

It is important that schools must be safe and free from fear, that rules be established to govern the conduct and behavior of all who work and learn in the schools, including the establishment of a *Code of Classroom Conduct*, and that these rules be firmly and consistently enforced throughout every school, school bus, and activity of the District.

Discipline begins in the home between the parent/guardian and student and continues in the school with the relationship between school personnel and the student. Each has the mutual responsibility for the maintenance of that discipline.

It is the objective and policy of the District to recognize, to preserve, and to protect the individual rights of all students and yet, at the same time, to encourage and enforce the exercise of these rights within the necessary framework of an orderly, efficient school process. Within this policy framework it is the duty of the School Board, the administrative staff, and the faculties of each school to prohibit and to prevent types of student conduct that constitute a menace to the continuing educational process. Behavior that becomes dangerous, disruptive, and destructive will not be tolerated.

LEGAL REF.: Wisconsin Statutes

Section: 118.13 Student discrimination prohibited

118.164 Removal of pupils from the class

120.13(1) Board powers; conduct rules, suspension and expulsion

121.52(2) Bus conduct rules

PI 9.03 Wisconsin Administrative Code (Student nondiscrimination policy requirement)

CROSS REF.: 5111 Bullying/~~Harassment/Hate~~
5473 Student Suspension
5474 Student Expulsion
5475 Discipline of Students with Exceptional Educational Needs
Code of Classroom Conduct
School Handbook

ADMINISTRATIVE REGULATIONS: 5430 - Administrative Review Committee Rules

AFFIRMED: April 13, 1991

REVISED: October 13, 1992
February 10, 1998
July 13, 1999
Nov. 16, 2021

ATTACHMENT A

**RULE 5430
STUDENT CONDUCT AND DISCIPLINE**

District schools will maintain safe learning and responsible student discipline. A safe and orderly environment is necessary for learning to take place.

Every individual throughout the District will take a direct, personal, and active responsibility for discipline. All certified ~~staff~~**personnel** will assume responsibility to protect this environment. Other school ~~staff~~**personnel** will share this responsibility as designated by the principal.

Students and parents/guardians must be aware that students are personally responsible for their behavior. This means that they will show courtesy and respect to teachers, staff members, students, and all others with whom they associate in the school. Discourtesy, disrespect, profanity, racial slurs, offensive language, and any other disruptive behavior that affects the operation of the classroom or school will not be tolerated. Behavior that becomes disruptive and destructive will also not be tolerated. Such behavior will be dealt with in a manner appropriate to the seriousness of the misbehavior and as specified in other District policies and in the *Code of Classroom Conduct*.

Students and parents/guardians must be aware that students face disciplinary action, including possible removal from a classroom, suspension and even expulsion any time they engage in conduct which endangers the property, health, or safety of others or disrupts the educational process and the classroom. This applies whether the student is engaged in such conduct while at or not at school or while under or not under the supervision of a school authority. Students should also know that refusal or neglect to obey District rules, the rules established by the school principal, and local, state, and federal laws could also result in disciplinary action including possible suspension or expulsion. **Further, threats or false information concerning destruction of school property by means of explosives may also be grounds for disciplinary action including possible suspension or expulsion. Students who are at least 16 years old may be subject to discipline or expulsion for repeatedly engaging in conduct that disrupts the ability of school officials to maintain order or an educational atmosphere. Finally, students should be aware that state statute mandates that the District commence expulsion proceedings and expel any student who possesses a firearm while at school or while under the supervision of a school authority.** Suspensions and expulsions shall be handled in accordance with state law and Board policies.

The District adopted *Code of Classroom Conduct* and **Board approved policies** ~~are~~ designed to ensure that a healthy and productive learning environment exists in each classroom within the District.- The *Code of Classroom Conduct* and **Board policies** stipulates acceptable standards for student behavior in the classroom and ~~define~~ ~~indicates the procedures for~~ short- and long--term removal of students from the classroom. In addition to the *Code of Classroom Conduct* ~~and other Board of Education behavior policies~~, each principal shall develop, implement, and enforce rules concerning conduct and other factors which affect the health, safety, and welfare of the students and staff. -Such **school-adopted** rules are subject to approval of the Superintendent of Schools/designee. -Copies of the *Code of Classroom Conduct*, **Board policies**, and school-adopted rules shall be ~~available~~**distributed** to all students, teachers and parents/guardians ~~and shall be on file with the Superintendent via the District and/or school websites.~~

~~Students disrupting this environment may be referred to the principal/designee for appropriate disciplinary action. In taking corrective disciplinary action, the principal/designee will follow the steps as outlined in the Code of Classroom Conduct and as outlined for specific offenses in behavioral policies. However, the principal/designee may omit the beginning steps if the severity of the situation justifies a given course of action.~~

ATTACHMENT A

Students, teachers, parents/guardians and administrators should be aware that District policies and rules set fundamental guidelines concerning student behavior in certain specified instances. They do not attempt to cover all instances where student conduct may present problems. If any of the policies and rules or portions thereof are at any time determined to be in conflict with state or federal law, or found invalid by a court of law, such determination not to enforce a rule or such finding of invalidity shall not affect any other portion of the District's policies or rules.

RULE 5430 STUDENT CONDUCT AND DISCIPLINE Page 2

~~All District staff are expected to work cooperatively in the prevention of disruptive behavior in the classroom. In situations where a student has been referred for administrative disciplinary reasons and/or administrative discipline is imposed upon a student, no teacher should be required to accept a student back into his/her classroom without written consent.~~ The principal/designee shall refer to the Administrative Review Committee any student who persistently disrupts classes, disobeys school rules and/or District policies, **possesses a firearm, makes threats concerning destruction of school property by means of explosives**, or who engages in conduct which endangers the property, health, or safety of others as outlined above. Recommendations for expulsions or educational alternatives shall come to the Board or the Board's designee through the Superintendent of Schools from the Administrative Review Committee.

All certified staff will be responsible for corridor control and conduct in accordance with plans developed by the principal. Corridor supervision will include supervision of restrooms and other student used facilities and areas.

When **educational support personnel** ~~Educational Assistants~~ are employed to assist in control of school halls, restrooms, and other areas of the school environment, their authority and responsibility will be prescribed by the principal.

Each teacher has the responsibility for ensuring that every student under the teacher's supervision has left the classroom and to see that such facilities are properly secured.

The District shall not discriminate in standards and rules of behavior or disciplinary action, including suspension and expulsion, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

ADMINISTRATIVE REGULATION

ATTACHMENT B

POLICY 5430
ADMINISTRATIVE REGULATION
ADMINISTRATIVE REVIEW COMMITTEE RULES

The District Administrative Review Committee (“Committee”) ~~members shall include the Executive Director of Special Projects, the Executive Director of K-8 Instruction, the Executive Director of 9-12 Instruction, and two instructional administrators~~ **shall be appointed annually by and serve at the pleasure of the Superintendent of Schools. The District’s legal counsel will** serve as advisor to the Committee in all deliberations.

This Committee shall observe the following procedures:

For Review of Expulsion Recommendations

1. The principal/designee shall refer to the ~~Administrative Review Committee~~ any student who: ~~persistently disrupts classes, disobeys school rules and/or District policies, or who engages in conduct which endangers the property, health, and safety of others, while at school or under the supervision of a school authority or while not under the supervision of a school authority.~~ **repeatedly refuses or neglects to obey school rules and/or District policies; knowingly conveys or causes to be conveyed any threat or false information concerning an attempt or alleged attempt to destroy school property by means of explosives; engages in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others; engages in conduct while not at school or while not under the supervision of a school authority which endangers the property, health, or safety of others at school or under the supervision of a school authority; endangers the property, health, or safety of any employee or school board member of the District; repeatedly engages in conduct while at school or while under the supervision of a school authority that disrupts the ability of school officials to maintain order or an educational atmosphere if the student is at least 16 years old; or possesses a firearm while at school or while under the supervision of a school authority**
2. Prior to the review with the ~~Administrative Review Committee~~, the following procedural steps must be completed by the principal/designee:
 - a. The principal/designee shall give prompt notice ~~(telephone)~~ to the ~~Executive Director of Special Projects~~ **Administrative Review Committee Chair** citing the present charges against the student. The ~~Executive Director of Special Projects~~ **Administrative Review Committee Chair** will give the principal a date and time for reviewing the case if satisfied that the particulars of the case warrant a review with the Committee.
 - b. The **referring principal/designee shall notify the** student and the parent/guardian ~~shall be told~~ of the reasons for referring the case to the Committee.
3. When a principal/~~designee~~ refers a student to the ~~Administrative Review Committee~~ with the recommendation for expulsion, and the Committee finds that the referral is appropriate, fair and just, the **Committee shall recommend that the District initiate expulsion proceedings against the student pursuant to Section 120.13(1)(c) of the Wisconsin Statutes.** ~~student shall be proceeded against as stated in state law.~~ State law requires that an expulsion proceeding must be conducted in accordance with established time periods and fundamental procedural protections that are required by the due process clause of the Fourteenth Amendment. All pertinent information will be assembled

and reviewed by the principal/**designee** prior to the presentation at the Administrative Review.

4. ~~In any case of expulsion, the Committee must first be satisfied that the interest of the school demands the student's expulsion. If~~When the Committee recommends an **expulsion** hearing ~~before with the a~~**Board-appointed designated expulsion Independent Hearing Officer(s) ("IHO")**, the District's legal counsel shall proceed in accordance with the procedural steps contained in current state law to arrange an adjudicatory proceeding before the ~~IHO expulsion hearing officer(s)~~ to act on the recommendation of the Superintendent of Schools and the ~~Administrative Review Committee~~.
- a. ~~When the Review Committee makes its decision to recommends~~ an expulsion hearing for a student **who has been determined by the District to have an exceptional educational need with a disability**, the ~~recommendation~~**expulsion proceedings** will be held in abeyance ~~pending until a Manifestation Determination Review ("MDR") an Individual Education Plan (IEP) Committee to determines whether the relationship of the student's behavior that is the subject of the expulsion recommendation is a manifestation of to the student's disability handicapping condition.~~ If the ~~MDR unacceptable finds that the behavior in question is not~~ related to the disability, the **expulsion proceedings shall be initiated as recommended by the Committee.** ~~will proceed.~~ If the **MDR finds that the behavior is related to the student's a disability, then the expulsion proceedings shall not be initiated and the student's IEP team** ~~Committee~~ will consider appropriate program modifications **as appropriate.**

POLICY 5430
ADMINISTRATIVE REGULATION
ADMINISTRATIVE REVIEW COMMITTEE RULES
PAGE 2

~~_____ b. When the Review Committee makes its decision to recommend a hearing for a student who is undergoing evaluations by members of a multidisciplinary team, the recommendation should be held in abeyance until completion of the evaluation.~~

5. When the Committee ~~makes its decision to recommends~~ an **expulsion** hearing ~~before with the IHO expulsion hearing _____ officer(s)~~, written notice of such action shall be sent **separately** to the student and parent/-guardian.

6. When the Committee finds that the presented facts do not warrant ~~at the Committee's recommendation for a hearing with the expulsion hearing officer(s)~~, the Committee **may will then** decide on educational alternatives so that the referred student can continue with his/her education. Educational alternatives may include, **but are not limited to: any of the following:**

- a. Referral to a District IEP team for **evaluation of** a suspected disability
- b. Modification of classroom schedule (example: mornings only)
- c. Transfer to another school
- d. Referral for counseling by school personnel or outside agency.

7. ~~Alcohol/controlled substances related reviews will be conducted in accordance with Board Policies and rules governing student alcohol and other drug use.~~

For Review of Enrollment Requests from Expelled Students

1. The Committee, as the designee of the Superintendent of Schools, shall review, evaluate, and

approve all requests for enrollment of any student under a current expulsion order from any school district who is seeking enrollment in the District prior to the expiration of the term of expulsion.

- 2. In reviewing a request for enrollment from an expelled student, the Committee shall review all applicable records from the student's previous school district, including but not limited to proof of residency.**
- 3. The Committee shall recommend approval or denial of the student's request for enrollment in accordance with Board policies and any applicable law.**
- 4. When the Committee recommends approval of the student's request for enrollment, that recommendation shall be taken to the Board of Education for action in accordance with the Committee's recommendation.**
- 5. When the Committee finds that a recommendation for enrollment is not warranted, the Administrative Review Committee Chair shall notify the student's parent/guardian of the Committee's decision.**

ATTACHMENT C

CODE OF CLASSROOM CONDUCT

Below is the KUSD Classroom Code of Conduct

CODE OF CONDUCT RESPONSIBILITIES

Creating and maintaining a safe, positive, and productive learning environment is the responsibility of everyone involved with our children's learning. Responsibility to establish and maintain this learning environment is shared by parents/caretakers, students, staff, and the District/community **as follows**:-
~~What follows are elements of the KUSD Code of Conduct.~~

- **Parents/Caregivers**

Parents/caregivers have a responsibility to send their children to school prepared to learn. They set expectations and establish boundaries for their children including a respect for staff, self, other students, and school property. They are knowledgeable and supportive of the expectations of the school and work as partners with the school and staff. When dealing with a behavioral problem involving their child, parents/caregivers are open-minded and know the expectations of the school. They cooperate with the school in providing information, including a telephone number where the school can contact them at all times.

- **Students**

Students take responsibility for their own actions, know rules and expectations, cooperate with the school staff, and treat other students with respect. Students have good behavior in and out of the classroom and accept **consequences** ~~punishment~~ for their actions. Students respect the learning environment of other students. Additionally, students arrive on time to class, follow directions, respect teachers' homework requirements, and establish at-home study time.

- **Staff**

The entire school staff maintains a safe learning environment for students in the classroom and school. Staff **are**is open minded, consistent, communicative, and objective. The staff provides clear and reasonable expectations; establishes positive and affirming relationships with students; sets ~~age-appropriate~~ **age-appropriate** rules that reflect District policies and community standards; ~~supply~~ies students and parents with feedback; and **are**is encouraging and consistent when dealing with student behavior. Administrators maintain consistent enforcement of the school's behavioral **expectations**, policies, rules and procedures.

- **District**

The District sets policy and defines expectations that are enforceable; supports each school; provides the tools, resources and funding to support school staff; and obtains feedback to refine policies and expectations. Furthermore, the District provides resources to ensure that educational programs make a difference in the lives of "hard-to-serve" students.

Following is the Code of Classroom Conduct ("Code"), which governs the standards of classroom conduct for all students and the procedures for removal from the classroom when these conduct standards are not met:

Reasons for Removing a Student from Class

Students may be removed from class for behavior that violates the Code, is dangerous, unruly or disruptive, or that interferes with the ability of the teacher to teach effectively. Two categories of behavior warrant either short-term or long-term student removal from class. These two categories are: **endangering** “zero-tolerance” behaviors and **repeatedly** disruptive classroom behaviors.

- **EndangeringZero-Tolerance Behaviors:** A student may be removed from a class or other activity by the teacher and/or building administrator for conduct or behavior occurring in the classroom, which violates the District’s “zero-tolerance” policies. Such behaviors are identified in District policy as behaviors for which students will be suspended from one to five days and for which expulsion will be considered. Since these behaviors and consequences are well defined in Board of Education policy (**available in full on the KUSD website**), they are not specifically identified in the Code of Classroom Conduct. However, removal from class is specified for most, if not all offenses, and Removal procedures identified in the Code will be followed whenever students are removed from class for suspendable behaviors.
- **Disruptive Classroom Behaviors:** A student may be removed from the classroom by the teacher if it has been documented by the teacher that if the student’s behavior has repeatedly interfered with the teacher’s ability to **effectively** teach the class. Behavior which may be considered as disruptive to the learning environment includes, but is not limited to:
 - Use of profanity
 - Inappropriate physical contact which hurts, distracts or annoys others, such as tapping, kicking, throwing things, hitting, biting, pushing, shoving, poking, pinching or grabbing
 - Inappropriate verbal conduct which upsets, distracts or annoys others, such as name calling, teasing, “baiting,” or casting racial slurs
 - Inappropriate verbal conduct that disrupts the educational environment including interrupting or disrespectful comments to the staff or other students
 - Inciting other students to act inappropriately or to disobey the teacher or class rules
 - Destroying the property of the school or of another student
 - Loud, obnoxious or outrageous behavior
 - **Being disrespectful to students or staff** Disrespecting the authority of the teacher

Types of RemovalProcedures for Removing a Student from the Classroom

Removal of a student from the classroom is a serious measure, and is not to be imposed in an arbitrary, casual, or inconsistent manner. Prior to the removal of a student from the classroom, customary intervention/corrective procedures, such as teacher consultation with principal and/or counselor, student conference, parent contact, and other measures to address the student’s behavior will have been prescribed by the staff member. It is anticipated that in most situations where long term removal from a classroom is being considered, that the school staffing committee will have prescribed a plan to address the student’s behavior.

Any student may be temporarily removed from class under this Code by a teacher of that class. A “class” is any class, meeting, or activity which students attend and includes classes, resource room sessions,

labs, library time, assemblies, study halls, field trips, and recess. A “teacher” is a certified instructor, long term substitute teacher, or educational assistant who is employed by KUSD to supervise students independently or under the direction of a certified teacher.

Removal of a student from the classroom is a serious measure, and is not to be imposed in an arbitrary, casual, or inconsistent manner.

Listed below are **the two types of removal that may be imposed by KUSD:**~~the procedures for removing a student from a class. When a teacher or other staff member has determined that a student has violated the Code of Classroom Conduct:~~

● **~~Short-term~~First Time Removal: ~~for Violation of the Code of Classroom Conduct includes~~**

1. The teacher/staff member will remove the student from the class by following the school’s adopted procedure for sending a student to the ~~office~~**designated area for redirection** or disciplinary reasons.
2. In ~~some most~~ cases, the student will remain in a designated area for at least the duration of the class **period** or activity from which the student was removed. At the elementary level, **where a class encompasses the entire school day**, the teacher will designate the amount of time ~~during the school day~~ that the student is to be removed from class. Each building administrator shall designate a room, office, or other appropriate class, program or educational setting where the student shall remain during the period of removal from the classroom.
3. ~~Within 24 hours or sooner, the teacher/staff member shall complete and submit to the principal/designee a referral form indicating the reason for the removal of the student from the classroom.~~
4. ~~Within 24 hours of receipt of the referral or sooner, the building administrator/designee shall inform the student’s parents/guardians that the student was removed from class. Such notice may be by mail or telephone.~~
5. ~~The principal shall arrange a parent/guardian conference if either the parent or teacher/staff member so requests or if the principal so decides. The conference should include the principal, the parent/guardian of the student, the student, and the teacher/staff member. Support personnel may be included. At the conference, the referring teacher/staff member will report prior corrective procedures including parent/guardian conferences or contact, student conferences, and anecdotal notations of misconduct.~~
6. ~~Where it has been determined that the student will be given the opportunity to return to the class, the teacher/staff member and student will list the expectations for behavior in the class on the referral form. This may include suggestions for modifying behavior and the assistance of a counselor or other support personnel. Both the teacher and student will complete and sign the referral form and return it to the principal/designee.~~

7.3.

● **~~Second Time Removal for Violation of the Code of Classroom Conduct~~**

1. ~~If, after being returned to the class, the student continues to exhibit undesirable behavior, the student will be removed from the class and a second referral form will be sent to the principal/designee who will notify the parent/guardian within 24 hours and arrange a meeting with the student, teacher and parent/guardian. The referral should set forth as clearly and completely as possible:~~
 - a. ~~the basis for the removal request;~~
 - b. ~~the alternatives, approaches, and other steps considered or taken to avoid the need for a long term removal;~~
 - c. ~~the impact, positive and negative, on the removed student; and~~
 - d. ~~the impact, positive and negative on the rest of the class. The original plan for behavior improvement will be reviewed, and a decision will be made as to whether the student should be returned to the classroom with a revised plan or considered for long term removal from the class.~~
2. ~~While a conference is pending, the administrator may not return the student to the regular classroom. A reasonable amount of time will be given for parent compliance with the request for the conference. If the parent is non-compliant, the administrator designee will proceed with a conference with the student and teacher. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal.~~

● **~~Long-term Removal: from the Class for Violation of the Code of Classroom Conduct~~**

In most cases, prior to the long-term removal of a student from the classroom, customary intervention/corrective procedures, such as teacher consultation with principal and/or counselor, student conference, parent contact, and other measures to address the student's behavior will have been attempted by school staff. This does not apply to incidents referred to the Administrative Review Committee.

~~Depending~~**Contingent upon the infraction, the principal will implement one of the following long-term removal procedures: long-term removal may include:**

1. ~~Following the conference, if it is determined that the student is to be removed on a long-term basis from the class, the administrator shall order the placement of the student according to one of the following steps:~~
 - a. ~~placing the student in an alternative class-education program or instructional setting within the school; or~~
 - b. ~~place the student in another class in the school, or in another appropriate place in the school;~~
 - c. ~~place the student in another instructional setting;~~
 - d. ~~modify the student's schedule in compliance with Wisconsin statute requirements;~~

e. ~~r referring~~ refer the student to the Administrative Review Committee **as outlined in Policy 5430 and Policy 5430AR.** ~~for expulsion consideration with a placement consideration to be held in abeyance pending recommendations of this committee and/or from an expulsion hearing. In any event, except in the case of expulsion, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such a program need not be in the precise academic subject of the student's former class.~~

~~Long-term removal from a specific classroom is an administrative decision not subject to a formal right of appeal. However, the parent(s)/guardian(s) of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher who made the request for removal. At the meeting, the building administrator shall inform the parent(s)/guardian(s) and student of the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s)/guardian(s) or student.~~

~~The Superintendent of Schools/designee may permit schools to develop discipline plans and systems that include variations from the above rules as long as the school procedures address and promote extensive parent/guardian communication and comply with the District's behavior policies.~~

Notification to Parent/Guardian

Building administrators/designees are responsible for notifying parents/guardians of students being removed from class for both the short-term and/or long-term removal of students reasons from class. The method of notification shall be done by email and/or telephone. Notification shall be made as soon as practicable.

LEGAL REF.: Wisconsin Statutes Section: 120.13(1)(a) School Government Rules; Suspension; Expulsion

CREATED: 1999

UPDATED: November 2021



Kenosha Unified
School District

ACADEMICS. OPPORTUNITY. SUCCESS.

OFFICIAL THIRD FRIDAY ENROLLMENT REPORT

SCHOOL YEAR 2021-22



Kenosha Unified School District
Kenosha, Wisconsin

October 26, 2021

OFFICIAL THIRD FRIDAY ENROLLMENT REPORT

(School Year 2021-22)

OVERVIEW

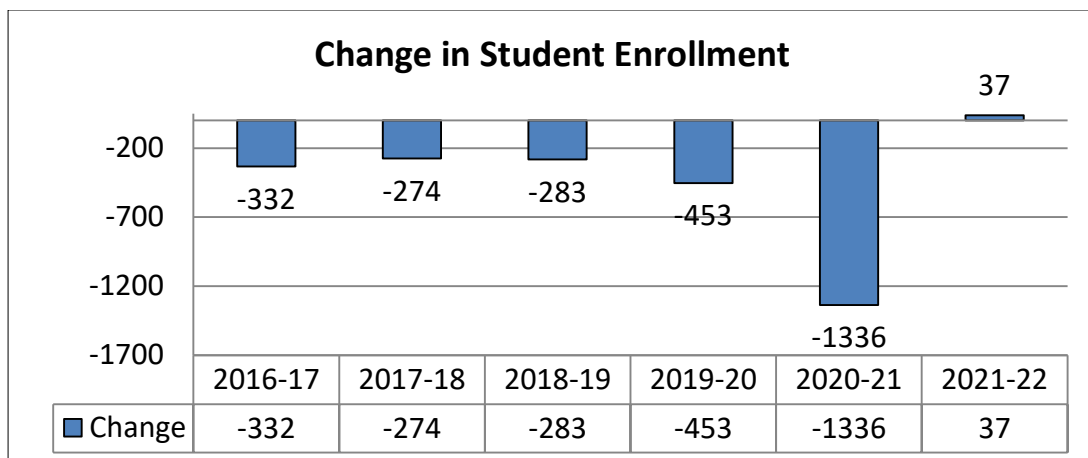
Annually, Administration provides the Kenosha Unified School Board with the District's *Official Third Friday Enrollment Report*. The data contained in this report are also reported to the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this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

GENERAL FINDINGS

1. District-wide, enrollment increased +37 students, from 19,583 students in 2020-21 to 19,620 in 2021-22. This was the first increase for KUSD in nearly a decade, mainly due to more Pre-K students enrolling. Beginning in 2009-10, Kenosha started to experience a decline in community birth rates, with the related effect of declines in elementary school enrollments five years later. This trend currently impacts grades pre-kindergarten through grade 6. The District's overall enrollment for the past six (6) years is shown below.

School Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment	21,929	21,655	21,372	20,919	19,583	19,620

2. The following chart illustrates the changes in overall student enrollment for School Years 2016-17 to 2021-22.



3. The District reported increases overall for the boundary elementary schools (+144) while experiencing decreases for middle and high school boundary groups. Boundary middle schools decreased by -263 students and boundary high schools decreased by -40 students. Overall, the larger decline at the boundary middle schools was due to the rolling decline in the community birth rate, which now impacts grade 6 specifically.
4. The following special schools reported increases in enrollment when compared to last year: Chavez increased by +35 students, Dimensions of Learning by +1 student, Kenosha 4-Year-Old Kindergarten by +11 students, KTEC overall by +3 students, Harborside by +2 students, Phoenix Project by +16 students and the Kenosha eSchool increased by +141 students, which is the result of increased parental requests for a full time virtual option at the secondary level. Brompton had no change and Hillcrest was the only special school to have a decrease of -13 students.
5. Grades PK, K, 2, 4, 5, 9, 11 and 12 exhibited an increase in enrollment when compared to the previous year, with +255, +38, +61, +20, +5, +62, +6 and +10 students respectively.
6. Grades 1, 3, 6, 7, 8 and 10 reported decreases in student enrollment when compared to the previous school year, with -112, -70, -148, -49, -8, and -33 respectively. Grade 1 was primarily the result of the much lower Pre-K enrollment the prior year and grade 6 was mostly due to the effect of the declining birth rate.
7. Boundary elementary schools had a near even split in regards to enrollments, with 10 schools having an increase and 12 elementary schools having a decrease in student enrollment.
8. All five comprehensive middle schools experienced a decrease in enrollments when compared to last year. Bullen decreased -2 students, Lance by -65 students, Lincoln by -59 students, Mahone by -86 and Washington by -51 students.
9. Bradford (+24), Lakeview (+19) and Reuther (+16) have an increase of students. Indian Trail and Tremper reported decreases of -56 and -43 students, respectively.
10. The percent of English Learner students (ELs) for the district remained the same, yet the number decreased from the previous school year. There are 1,788 (9.1%) EL students in 2021-22 compared to 1,803 (9.2%) EL students in 2020-21. The EL student count in the traditional classrooms decreased from 1,595 in 2020-21 to 1,583 in 2021-22. The English Learners are reported out by those in Dual Language and those in a traditional classroom (EL). The number of Dual Language students decreased from 208 in 2020-21 to 205 in 2021-22. *Please note that the Dual Language EL category includes only those students who are enrolled in the Dual Language Program at Edward Bain –*

*Dual Language or Bullen **and** are **not** English proficient. All other students who are not English proficient are identified as English Learners (EL).*

11. The enrollment for students with disabilities increased (as defined by IDEA- Individuals with Disabilities Act, from 2,591 in 2020-21, to 2,682 in 2021-22. These students currently account for 13.7% of the overall KUSD population compared to 13.2% in 2020-21.
12. KUSD continues to expand on a diverse student population. The combined non-white race/ethnicities make up a majority of the student population at 53.3%. The enrollment distribution for Asian, American Indian, and Native Hawaiian/Pacific Islander remains constant. A continual increase can be seen in the number of students identified both as Hispanic as well as selecting two or more races, both averaging partial percentage increases over the six years.

The chart below reports the changes in the distribution of each ethnic category for the past six years.

Race/Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	314 (1.4%)	319 (1.5%)	322 (1.5%)	344 (1.6 %)	340 (1.7%)	331 (1.7%)
Black or African American	3,193 (14.6%)	3,152 (14.6%)	3,052 (14.3%)	2,921 (14.0%)	2,715 (13.7%)	2,708 (13.8%)
Hispanic of any Race	6,218 (28.4%)	6,208 (28.7%)	6,170 (28.9%)	6,070 (29.0%)	5,799 (29.6%)	5,918 (30.2%)
American Indian or Alaska Native	42 (0.2%)	42 (0.2%)	41 (0.2%)	36 (0.2%)	35 (0.2%)	35 (0.2%)
White	10,936 (49.8%)	10,627 (49.1%)	10,399 (48.7%)	10,125 (48.4%)	9,303 (47.5%)	9,161 (46.7%)
Native Hawaiian/ Pacific Islander	12 (0.1%)	17 (0.1%)	19 (0.1%)	15 (0.1%)	16 (0.01%)	17 (0.01%)
Two or More Races	1,214 (5.5%)	1,290 (6.0%)	1,369 (6.4%)	1,408 (6.7%)	1,375 (7.0%)	1,450 (7.4%)
DISTRICT	21,929	21,655	21,372	20,919	19,583	19,620

The full report including the appendices listed below can be found at the following link: <http://kUSD.edu/sites/default/files/document-library/english/third-friday.pdf>

APPENDIX 1 – Official Enrollment School Year 2021-22

- District enrollment by grade span
- District enrollment by grade level
- Total enrollment by school

Enrollment information for six (6) school years is included, beginning with School Year 2016-17.

APPENDIX 2 – Total Enrollment by School

- Enrollment by building, category, and grade level, grouped by elementary, middle, high, and special schools
- Summary recapitulation by category and grade span, with six (6) years of data

APPENDIX 3 – Class Size Averages by School

- Average class sizes for district schools and programs (middle and high school program averages are currently unavailable)
- Summary of average class sizes by elementary grade span and program, with six (6) years of data

Informational Item

The 2021-22 Official Third Friday Enrollment Report is an informational item.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Ms. Lorien Thomas
Research Coordinator

Ms. Erin Roethe
Data Analyst

Ms. Laura Sawyer
Data Analyst

APPENDIX 1

Official Enrollment
School Year 2021-22

KENOSHA UNIFIED SCHOOL DISTRICT

Official Third Friday Enrollment Report for the 2021-22 School Year

I. DISTRICT ENROLLMENT

DISTRICT ENROLLMENT BY GRADE SPAN							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22 Difference
Elementary Schools	9,034	8,969	8,869	8,540	7,578	7,722	+144
Middle Schools	3,845	3,722	3,719	3,796	3,730	3,467	-263
High Schools	6,429	6,259	6,143	5,963	5,790	5,750	-40
Special Schools	2,621	2,705	2,641	2,620	2,485	2,681	+196
District Total	21,929	21,655	21,372	20,919	19,583	19,620	+37

DISTRICT ENROLLMENT BY GRADE LEVEL							
GRADE LEVEL	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22 Difference
Pre-kindergarten	1,299	1,333	1,356	1,284	887	1,142	+255
Kindergarten	1,443	1,411	1,403	1,400	1,190	1,228	+38
1	1,416	1,413	1,432	1,370	1,346	1,234	-112
2	1,583	1,416	1,418	1,411	1,286	1,347	+61
3	1,562	1,571	1,422	1,399	1,366	1,296	-70
4	1,541	1,569	1,583	1,417	1,347	1,367	+20
5	1,529	1,568	1,576	1,563	1,342	1,347	+5
6	1,458	1,505	1,540	1,540	1,476	1,328	-148
7	1,540	1,483	1,498	1,544	1,506	1,457	-49
8	1,538	1,526	1,465	1,499	1,517	1,509	-8
9	1,567	1,639	1,613	1,551	1,518	1,580	+62
10	1,745	1,563	1,627	1,575	1,534	1,501	-33
11	1,720	1,720	1,538	1,615	1,528	1,534	+6
12	1,988	1,938	1,901	1,751	1,740	1,750	+10
District Total	21,929	21,655	21,372	20,919	19,583	19,620	+37

II. ENROLLMENT BY SCHOOL

ENROLLMENT BY BOUNDARY ELEMENTARY SCHOOLS							
SCHOOL	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2021-22 Difference
Bose EL	309	309	324	280	235	264	29
Brass Community	439	496	503	456	391	372	-19
Edward Bain - Creative Arts	472	458	444	429	372	373	1
Edward Bain - Dual Language	320	330	340	338	299	299	0
Forest Park EL	410	409	401	376	301	322	21
Frank EL	386	367	330	330	314	326	12
Grant EL	284	286	273	250	211	185	-26
Grewenow EL	369	364	366	369	339	328	-11
Harvey EL	283	289	261	276	255	246	-9
Jefferson EL	249	252	259	245	231	212	-19
Jeffery EL	322	323	302	289	262	281	19
McKinley EL	311	293	329	288	269	253	-16
Nash EL	606	591	601	613	536	532	-4
Pleasant Prairie EL	610	625	611	608	517	502	-15
Prairie Lane EL	425	422	415	417	391	394	3
Roosevelt EL	472	469	443	455	439	441	2
Somers EL	491	462	481	440	398	407	9
Southport EL	405	358	365	362	312	293	-19
Stocker EL	458	469	436	421	357	325	-32
Strange EL	467	484	509	443	384	409	25
Vernon EL	311	294	297	294	270	253	-17
Whittier EL	434	450	419	402	358	575	217
Wilson EL	201	169	160	159	137	130	-7

II. ENROLLMENT BY SCHOOL

ENROLLMENT BY BOUNDARY MIDDLE SCHOOLS							
SCHOOL	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2021-22 Difference
Bullen MS	697	678	659	721	770	768	-2
Lance MS	931	887	857	912	887	822	-65
Lincoln MS	622	602	620	582	570	511	-59
Mahone MS	1,073	1,043	1,060	1,033	1,012	926	-86
Washington MS	522	512	523	548	491	440	-51

ENROLLMENT BY BOUNDARY HIGH SCHOOLS							
SCHOOL	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2021-22 Difference
Bradford HS	1,620	1,554	1,479	1,421	1,359	1,383	24
Indian Trail HS & Academy	2,303	2,282	2,205	2,098	2,067	2,011	-56
Indian Trail Academy	691	748	762	732	737	732	-5
Indian Trail HS	1,612	1,534	1,443	1,366	1,330	1,279	-51
LakeView Technology Academy	432	410	392	369	376	395	19
Reuther HS	382	348	390	373	335	351	16
Tremper HS	1,692	1,665	1,677	1,702	1,653	1,610	-43

ENROLLMENT BY SPECIAL SCHOOLS							
SCHOOL	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2021-22 Difference
Brompton School	216	214	209	211	209	209	0
Chavez Learning Station	147	136	165	139	71	106	35
Dimensions of Learning Academy	219	219	221	221	215	216	1
Kenosha 4 Year K	129	123	109	118	77	88	11
KTEC	1,120	1,226	1,225	1,224	1,206	1,209	3
KTEC East	435	432	434	430	392	433	41
KTEC West	685	794	791	794	814	776	-38
Harborside Academy	589	602	599	587	594	596	2
Hillcrest School	64	95	67	69	69	56	-13
Kenosha eSchool	113	62	28	30	35	176	141
Phoenix Project	24	28	18	21	9	25	16

TOTAL ENROLLMENT							
DISTRICT	21,929	21,655	21,372	20,919	19,583	19,620	37

APPENDIX 2

Total Enrollment by School
School Year 2021-22

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Bose					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			3	34	37
K	41	2	3	-	46
1	30	3	3	-	36
2	35	3	7	-	43
3	29	6	10	-	42
4	22	5	11	-	34
5	23	-	3	-	26
TOTAL	180	19	40	34	264

Brass					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			10	45	55
K	34	11	13	-	55
1	32	10	7	-	47
2	33	12	11	-	55
3	32	7	13	-	51
4	33	7	9	-	49
5	37	13	12	-	60
TOTAL	201	60	75	45	372

Edward Bain - Creative Arts					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			15	46	61
K	38	3	6	-	47
1	41	9	7	-	54
2	30	18	18	-	60
3	35	11	10	-	52
4	32	17	9	-	56
5	25	7	12	-	43
TOTAL	201	65	77	46	373

Edward Bain - Dual Language					
Grade Level	Dual Language	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K	27	-	3	24	27
K	48	26	6	-	48
1	45	25	4	-	45
2	43	24	8	-	43
3	42	30	-	-	42
4	50	35	2	-	50
5	44	19	2	-	44
TOTAL	299	159	25	24	299

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Forest Park					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			8	27	35
K	47	3	6	-	55
1	38	1	3	-	42
2	42	3	6	-	50
3	40	-	4	-	44
4	39	5	6	-	48
5	38	8	4	-	48
TOTAL	244	20	37	27	322

Frank					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			7	43	50
K	28	-	4	-	32
1	34	8	7	-	47
2	37	9	19	-	59
3	24	13	11	-	47
4	22	11	12	-	43
5	26	14	10	-	48
TOTAL	171	55	70	43	326

Grant					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K				23	23
K	17	-	-	-	19
1	24	1	1	-	27
2	19	2	2	-	24
3	26	1	1	-	28
4	31	2	2	-	34
5	21	1	1	-	30
TOTAL	138	7	7	23	185

Grewenow					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			8	33	41
K	34	2	7	-	43
1	36	2	17	-	55
2	33	4	7	-	42
3	39	4	7	-	50
4	29	5	10	-	41
5	38	6	13	-	56
TOTAL	209	23	69	33	328

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Harvey					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			5	21	26
K	27	3	9	-	38
1	35	1	2	-	38
2	27	2	9	-	34
3	25	5	2	-	31
4	33	1	9	-	41
5	28	4	9	-	38
TOTAL	175	16	45	21	246

Jefferson					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			5	19	24
K	18	5	4	-	26
1	28	3	7	-	37
2	29	5	2	-	36
3	19	4	3	-	25
4	29	5	1	-	35
5	21	1	8	-	29
TOTAL	144	23	30	19	212

Jeffery					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			3	33	36
K	27	4	7	-	37
1	25	-	8	-	32
2	36	2	11	-	45
3	36	2	11	-	45
4	21	5	12	-	34
5	45	-	11	-	52
TOTAL	190	13	63	33	281

McKinley					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			6	36	42
K	23	4	8	-	35
1	16	6	6	-	26
2	31	8	4	-	43
3	18	5	6	-	28
4	25	10	6	-	41
5	26	7	6	-	38
TOTAL	139	40	42	36	253

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Nash					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			5	45	50
K	54	4	11	-	69
1	74	6	8	-	85
2	62	6	10	-	77
3	69	4	12	-	83
4	66	4	11	-	80
5	72	6	12	-	88
TOTAL	397	30	69	45	532

Pleasant Prairie					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			11	41	52
K	57	2	7	-	65
1	49	4	11	-	62
2	69	5	8	-	78
3	70	3	13	-	83
4	74	5	10	-	88
5	64	3	7	-	74
TOTAL	383	22	67	41	502

Prairie Lane					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			4	31	35
K	59	1	7	-	67
1	48	1	3	-	52
2	48	4	9	-	61
3	49	-	6	-	54
4	58	2	4	-	62
5	56	2	6	-	63
TOTAL	318	10	39	31	394

Roosevelt						
Grade Level	Regular Ed	English Learner (EL)	Enrichment	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			-	6	33	39
K	46	5	-	9	-	58
1	45	4	-	8	-	57
2	63	2	28	9	-	74
3	59	8	18	8	-	73
4	67	10	28	6	-	80
5	52	5	20	3	-	60
TOTAL	332	34	94	49	33	441

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Somers					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			31	8	39
K	56	-	10	-	66
1	45	8	17	-	68
2	46	4	10	-	58
3	44	8	9	-	59
4	49	2	11	-	60
5	46	2	9	-	57
TOTAL	286	24	97	8	407

Southport					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			3	19	22
K	42	1	9	-	51
1	24	2	10	-	35
2	40	6	11	-	57
3	31	3	3	-	37
4	31	7	6	-	42
5	42	2	5	-	49
TOTAL	210	21	47	19	293

Stocker					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			2	24	26
K	36	1	5	-	42
1	31	3	10	-	44
2	34	5	10	-	49
3	42	4	7	-	49
4	46	2	2	-	50
5	56	5	6	-	65
TOTAL	245	20	42	24	325

Strange					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			10	56	66
K	34	18	7	-	59
1	31	20	8	-	55
2	33	17	11	-	58
3	29	17	12	-	52
4	38	21	12	-	67
5	26	14	14	-	52
TOTAL	191	107	74	56	409

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Vernon					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			5	17	22
K	37	4	5	-	45
1	22	6	10	-	36
2	27	2	10	-	38
3	35	2	12	-	47
4	24	5	4	-	32
5	23	2	9	-	33
TOTAL	168	21	55	17	253

Whittier					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			20	34	54
K	52	2	13	-	67
1	67	4	11	-	79
2	68	8	11	-	86
3	69	10	11	-	88
4	85	6	13	-	103
5	84	6	10	-	98
TOTAL	425	36	89	34	575

Wilson					
Grade Level	Regular Ed	English Learner (EL)	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K			2	19	21
K	8	4	4	-	14
1	15	5	7	-	25
2	13	2	4	-	18
3	13	5	3	-	20
4	10	5	1	-	16
5	10	4	3	-	16
TOTAL	69	25	24	19	130

ELEMENTARY RECAPITULATION							
Grade Level	Regular Ed	Dual Language	English Learner (EL)	Enrichment	Special Education	4 Yr K/ HeadStart	TOTAL
Pre-K		27		-	149	710	883
K	815	48	105	-	162	-	1,084
1	790	45	132	-	178	-	1,084
2	855	43	153	28	209	-	1,188
3	833	42	152	18	175	-	1,130
4	864	50	177	28	168	-	1,186
5	859	44	131	20	183	-	1,167
TOTAL	5016	299	850	94	1224	710	7,722

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

II. TOTAL ENROLLMENT: MIDDLE SCHOOLS

Bullen						Lance					Lincoln				
Grade Level	Regular Education	Special Education	Dual Language	English Learner (EL)	TOTAL	Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL	Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL
6	150	27	21	42	241	6	207	33	10	247	6	114	31	26	167
7	152	40	14	39	256	7	236	27	12	272	7	116	28	23	162
8	157	42	11	47	271	8	257	33	14	303	8	120	39	27	182
TOTAL	459	109	46	128	768	TOTAL	700	93	36	822	TOTAL	350	98	76	511

Mahone					Washington				
Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL	Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL
6	217	41	20	272	6	87	20	25	125
7	273	35	24	328	7	126	23	15	160
8	260	45	29	326	8	111	29	21	155
TOTAL	750	121	73	926	TOTAL	324	72	61	440

MIDDLE SCHOOL RECAPITULATION					
Grade Level	Regular Education	Special Education	Dual Language	English Learner (EL)	TOTAL
6	775	152	21	123	1052
7	903	153	14	113	1178
8	905	188	11	138	1237
TOTAL	2,583	493	46	374	3,467

III. TOTAL ENROLLMENT: HIGH SCHOOLS

Bradford					Indian Trail					LakeView Technology				
Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL	Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL	Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL
9	255	46	44	338	9	443	44	47	525	9	104	3	3	119
10	242	55	24	315	10	431	49	25	496	10	106	1	1	111
11	247	52	27	315	11	409	46	41	490	11	85	-	-	88
12	322	63	37	415	12	427	52	29	500	12	74	-	-	77
TOTAL	1,066	216	132	1,383	TOTAL	1,710	191	142	2,011	TOTAL	369	4	4	395

Reuther					Tremper				
Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL	Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL
9	27	4	5	35	9	348	45	30	416
10	52	16	8	75	10	285	58	25	363
11	70	13	5	88	11	335	50	20	402
12	132	6	16	153	12	331	86	18	429
TOTAL	281	39	34	351	TOTAL	1,299	239	93	1,610

HIGH SCHOOL RECAPITULATION				
Grade Level	Regular Education	Special Education	English Learner (EL)	TOTAL
9	1177	152	129	1433
10	1116	182	83	1360
11	1146	164	93	1383
12	1286	210	100	1574
TOTAL	4,725	708	405	5,750

IV. TOTAL ENROLLMENT: SPECIAL SCHOOLS

<i>Chavez Learning Station</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
Pre-K	87	19	-	106
TOTAL	87	19	-	106

<i>Kenosha 4 Yr Kindergarten</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
Pre-K	81	7	-	88
TOTAL	81	7	-	88

<i>Brompton School</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
K	20	2	-	22
1	19	3	-	22
2	17	4	2	23
3	22	1	1	24
4	21	-	3	24
5	22	1	-	23
6	26	-	-	26
7	24	-	-	24
8	20	1	-	21
TOTAL	191	12	6	209

<i>Dimensions of Learning</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
K	22	-	-	22
1	16	3	3	22
2	21	2	1	24
3	23	-	1	24
4	20	3	3	25
5	21	1	3	25
6	26	1	-	27
7	25	-	1	26
8	20	1	-	21
TOTAL	194	11	12	216

<i>KTEC</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
Pre-K	57	8	-	65
K	85	7	8	100
1	90	10	8	106
2	98	8	6	112
3	87	21	12	118
4	103	15	16	132
5	113	8	12	132
6	118	26	5	148
7	133	9	5	146
8	124	19	8	150
TOTAL	1,008	131	80	1,209

<i>Harborside Academy</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
6	46	6	2	54
7	46	3	6	54
8	43	5	3	51
9	92	15	11	117
10	99	6	5	110
11	88	13	4	102
12	96	11	3	108
TOTAL	510	59	34	596

<i>Hillcrest</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
6	-	-	-	-
7	4	4	1	9
8	3	2	-	5
9	4	3	-	7
10	1	2	-	3
11	6	3	2	11
12	8	13	1	21
TOTAL	26	27	4	56

IV. TOTAL ENROLLMENT: SPECIAL SCHOOLS

<i>Kenosha eSchool</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
K		-	-	
1	-	-	-	-
2				
3				
4				
5				
6	15	6	1	21
7	14	4	2	20
8	20	2	2	24
9	16	6	1	23
10	20	5	3	28
11	25	4	5	34
12	18	6	7	26
TOTAL	128	33	21	176

<i>Phoenix Project</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
9	-	-	-	-
10	-	-	-	-
11	2	2	-	4
12	11	8	2	21
TOTAL	13	10	2	25

<i>Special Schools Recapitulation</i>				
Grade Level	Regular Education	Special Education	English Learner	TOTAL
Pre-K	225	34	-	259
K	127	9	8	144
1	125	16	11	150
2	136	14	9	159
3	132	22	14	166
4	144	18	22	181
5	156	10	15	180
6	231	39	8	276
7	246	20	15	279
8	230	30	13	272
9	112	24	12	147
10	120	13	8	141
11	121	22	11	151
12	133	38	13	176
TOTAL	2,238	309	159	2,681

V. DISTRICT ENROLLMENT: SPECIAL EDUCATION

SPECIAL EDUCATION	
Elementary (includes Preschool)	1,144
Middle Schools	493
High Schools	708
Special Schools	309
TOTAL	2,654

VI. SUMMARY RECAPITULATION: TOTAL ENROLLMENT

Elementary	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education Kindergarten	972	924	949	941	905	815
Regular Education Grades 1-5	4,872	4,709	4,688	6,322	5,028	4,201
English Learner	1,103	1,118	1,208	1,020	886	850
Enrichment	92	96	88	97	89	94
Pre-Kindergarten Regular Education	718	757	900	750	514	710
Pre-Kindergarten Special Education	242	250	105	212	161	149
Special Education K-5	950	1,010	1,037	1,019	970	1,075
Middle School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education Grades 6-8	3,132	2,964	2,936	2,892	2,847	2,583
English Learner	285	320	336	364	382	374
Special Education	463	471	477	521	483	493
High School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education Grades 9-12	5,368	5,222	5,083	4,920	4,757	4,725
English Learner	350	368	405	398	389	405
Special Education	791	741	736	709	729	708
Special Schools	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Chavez Learning Station	147	136	165	139	71	106
Head Start Program	309	331	338	358	233	292
Kenosha 4 Yr Old K (off-site centers)	129	123	109	118	77	88
Charters	2,257	2,323	2,282	2,243	2,224	2,230
Hillcrest	64	95	67	69	69	56
Phoenix Project	24	28	18	21	9	25
English Learner	125	170	163	147	146	159
Special Education	221	229	241	244	248	309
DISTRICT ENROLLMENT	22,261	21,929	21,655	21,372	19,583	19,620

APPENDIX 3

Class Size Averages by School School Year 2021-22

I. CLASS SIZE AVERAGES: ELEMENTARY SCHOOLS

School	K*	K-3*	4-5*	K-5*	Pre-Schl (HS, EC, K4)
Bose*	23.0	20.6	19.7	20.4	12.3
Brass*	18.3	17.3	15.6	16.7	17.3
Edward Bain - Creative Arts*	15.7	17.7	16.0	17.1	15.3
Edward Bain - Dual Language	24.0	22.3	18.8	20.9	21.4
Forest Park*	18.3	20.4	19.2	20.0	17.5
Frank*	16.0	20.3	22.5	21.0	25.0
Grant	19.0	16.3	16.0	16.2	23.0
Grewenow*	21.5	21.1	19.4	20.5	13.7
Harvey*	18.5	19.6	18.5	19.2	13.0
Jefferson*	13.0	15.5	21.3	17.1	12.0
Jeffery*	18.5	19.3	20.3	19.6	12.0
McKinley*	17.5	16.5	19.8	17.6	14.0
Nash*	17.3	19.6	21.0	20.1	16.7
Pleasant Prairie*	16.3	19.2	23.1	20.5	13.0
Prairie Lane	22.3	19.5	25.0	21.1	11.7
Roosevelt	19.3	19.6	18.4	19.3	19.5
Somers*	22.0	20.9	19.2	20.3	9.8
Southport*	25.5	20.0	18.2	19.4	11.0
Stocker	21.0	16.7	19.2	17.6	13.0
Strange*	19.7	18.7	19.8	19.1	22.0
Vernon*	22.5	20.8	16.3	19.3	11.0
Whittier*	16.8	18.8	20.1	19.3	14.3
Wilson*	14.0	19.3	16.0	18.2	10.5
OVERALL AVERAGE	19.0	19.1	19.4	19.2	14.5

* Includes dual school K4 classes

NOTE: Pre-Schl (HS, EC, K4) averages reflect HS (Headstart), EC (Early Childhood) and K4 (4 year old Kindergarten) blended classrooms.

II. CLASS SIZE AVERAGES: MIDDLE SCHOOLS

	Bullen	Lance	Lincoln	Mahone	Washington	Overall
English	16.9	19.2	17.7	23.8	15.9	18.8
Math	20.6	21.9	19.3	23.7	18.3	21.1
Science	22.5	22.3	21.8	24.7	18.3	22.2
Social Studies	22.5	22.3	21.8	23.4	18.3	21.9
Academic Average	20.7	21.3	20.0	23.9	18.5	21.0
Art	41.8	34.3	24.3	26.5	26.1	30.0
Performing Arts	26.5	N/A	N/A	22.4	9.5	22.7
Technology & Engineering (STEM)	27.4	25.1	17.5	18.9	17.6	21.0
Technical Education	27.7	25.2	20.5	21.2	N/A	24.3
World Language	25.0	26.1	18.9	20.4	14.9	20.8
Elective Average	30.7	28.8	20.2	21.8	17.6	23.8
Music	37.0	47.6	28.7	31.1	19.0	32.0
Physical Education/Health	31.9	22.0	21.0	17.5	18.1	21.3
Activity Average	30.8	27.6	23.5	20.8	17.4	23.8
	22.7	N/A	N/A	N/A	N/A	22.7
Special Education*	9.8	8.6	9.3	11.5	8.5	9.6

*NOTES

Special education class sizes are based on FTE totals for special education teachers and students identified with an IEP.

III. CLASS SIZE AVERAGES: HIGH SCHOOLS

	Bradford	Indian Trail	LakeView	Reuther	Tremper	Overall
English	20.2	23.0	24.1	14.5	22.3	21.3
Math	19.8	22.1	26.4	14.2	21.7	21.3
Science	21.4	21.9	21.2	15.1	22.7	21.6
Social Studies	21.3	21.1	26.1	14.2	20.9	20.8
Academic Average	20.6	21.9	23.8	14.5	21.9	21.2
Art	22.0	23.0	NA	12.0	22.6	21.7
Business & Information Technology	16.1	18.0	15.0	11.7	22.0	17.9
Dance	15.7	NA	NA	NA	NA	15.7
Family and Consumer Science	20.5	19.9	5.7	10.4	24.0	19.7
Publications	20.8	19.3	12.5	NA	19.8	19.0
Technology & Engineering	18.2	16.1	17.1	NA	21.9	18.2
Theatre Arts	16.7	15.3	NA	NA	22.4	17.5
World Language	21.3	20.3	NA	10.0	22.6	21.2
Elective Average	19.2	19.5	16.4	11.1	22.6	19.6
Music	25.9	39.8	NA	5.5	26.8	26.2
Physical Education	28.6	30.5	31.4	13.6	33.9	28.6
Activity Average	27.0	32.8	30.5	9.1	29.8	27.5
Health	24.5	27.7	28.3	15.3	28.0	25.6
*Special Education	10.0	9.9	14.7	10.0	11.5	10.5

*NOTES

Special education class sizes are based on FTE totals for special education teachers and students identified with an IEP.

IV. CLASS SIZE AVERAGES: SPECIAL SCHOOL

HILLCREST SCHOOL AVERAGE	1.7
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V. CLASS SIZE AVERAGES: CHARTER SCHOOLS

Brompton	23.2
Dimensions of Learning Academy	24.0
KTEC	23.7
Harborside Academy	21.4
OVERALL CHARTER SCHOOL AVERAGE (does not include Kenosha eSchool)	23.1

VI. CLASS SIZE AVERAGES: SPECIAL PRE-SCHOOL

Chavez Learning Station	7.1
Kenosha 4 Yr Kindergarten (off site centers)	12.6
OVERALL SPECIAL PRE-SCHOOL AVERAGE	9.9

VII. CLASS SIZE AVERAGES: RECAPITULATION

Elementary Schools		Middle Schools		High Schools	
Kindergarten	19.0	Academics	21.0	Academics	21.2
Kindergarten - 3	19.1	Electives	23.8	Electives	19.6
4 - 5	19.4	Activities	23.8	Activities	27.5
Kindergarten - 5	19.2	Special Education	9.6	Special Education	10.5
Dual Language	21.4	Dual Language (Bullen)	22.7		
Enrichment	23.5				
Pre-Schl (HS, EC, K4)	14.5				
Pre-Schl (Speech)	3.7				
Special Schools					
Hillcrest	1.7	Charter Schools	23.1	Special Pre-Schools	9.9

VIII. CLASS SIZE AVERAGES: SUMMARY RECAPITULATION

Cluster/Classroom Type	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2021-22 Difference
Elementary School Enrollment	9,034	8,969	8,869	8,540	7,578	7,722	144
Grade K	20.4	21.6	22.4	21.9	17.9	19.0	1.1
Grades K-3	21.8	21.9	22.0	21.2	19.3	19.1	-0.2
Grades 4-5	22.5	23.5	23.2	22.7	20.3	19.4	-0.9
Grades K-5	22.0	22.4	22.4	21.9	19.5	19.2	-0.3
Dual Language	21.3	22.0	22.7	26.9	23.0	21.4	-1.6
Enrichment	23.0	24.0	22.0	23.0	22.3	23.5	1.2
Pre-kindergarten (HS, EC, K4)	13.8	14.7	14.5	13.2	10.5	14.5	4.0
Pre-kindergarten (Speech)	5.5	4.3	5.5	5.0	2.0	3.7	1.7
Middle School Enrollment	3,845	3,722	3,719	3,796	3,730	3,467	-263
Academic	24.6	24.0	24.0	22.7	21.9	21.0	-0.9
Elective	21.5	21.3	22.8	22.3	21.4	23.8	2.4
Activity	24.3	25.3	25.6	27.6	21.1	23.8	2.7
Dual Language	18.7	23.4	18.4	20.5	8.7	22.7	14.0
Special Education*	11.1	10.9	11.0	9.7	21.0	9.6	-11.4
High School Enrollment	6,429	6,259	6,143	5,963	5,790	5,750	-40
Academic	26.1	25.6	24.4	23.2	22.3	21.2	-1.1
Elective	24.1	23.8	22.1	19.1	19.7	19.6	-0.1
Activity	42.5	40.9	33.5	33.1	28.3	27.5	-0.8
Special Education*	12.2	11.7	12.8	10.2	10.7	10.5	-0.2
Special School Enrollment	2,621	2,705	2,641	2,620	2,485	2,681	196
Hillcrest	6.4	8.6	4.4	2.7	4.4	1.7	-2.7
Charter Schools	23.0	23.4	23.8	21.8	20.7	23.1	2.4
Special Pre-Schools	14.5	14.4	16.1	12.9	8.2	9.9	1.7
District Enrollment	22,261	21,929	21,655	21,372	19,583	19,620	37

***NOTES**

Special education class sizes are based on FTE totals for special education teachers and speech therapists.

KENOSHA UNIFIED SCHOOL DISTRICT

October 26, 2021

2021 Parent/Guardian Survey

School Board Policy 1110 Parent/Guardian/Caregiver Survey, stipulates that KUSD implement a parent/guardian survey every two years. However, the current contract with the Studer Education provides a Parent/Guardian survey annually. Also, both of the recent surveys were administered during the COVID pandemic, with an average of 50% of the KUSD students utilizing a virtual option for the 2020-21 school year.

Survey Content

The 2021 Parent/Guardian Survey contained questions or statements in the following areas:

- School Climate
- Cleanliness/Safety
- Student Achievement/Grading/Assessment
- Communication/Follow Up
- Expectations
- Shared Decision-making

Responses

Responses for each item were presented using a Likert-type scale where respondents were asked to rate their agreement using response categories that ranged from Strongly Agree (5) to Strongly Disagree (1). A Neutral category was also available.

Survey Administration

The 2021 Parent/Guardian Survey was administered in the Spring of 2021. A specific link to the anonymous survey was distributed to each parent/guardian account through their Infinite Campus Parent Portal. Parents/guardians were informed of the survey through various media notifications, both from the central office and the local school building.

Survey Results

KUSD Parents and Guardians provided 6,473 responses, which is more than double the responses from the 2019-20 survey (2,658). Parents had the ability to complete multiple submissions so they could reference different schools if they had multiple children enrolled. Because of the small number of responses for several buildings, the quantitative analysis was completed for KUSD as a whole. Two (2) buildings had less than twelve (12) parent responses. On the KUSD report, 11 out of 17 benchmark items earned higher than a 4.00 mean score,

which is in the agreeable range. The overall mean for the survey was 4.01, which is a slight increase from the 3.94 score achieved in 2020.

It is evident that parents feel connected to their child's school and the district with top items including "My family is treated with respect ..." (4.25), "I am proud to say I have a child at this school" (4.14), and "I would recommend this school to other parents" (4.14). Other top items included "My child has the necessary classroom supplies and equipment for effective learning" (4.21), "This school provides a safe environment for my child to learn" (4.17), "My child's learning is a high priority at this school" (4.14), and "The school is clean and well maintained" (4.14).

The less agreeable areas related to "The District makes decisions that are in the best interest of children and parents." (3.52), and "receiving positive [notifications] about my child..." (3.55) and "receiving regular feedback from school staff on how well my child is learning." (3.69). While these were the lower performing areas; they are all still above a "neutral" level.

Summary Points for the Quantitative/Qualitative Analysis

School Climate: Most of the responses for the school climate section received overall positive reviews.

- 57.5% of parents strongly agree, or agree, that they receive *positive* phone calls, emails, or notes about their child from their school.
- 79.9% of parents are proud to say they have a child in their child's school.
- Four out of five, or 80.3%, of parents would recommend their child's school to other parents.
- 86.3% of parents agreed that they are treated with respect at their school.

School Cleanliness/Supplies: The school cleanliness section relates to the overall cleanliness of the educational environment.

- 80.3% of parents felt the school was clean and well maintained.
- 85.5% of parents felt that their child has the necessary classroom supplies and equipment for effective learning.

School Safety:

- 83.1% of parents felt that their school was a safe place to learn.

School Achievement/Grading: Grading, assessments, and student achievement produced some of the lower performing parent responses.

- Three out of four, or 75.2% of parents believe that their child is recognized for good work and behavior at their school.
- 78.1% parents felt their child has every opportunity to be successful at their school.

School Curriculum:

- Two out of three parents, or 69.2%, are confident in their ability to support their child's learning in their home.
- 81.1% of parents stated they believe that their child's learning is a high priority at their school.

School Communication: Schools have worked to increase the amount and types of communication to keep students, parents and greater community better informed.

- 63.9% of parents felt that they regularly received feedback from school staff on how well my child is learning.
- 76.4% of parents felt that the principal at their student's school is an effective leader.
- More than two-thirds of parents (76.6%) believe that their student's principal is approachable and reachable.

School Expectations:

- School rules/discipline plans are believed to be consistently enforced by 75.3% of the reporting parents.
- 78.6% of parents believe that teachers, staff, and administration at their student's school demonstrate a genuine concern for their child.

School Shared Decision-making:

- 56.5% of parents believe the district makes decisions that are in the best interest of the children and parents.

Informational Item Only

The 2021 Parent/Guardian survey summary is provided as an informational item only, as mandated by School Board Policy 1110. The survey results for each building have already been shared and presented to district and school staff.

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Bill Haithcock
Interim Chief of School Leadership

Laura Sawyer
Research Analyst

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

October 26, 2021

School Year 2022-23 Instructional Calendars

The proposed 2022-2023 instructional calendar is based on the current organizational model, state requirements and previous survey data for the greater KUSD population of parents and staff. The following are some of the data points for the optional calendar items as noted from the most recent survey:

- Regarding the support for the current instructional day format, the majority of responders preferred no change. 58.7% for the elementary format, 56.2% for the middle school format, and 52.4% for the high school format.
- The current Friday early release options also had the inclination to continue the current formats. 50.2% for the elementary, 45.8% for middle school, and 50.9% for high school. These figures are all at least 18 percentage points higher than the next preferred option.
- 60.0% of the responders wish to keep the four professional learning days for the secondary calendar. The 2021-22 elementary calendar also aligned to those four professional learning days, with minute adjustments spread throughout the year.
- The majority of responses prefer to keep the current parent teacher conference time allocations. 65.9% for elementary schools, 60.6% for middle schools, and 51.7% for high schools. These have moved to primarily online conferences.
- 47.3% prefer to hold the Spring Break for the full week after Good Friday. None of the other options reached the 20.0% mark.
- KUSD currently has two half days (the Wednesday prior to Thanksgiving and the Friday before Memorial Day). The responders preferred to keep those formats, with 88.3% and 77.0% respectively.
- 63.9% wish to continue to keep the MLK Jr. day as a full day off.
- If calendar adjustments are necessary, nearly three quarters (73.4%) prefer to alter the early release schedule rather than add days at the end of the school year.

The existing Wisconsin state requirements stipulate that elementary schools must meet a minimum of 63,000 minutes (1,050 hours) of instruction. Secondary schools have a requirement of 68,220 minutes (1,137 hours), <https://dpi.wi.gov/cal/days-hours>). The proposed calendars not only meet those requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations, per Board policy.

At this time, KUSD is expecting to meet the instructional minute requirements as outlined, unlike calendar years 2019-20 and 2020-21, where a state and local waiver were applied solely due to the COVID Pandemic and its impact on the educational offerings. KUSD currently is not expected to utilize a waiver for the 2021-22 Instructional year.

Attached are the proposed KUSD calendars for the following areas:

- 2022-23 Instructional Calendar Description
- 2022-23 Elementary Instructional Calendar

- 2022-23 Extended Year Elementary (Frank & Wilson) Instructional Calendar
- 2022-23 Middle School Instructional Calendar
- 2022-23 High School Instructional Calendar

It is important to understand that teachers' compensation is not dependent upon any days "built in" to the calendar. A teacher's contract for employment with the District does not specify workdays in a school year. In the event not all "built in" days (e.g. inclement weather days) are used, teachers are not forwarded any additional wages for those unused days. Similarly, if those days are used pay is not deducted from the teacher. Under the Fair Labor Standards Act ("FLSA"), teachers are classified as salaried exempt employees and therefore are not entitled to overtime pay under the law. More importantly, teachers are salaried employees and *not* hourly employees. Therefore, since teachers are salaried employees and not hourly employees the District would not charge/ owe teachers hour-for-hour for any "built in" days.

Certain choice schools, charter schools, and alternative programs align to the majority of the proposed boundary school calendars, but those programs may have minor alterations that best suit their specific instructional format. The following schools and programs have the approval to deviate from the state mandate for instructional student contact minutes: Brompton, Dimensions of Learning, eSchool, Harborside, Hillcrest, KTEC, Reuther and the Phoenix Program.

At this time, the Department of Instruction and ACT have not finalized their contract regarding the 2023 Spring Grade 11 ACT assessment date. Similar to recent years, the High School Instructional Calendar will reflect that date once the state contract is completed and communicated.

Recommendations

Administration recommends that the School Board review and accept the proposed 2022-23 Instructional Calendars at its October 26, 2021, meeting.

Bethany Ormseth Ed.D.
Interim Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

2022-2023 SCHOOL YEAR GENERAL INSTRUCTIONAL CALENDAR

August 23-25 (Tuesday - Thursday)	New Instructional Staff Orientation
August 26 (Friday).....	All Instructional Staff Report
September 1 (Thursday).....	Students Report
September 5 (Monday).....	Labor Day, District Closed
September 30 (Friday).....	Staff Workday, No Students Report
October 28 (Friday).....	First Quarter Ends, Staff Workday, No Students Report
November 18 (Friday).....	Staff Workday, No Students Report
November 23 (Wednesday).....	½ Day for Students & Instructional Staff
November 24-25 (Thursday-Friday)	Thanksgiving Recess
December 23 (Friday).....	Winter Recess Begins, District Closed
January 3 (Tuesday - Schools Reopen)	Students Report
January 16 (Monday).....	Dr. Martin Luther King, Jr. Day, District Closed
January 20 (Friday).....	Second Quarter Ends, Staff Workday, No Students Report
February 17 (Friday).....	Staff Workday, No Students Report
March 24 (Friday).....	Third Quarter Ends, Staff Workday, No Students Report
April 7 (Friday).....	Spring Recess Begins, District Closed
April 17 (Monday - Schools Reopen)	Students Report
May 5 (Friday).....	Staff Workday, No Students Report
May 26 (Friday).....	½ Day for Students & Instructional Staff
May 29 (Monday).....	Memorial Day, District Closed
June 8 (Thursday).....	Last Day for Students
June 9 (Friday).....	Fourth Quarter Ends, Staff Workday, No Students Report

Please reference the KUSD Employee Handbook for identified paid holidays.

The school schedules take into consideration two (2) potential school closing days that have been built into the schedule. In the event school is closed beyond the two days due to inclement weather or other emergencies, the remaining calendar period will be reviewed. If the closures result in a shortage of the required instructional time, the calendar will be adjusted and communicated as necessary.

Prior to the end of each school year, calculations will be done to determine if every school in the district meets the Wisconsin Department of Public Instruction required number of student contact hours and minutes. A 30-minute student lunch period will be scheduled into each full day schedule.

Open house schedules and/virtual options will be established and communicated by each building prior to the beginning of the school year.

KUSD Calendar References can be found at: <http://kUSD.edu/events>

Revised 10/26/2021

KUSD Elementary School Year Instructional School Calendar 2022-23

July-22						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August-22						
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28	29	30	31			

September-22						
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October-22						
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23	24	25	26	27	28	29
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November-22						
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27	28	29	30			

December-22						
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January-23						
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February-23						
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March-23						
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April-23						
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May-23						
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June-23						
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First Day for Students September 1	Student Quarter 1: Sept. 1 to Oct. 27	Elementary School Student Conferences
New Instructional Staff Orientation August 23-25	Student Quarter 2: Oct. 31 to Jan. 19	October 19 & February 22 Normal full student day, evening conferences
Instructional Staff Return Session August 26-31	Student Quarter 3: Jan. 23 to Mar. 23	October 20 & February 23 Early release for students, then conferences
Staff Workday: No Students Report 10/28, 1/20, 3/24, 6/9	Student Quarter 4: Mar. 27 to Jun. 8	October 21 & February 24 Morning Conferences (no students)
Half Day Release (11/23 & 5/26) for students & instructional staff		No Students Report - Professional Learning (9/30, 11/18, 2/17, 5/5)
Early Release Fridays and June 8 for students		School Closed
4K Students Start on September 7, 2022		

KUSD Extended Year (Frank & Wilson) Elementary Year Instructional Calendar 2022-23

July-22						
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August-22						
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September-22						
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October-22						
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November-22						
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December-22						
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January-23						
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February-23						
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March-23						
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April-23						
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May-23						
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June-23						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

First Day for Students August 3	Student Quarter 1: Aug. 3 to Sept 29	Elementary School Student Conferences
Enrichment Weeks	Student Quarter 2: Oct. 17 to Dec. 21	9/1, 11/22, and 3/22 Normal full student day, evening conferences
Instructional Staff Return Session July 28 - August 2	Student Quarter 3: Jan. 3 to Mar. 23	
Staff Workday: 7/28, 9/30, 12/16 (Half), 1/6 (Half), 3/24, 6/9	Student Quarter 4: April 17 to Jun. 8	9/2, 11/23, & 3/23 Morning Conferences (no students)
Early Release (5/26) for students & instructional staff		4K Students Start on August 10, 2022
Early Release Fridays and June 8 for students		School Closed
No Students Report - Professional Learning (11/18, 1/20, 2/17, 5/5)		

KUSD Middle School Year Instructional Calendar 2022-23

July-22						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August-22						
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September-22						
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October-22						
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November-22						
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December-22						
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January-23						
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22	23	24	25	26	27	28
29	30	31				

February-23						
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March-23						
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April-23						
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May-23						
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June-23						
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First Day for Students September 1	Student Quarter 1: Sept. 1 to Oct. 27	Middle School Student Conferences
New Instructional Staff Orientation August 23-25	Student Quarter 2: Oct. 31 to Jan. 19	October 4, 6 evenings only, February 21, 23 evenings only,
Instructional Staff Return Session August 26-31	Student Quarter 3: Jan. 23 to Mar. 23	No Students Report - Professional Learning (9/30, 11/18, 2/17, 5/5)
Staff Workday: No Students Report 10/28, 1/20, 3/24, 6/9	Student Quarter 4: Mar. 27 to Jun. 8	School Closed
Half Day Release (11/23 & 5/26) for students & instructional staff		
Half Day Release for students only June 8		

Updated

10/26/21

KUSD High School Year Instructional School Calendar 2022-23

July-22						
S	M	T	W	T	F	S
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August-22						
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September-22						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October-22						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November-22						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December-22						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January-23						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February-23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March-23						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April-23						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May-23						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June-23						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

First Day for Students September 1	Student Quarter 1: Sept. 1 to Oct. 27	High School Student Conferences
New Instructional Staff Orientation August 23-25	Student Quarter 2: Oct. 31 to Jan. 19	November 1, 3 evenings only, March 14, 16 evenings only
Instructional Staff Return Session August 26-31	Student Quarter 3: Jan. 23 to Mar. 23	ACT Assessment. March TBD, Juniors only with early release. No school for grades 9, 10, 12.
Staff Workday: No Students Report 10/28, 1/20, 3/24, 6/9	Student Quarter 4: Mar. 27 to Jun. 8	No Students Report - Professional Learning (9/30, 11/18, 2/17, 5/5)
Half Day Release (11/23 & 5/26) for students & instructional staff		School Closed
HS Final Exams - Early Release		
Last day for graduating seniors May 24		

Updated

10/26/21

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 2021

Change in the Fiscal Year 2020-21 Adopted Budget

The Board of Education adopted the 2020-2021 budget on October 27, 2020, as prescribed by Wisconsin State Statute 65.90. From time to time there is a need to modify or amend the adopted budget for a variety of reasons. State Statutes require that official modifications to the adopted budget be approved by two-thirds majority of the Board of Education and that there be a publication of a Class 1 notice within 10 days of approval. This document identifies budget modifications to the 2020-2021 budget delineated by fund and project.

Fund Description	Fund	Project	Revenue	Expense
10-General	10	140-Neglected/Delinquent	6,179.72	6,179.72
		345-C.E.I.S. (IDEA)	90,168.50	90,168.50
		391-Title 3	254,579.29	254,579.29
		577-CTE Incentives		303,526.63
		750-Donations	31,871.39	141,413.64
		751-New School Grant	40,038.00	190,781.30
		754-Theatre (Co-Curricular)	11,395.90	77,190.75
		753-Athletic Fields		32,060.00
		583-Educator Effectiveness	-32,640.00	-32,640.00
		728-HR Recognition	2,875.00	10,339.09
		000-Local Funding		-827,340.33
		031-Common School Library Fund	177,586.00	335,795.21
	10 Total		582,053.80	582,053.80
10-General Total			582,053.80	582,053.80
20-Special Projects	21	725-Planetarium	1,000.00	11,546.51
		000-Local Funding	35,000.00	194,269.78
	21 Total		36,000.00	205,816.29
		613-Head Start -Emergency Grant	494,165.00	494,165.00
	25 Total		494,165.00	494,165.00
	27	341-IDEA Flow Thru	639,972.28	639,972.28
		347-IDEA PreSchool	14,477.66	14,477.66
	27 Total		654,449.94	654,449.94
20-Special Projects Total			1,184,614.94	1,354,431.23
50-Food Service	50	376-Fruits & Veggies	-72,149.00	-72,149.00
	50 Total		-72,149.00	-72,149.00
50-Food Service Total			-72,149.00	-72,149.00
Grand Total			1,694,519.74	1,864,336.03

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

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

These budget modifications include:

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

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

Administrative Recommendation

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

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

**NOTICE OF CHANGE IN ADOPTED 2020-2021 BUDGET
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**

Notice is hereby given, in accordance with the provisions of Wisconsin Statute 65.90(5)(a), that the School Board of Kenosha Unified School District No.1, on October 26, 2021, adopted the following changes to previously approved budgeted 2020-2021 amounts.

LINE ITEM	ACCOUNT CODE	PREVIOUS APPROVED AMOUNT \$	AMENDED APPROVED AMOUNT \$	CHANGE \$
Fund 10 - General				
Anticipated Revenue:	Source			
Operating Transfer	100	369,082	369,082	0
Local Sources	200	82,115,190	82,201,370	86,180
Other School Districts within Wisconsin	300 & 400	1,200,000	1,200,000	0
Intermediate Sources	500	0	0	0
State Sources	600	165,910,743	166,055,689	144,946
Federal Sources	700	20,972,201	21,323,128	350,928
Other Financing Sources	800 & 900	463,000	463,000	0
Total Anticipated Revenue		271,030,215	271,612,269	582,054
Expenditure Appropriations:	Function			
Instruction	100000	131,735,853	134,511,837	2,775,984
Support Services	200000	98,211,693	95,987,313	(2,224,381)
Non-Program Transactions	400000	41,082,669	41,113,119	30,450
Total Expenditure Appropriations		271,030,215	271,612,269	582,054
Beginning Fund Balance	930000	61,669,391	61,669,391	0
Anticipated Ending Fund Balance	930000	61,669,391	61,669,391	0
Fund 20 - Special Projects				
Beginning Fund Balance		169,817	169,817	0
Anticipated Ending Fund Balance		169,817	0	(169,816)
Total Revenues & Other Financing Sources	Total	53,342,859	54,527,474	1,184,615
Expenditures & Other Financing Use	Total	53,342,859	54,697,291	1,354,431
Fund 30 - Debt Service				
Beginning Fund Balance		3,354,221	3,354,221	0
Anticipated Ending Fund Balance		2,814,171	2,814,171	0
Total Revenues & Other Financing Sources	Total	13,598,392	13,598,392	0
Expenditures & Other Financing Use	Total	14,138,442	14,138,442	0
Fund 40 - Capital Projects				
Beginning Fund Balance		5,224,165	5,224,165	0
Anticipated Ending Fund Balance		50,000	50,000	0
Total Revenues & Other Financing Sources	Total	50,000	50,000	0
Expenditures & Other Financing Use	Total	5,224,165	5,224,165	0
Fund 50 - Food Service				
Beginning Fund Balance		1,945,950	1,945,950	0
Anticipated Ending Fund Balance		1,962,245	1,962,245	0
Total Revenues & Other Financing Sources	Total	8,578,999	8,506,850	(72,149)
Expenditures & Other Financing Use	Total	8,562,704	8,490,555	(72,149)
Fund 80 - Community Service				
Beginning Fund Balance		3,414,662	3,414,662	0
Anticipated Ending Fund Balance		3,049,901	3,049,901	0
Total Revenues & Other Financing Sources	Total	1,500,450	1,500,450	0
Expenditures & Other Financing Use	Total	1,865,210	1,865,210	0

Subtotals contain calculated fields and formulas which may result in rounded values

Dated this 26th day of October 2021
Tony Garcia, School Board Clerk

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 2021

2020-2021 Budget Carryovers to the 2021-2022 Budget

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

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

Also, several exceptional items are potentially carried over from year to year. The administration is requesting to carryover the following amounts identified in Attachment A to the 2021-2022 fiscal year budget:

Site Requested Carryover	\$226,978
Required Grant Carryover	\$260,871
Donation and Mini-Grant Carryover	\$235,519
Athletic Fields Carryover	\$29,475
Theater (Co-Curricular) Carryover	\$55,367
Total Fund 10 Carryover	\$808,210

Site Requested Carryovers

Site requested carryovers require a pre-approved specific purpose before they are brought forward for Board consideration. Each of these requests are briefly described below:

- EBSOLA Creative Arts is requesting to carryover a total of \$9,500.
 - The amount of \$4,500 is being requested to fund a computer lab remodeling project that will add walls and create small group work spaces that can be used for intervention work and specially designed instruction.
 - The amount of \$5,000 is being requested to pay for the costs associated with training 2 staff members (Instructional Coach and Counselor) to become trainers for the Neurosequential Model in Education (NME) program. The goal of the program is to shift everything, all the way down to the basic procedures and instructional methods, into a format that understands and functions well for students who come from/with significant trauma in their lives.
- The Equity Team is requesting to carryover a total of \$92,836 to cover the costs of the previously approved Racial Equity Institute (REI) professional development sessions that were supposed to take place last year, but were rescheduled to the summer months of this past July and August 2021. These invoices have already been paid in the new fiscal year 2021-22.
- Indian Trail High School and Academy installed a new video scoreboard at the end of the 2020-21 fiscal year that was used during last year's graduation ceremony. The scoreboard is being financed through a 5 year lease to own arrangement in which the school principal has committed to making these payments from their annual discretionary budget. The discretionary budget commitment will be reduced by revenue collected for sponsorship agreements and donations. To help further offset the impact on this year's discretionary budget, the school is requesting the \$20,903 remaining balance from last year be carried over and applied to the lease payment.

- Harvey Elementary school is requesting to carryover \$5,000 in order to help pay for the timesheet hours of a retired staff member holding a 316 Reading License that would provide instructional interventions for students.
- Jefferson Elementary school is requesting to carryover \$6,000 to pay for the cost of a classroom counter top refurbishing project. The project began last year but the school experienced some staff turnover that caused delays in ordering materials and ultimately pushed the costs into the next fiscal year.
- Mahone Middle School is requesting to carryover \$45,000 to help with the efforts to build an outdoor classroom on school grounds. This is supported by a group of students, teachers, and the Mahone ECO Club. The club has presented the project to the Mahone PTSA who is also supportive and willing to help raise money for the cause.
- Prairie Lane Elementary is requesting to carryover \$7,400 that was encumbered to purchase tables in last year's budget. Unfortunately, there were significant backorder and supply chain issues related to the pandemic that lead to the need to cancel the original order and pursue the purchase from another vendor.
- Roosevelt Elementary is requesting to carryover \$5,500 that was encumbered to purchase tables in last year's budget. Unfortunately, there were significant backorder and supply chain issues related to the pandemic that lead to the need to cancel the original order and pursue the purchase from another vendor.
- Southport Elementary is requesting to carryover \$17,828 in order to support the initiative of the new principal to install promethean boards in classrooms.
- The Recognition Committee is requesting to carryover \$17,011 to support additional staff recognition initiatives this year. Last year there were events such as the recognition dinner that were not held due to the pandemic.

Required Grant Carryovers

Certain funding that is provided to our district is required by the Department of Public Instruction (DPI) to be carried over in to the following fiscal year if all the funds were not spent on the designated purpose within the fiscal year in which they were received. Such is the case for the \$205,538 balance of CTE Technical Incentive Grants and the \$55,332 balance of Common School Library Funds.

Donations and Mini-Grants

During the previous school year, several schools/departments received cash donations or mini-grants from outside organizations, most notably from the Education Foundation of Kenosha (EFK). Some of the donated funds totaling \$235,519 were not completely spent by the end of the school year; therefore the schools have requested that these funds be carried over to the next year so that they can be used to complete the programs intended by the donors.

Athletic Fields

Through an agreement between Finance, Athletics, and Facilities, we have arranged to earmark rental revenue generated at our various athletic fields so that it will be used specifically for the maintenance and upkeep of those fields. The \$29,475 balance of these funds is recommended for carryover so that it can be used for the intended purpose.

Theater (Co-Curricular)

Starting in the 2018-19 fiscal year, KUSD began transitioning some accounts previously held in Student Activities (Fund 60) to the General Fund (Fund10) due to their co-curricular purposes. These accounts included a variety of revenue sources including ticket sale proceeds. The \$55,367 balance of these funds is recommended for carryover so that it can be used for the intended purpose.

Charter Schools

KUSD instrumentality charter schools are allowed carryover of any unspent general fund dollars, as stipulated in their contracts (charters) with the district. This is necessitated due to the unique funding of the schools, the responsibility they have for their budget, and their responsibility for future major maintenance issues or technology replacements not funded by the district. Starting in the fiscal year 2012-2013, charter school carryovers were accounted for as assigned portions of the general fund balance rather than be added as additional amounts in expense budgets as in the past. This method provides for more accurate year to year budgeting while preserving the charter school's access to their surplus funds. The schedule at the bottom of Attachment A shows the total balance in the charter school fund balance reserve accounts as \$2,798,078 as of June 30, 2021.

Administrative Recommendation

Administration requests that the School Board approve the recommended items in this report so that the approved carryover funds can be incorporated into the 2021-2022 budget with the understanding that future site requested items will only be considered on an emergency basis. Budget managers should make every effort to plan and spend their allocated funds within each respective fiscal year.

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa Salo
Accounting Manager

Kenosha Unified School District
Carryover Requested from the 2020-2021 to 2021-2022 Budget

Loc #	Location	Site Requested Carryover	Required Grant Carryovers	Site Donation and Mini-Grant Carryover	Athletic Fields Carryover	Theater Co- Curricular Program Carryover	Total of Carryover
145	Forest Park	\$ -	\$ -	\$ 2,585	\$ -	\$ -	\$ 2,585
146	Frank	\$ -	\$ -	\$ 14,035	\$ -	\$ -	\$ 14,035
147	Grant	\$ -	\$ -	\$ 1,746	\$ -	\$ -	\$ 1,746
150	Harvey	\$ 5,000	\$ -	\$ 733	\$ -	\$ -	\$ 5,733
153	Jefferson	\$ 6,000	\$ -	\$ 6,964	\$ -	\$ -	\$ 12,964
155	McKinley	\$ -	\$ -	\$ 4,129	\$ -	\$ -	\$ 4,129
156	Pleasant Prairie	\$ -	\$ -	\$ 3,461	\$ -	\$ -	\$ 3,461
157	Prairie Lane	\$ 7,400	\$ -	\$ 50	\$ -	\$ -	\$ 7,450
158	Roosevelt	\$ 5,500	\$ -	\$ 2,209	\$ -	\$ -	\$ 7,709
160	Somers	\$ -	\$ -	\$ 7,030	\$ -	\$ -	\$ 7,030
161	Southport	\$ 17,828	\$ -	\$ 2,000	\$ -	\$ -	\$ 19,828
162	Strange	\$ -	\$ -	\$ 2,539	\$ -	\$ -	\$ 2,539
163	Grewenow	\$ -	\$ -	\$ 20	\$ -	\$ -	\$ 20
164	Vernon	\$ -	\$ -	\$ 1,536	\$ -	\$ -	\$ 1,536
165	Brass	\$ -	\$ -	\$ 7,020	\$ -	\$ -	\$ 7,020
166	Whittier	\$ -	\$ -	\$ 737	\$ -	\$ -	\$ 737
167	Wilson	\$ -	\$ -	\$ 3,424	\$ -	\$ -	\$ 3,424
168	Bose	\$ -	\$ -	\$ 4,545	\$ -	\$ -	\$ 4,545
169	Stocker	\$ -	\$ -	\$ 5,118	\$ -	\$ -	\$ 5,118
170	Jeffery	\$ -	\$ -	\$ 5,961	\$ -	\$ -	\$ 5,961
173	EBSOLA-Creative Arts	\$ 9,500	\$ -	\$ 2,459	\$ -	\$ -	\$ 11,959
175	EBSOLA-Dual Language	\$ -	\$ -	\$ 2,113	\$ -	\$ -	\$ 2,113
178	Nash	\$ -	\$ -	\$ 19,133	\$ -	\$ -	\$ 19,133
Elementary Subtotal		\$ 51,228	\$ -	\$ 99,549	\$ -	\$ -	\$ 150,777
330	Lance	\$ -	\$ -	\$ -	\$ -	\$ 2,728	\$ 2,728
331	Lincoln MS	\$ -	\$ -	\$ 4,190	\$ -	\$ -	\$ 4,190
333	Washington	\$ -	\$ -	\$ 11,671	\$ -	\$ -	\$ 11,671
334	Bullen	\$ -	\$ -	\$ 7,515	\$ -	\$ -	\$ 7,515
337	Mahone	\$ 45,000	\$ -	\$ 4,274	\$ -	\$ -	\$ 49,274
Middle School Subtotal		\$ 45,000	\$ -	\$ 27,650	\$ -	\$ 2,728	\$ 75,379
424	Indian Trail	\$ 20,903	\$ -	\$ 7,220	\$ -	\$ 25,810	\$ 53,932
425	Bradford	\$ -	\$ -	\$ 8,880	\$ -	\$ (1,038)	\$ 7,842
426	Tremper	\$ -	\$ -	\$ 9,211	\$ -	\$ 27,868	\$ 37,078
427	Reuther	\$ -	\$ -	\$ 890	\$ -	\$ -	\$ 890
428	Lakeview	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
High School Subtotal		\$ 20,903	\$ -	\$ 26,201	\$ -	\$ 52,639	\$ 99,743
102	Brompton	\$ -	\$ -	\$ 600	\$ -	\$ -	\$ 600
112	Dimensions of Learning	\$ -	\$ -	\$ 100	\$ -	\$ -	\$ 100
113	KTEC	\$ -	\$ -	\$ 2,518	\$ -	\$ -	\$ 2,518
272	4K Program	\$ -	\$ -	\$ 25	\$ -	\$ -	\$ 25
421	E-School	\$ -	\$ -	\$ 26	\$ -	\$ -	\$ 26
422	Harborside	\$ -	\$ -	\$ 828	\$ -	\$ -	\$ 828
852	Hillcrest	\$ -	\$ -	\$ 11,948	\$ -	\$ -	\$ 11,948
871	Headstart	\$ -	\$ -	\$ 889	\$ -	\$ -	\$ 889
Other Schools Subtotal		\$ -	\$ -	\$ 16,933	\$ -	\$ -	\$ 16,933
Total Schools		\$ 117,131	\$ -	\$ 170,334	\$ -	\$ 55,367	\$ 342,832

Loc #	Location	Site Requested Carryover	Required Grant Carryovers	Site Donation and Mini-Grant Carryover	Athletic Fields Carryover	Theater Co-Curricular Program Carryover	Total of Carryover
801	Board of Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
802	Superintendent	\$ -	\$ -	\$ 2,038	\$ -	\$ -	\$ 2,038
803	Special Projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
804	Human Resources	\$ 17,011	\$ -	\$ 134	\$ -	\$ -	\$ 17,144
805	Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
806	Exec. Director of Business	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
807	Facilities Department	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
808	Finance Department	\$ -	\$ -	\$ 1,259	\$ -	\$ -	\$ 1,259
809	School To Career (CTE)	\$ -	\$ 205,538	\$ 415	\$ -	\$ -	\$ 205,954
810	Athletics/PE/Health	\$ -	\$ -	\$ -	\$ 29,475	\$ -	\$ 29,475
811	Teaching & Learning	\$ -	\$ -	\$ 22,262	\$ -	\$ -	\$ 22,262
812	Fine Arts	\$ -	\$ -	\$ 10	\$ -	\$ -	\$ 10
815	Special Ed Instruction	\$ -	\$ -	\$ 1,222	\$ -	\$ -	\$ 1,222
816	Title 1/P-5/Bilingual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
817	Instructional Media Center	\$ -	\$ 55,332	\$ 4	\$ -	\$ -	\$ 55,336
818	Student Services	\$ -	\$ -	\$ 1,427	\$ -	\$ -	\$ 1,427
819	Staff Development	\$ 92,836	\$ -	\$ -	\$ -	\$ -	\$ 92,836
820	Purchasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
822	Transportation & Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
823	Distribution and Utilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
824	Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
825	Copy Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
837	Community & Parent Relations	\$ -	\$ -	\$ 26,718	\$ -	\$ -	\$ 26,718
838	Public Information	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
839	School Leadership Middle & High	\$ -	\$ -	\$ 4,666	\$ -	\$ -	\$ 4,666
840	Student Engagement Office	\$ -	\$ -	\$ 30	\$ -	\$ -	\$ 30
841	School Leadship Elementary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
851	Educational Accountability	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000
874	Education Support Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
880	Recreation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
999	Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Departments	\$ 109,847	\$ 260,871	\$ 65,185	\$ 29,475	\$ -	\$ 465,377
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Grand Total	\$ 226,978	\$ 260,871	\$ 235,519	\$ 29,475	\$ 55,367	\$ 808,210
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Charter Fund Balance Reserves to 2021-2022					
	102-Brompton	112-Dimensions	113-KTEC	422-Harborside	Totals
2021 Beginning Balance	506,962	170,321	838,524	528,426	2,044,233
2021 F10 Revenue/Budget*	1,781,764	1,830,677	10,036,020	5,040,253	18,688,714
2021 F10 Expense*	1,870,936	1,698,344	9,407,849	4,957,741	17,934,870
2021 F10 Net Rev(Exp)	(89,172)	132,333	628,171	82,512	753,844
2021 After School Program Revenue**	50	-	-	-	50
2021 After School Program Expense**	50	-	-	-	50
2021 After School Program Net Rev(Exp)	-	-	-	-	-
2021 Ending Balance	417,790	302,654	1,466,695	610,938	2,798,078
2021 Ending Balance % of F10 Budget	23.45%	16.53%	14.61%	12.12%	14.97%
* Includes Fund 10 Projects 000 (Local Budget), 999 (Summer School Budget), but <u>not</u> 714 (Sub Budget)					
** Includes Fund 10 Project 712 (After School Program)					

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 2021

Formal Adoption of the 2021-22 Budget

The public hearing on the 2021-22 budget and the annual meeting of district electors were held on September 21, 2021, in the auditorium of Indian Trail High School and Academy. In an advisory vote at the annual meeting of district electors, stakeholders in attendance voted to set the total tax levy at \$86,000,000, rather than the proposed maximum allowed by law, which was initially projected to be a total of \$88,907,061. At the time of the annual meeting, it is important to note that key variables in the budgeting process were not finalized, therefore conservative estimates were included.

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

We continue to experience a decline in our total student full-time equivalents (FTE) which drives our revenue limit authority. While 3rd Friday enrollment counts came in better than originally expected, once converted into membership FTE, we still experienced a loss of 215 FTE for revenue limit authority purposes. Our continual declining enrollment status triggers additional temporary (non-recurring) revenue limit exemptions that are meant to buy us time and provide temporary budget relief as we prepare to make adjustments to our operations.

State Aid in Revenue Limit Computation

In the official October 15th certification, our general state aid increased by \$2,516,613 or 1.72% as compared to last year. Our total state aids, which impacts tax levy, increased by a total of \$2,959,545 or 2.0% due to the resumption of the state aid for personal property and a reduction in high poverty aid as shown in the following table.

	2020-21 DPI October 15 Certified Aid	2021-22 DPI July 1 Estimated Aid	2021-22 KUSD September 21 (Annual Meeting) Projected Aid	2021-22 DPI October 15 Certified Aid	Certified \$ Change From Prior Year	Certified % Change from Prior Year
General State Aid (Equalization Aid)	\$146,394,605	\$149,919,708	\$148,761,330	\$148,911,218	\$2,516,613	1.72%
High Poverty Aid	\$1,425,636	\$1,425,636	\$1,425,636	\$1,073,240	(\$352,396)	-24.72%
State Aid for Exempt Computers	\$389,423	\$389,423	\$389,423	\$389,423	\$0	0.00%
State Aid for Personal Property	\$0	\$795,328	\$795,328	\$795,328	\$795,328	100.00%
Total Aid in Revenue Limit Computation	\$148,209,664	\$152,530,095	\$151,371,717	\$151,169,209	\$2,959,545	2.00%

The 2017-2019 biennial state budget (2017 Act 59) exempted certain machinery, tools, and patterns from property tax assessments and also created a new aid program designed to reimburse municipalities for the lost tax revenue. The method used by the Department of Revenue (DOR) to allocate these aid payments to districts that contain Tax Incremental Districts (TIDs) was challenged in court and revised after the first year of implementation in 2018-19. Being that our municipalities contain large TIDs such as Amazon, we experienced a major change in 2019-20. For 2020-21, the DOR informed us that they would be applying a correction this year to make up for the difference in calculations in prior years. Unfortunately for KUSD, the adjustment was negative and exceeded the corrected 2019-20 amount, therefore we received no State Aid for Personal Property in 2020-21. This year's adjusted amount is \$795,328 as compared to \$0 from last year so there will be a significant one-time impact.

Recast Correction

The corrections below were identified under state law (sec. 79.08, Wis. Stats.).

2019 Recast Correction	
1. 2019 personal property aid	\$1,650,041.53
2. Corrected 2019 personal property aid	\$787,369.62
3. Recast Correction (Lines 2 - 1)	\$-862,671.91

KUSD currently qualifies for high poverty aid since our free/reduced lunch population exceeds 50%. This aid amount is locked in for both years of each biennium (2022 and 2023) based on the preceding year's economically disadvantaged rates. While KUSD's percentage increased to around 57% economically disadvantaged, 28 new school districts crossed the qualifying threshold that entitles them to a share of this funding resulting in a pro-rated reduction for KUSD and the other districts. The loss of high poverty aid does not impact the overall revenue limit authority and it may be recovered by increasing the tax levy.

General Fund (10)

The 2021-22 general fund (10) is being presented as an unbalanced budget in which expenditures are projected to exceed revenues by \$1,087,035. Unlike previous years, the budget is not in a positive position with unallocated funds that could be used to absorb the carryover spending authority requests submitted to the Board for consideration. Any approved carryover authority will increase the budgeted expenditures and increase the deficit or difference between expected revenues and expenditures.

Federal Stimulus Funding for Emergency COVID-19 Relief

The proposed 2021-22 budget incorporates several separate one-time funding sources that are available to the district. At the [September 28, 2021 meeting](#), the School Board voted unanimously to approve plans and/or modifications to the following grants:

- Elementary and Secondary School Emergency Relief (ESSER I) Grant - \$4.66 MM
- Governor's Education Emergency Relief (GEER) Fund - \$2.9 MM
- Elementary and Secondary School Emergency Relief (ESSER II) Grant - \$19.98 MM

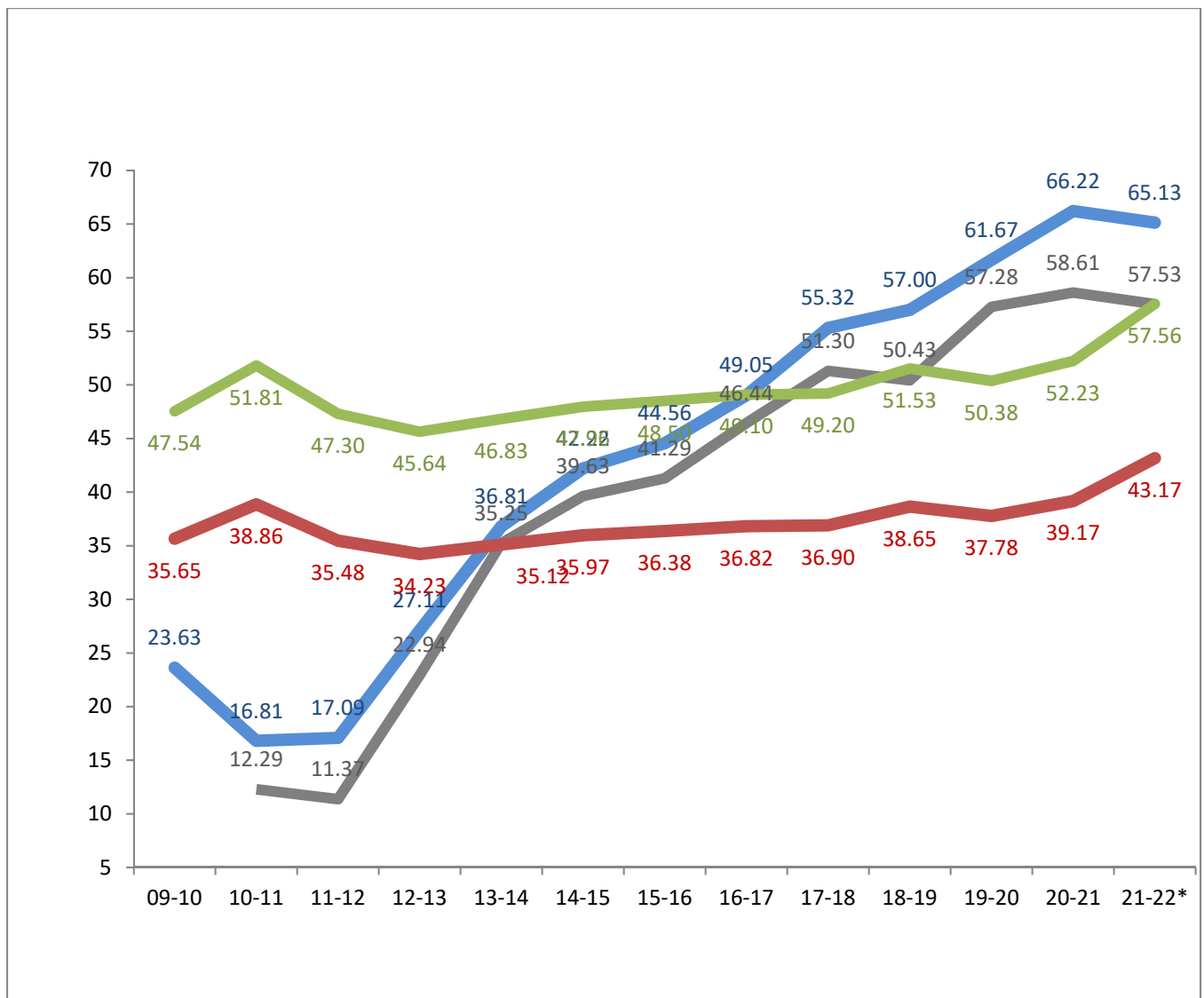
Another funding source has been identified, but not yet finalized. That source will be the third round of the Elementary and Secondary School Emergency Relief (ESSER III) Grant. The amount is projected to be \$45 MM and once finalized, this grant will require public input/consultations in addition to other requirements such as a mandatory set-aside of 20% to address learning loss. The timeframe to spend the ESSER III grant funds will extend to September 2024.

Finally, with the signing of the Wisconsin state biennial budget, Governor Evers announced a new source of relief funding to help school districts deal with the lack of any kind of inflationary increase in revenue limit formula or per-pupil categorical aid. The funding is also federal stimulus money but the Governor has the discretion to direct the funds at the state level. We are expected to receive \$130 per pupil in our current 3-year average membership count, which equates to \$2,565,160. This revenue source is built into this year's budget and is being used to reduce the projected deficit.

Fund Balance

Unassigned general fund balance reserves are currently greater than 10% of budgeted expenditures; therefore, the portion of school board policy 3323 requiring a one million dollar budgeted surplus (if the fund balance is below the 10% threshold) will not be applicable for the 2021-22 budget.

General Fund Ending Fund Balance Projection as of 6/30/2022



*Projected

Total Balance
22.63% of Expenses
\$65.13 MM

Unassigned
Policy Max 20% of
Expenses \$57.56 MM

Unassigned Balance
19.99% of Expenses
\$57.53 MM

Unassigned
Policy Min 15% of
Expenses \$43.17 MM

The total general fund (10) ending fund balance is projected to be \$65.13 MM at the end of 2021-22 which represents 22.63% of the current year budgeted expenditures. Included in that number are components of the fund balance that are designated in the following manner:

- Non-spendable
 - \$875,422 for pre-paid items
- Restricted for a specific purpose
 - \$260,870 for Common School Library Funds and CTE Incentives
- Committed for obligations
 - \$3,122,705 for contracts
- Assigned to a specific purpose
 - \$3,345,417 for charter school reserves and carryover balances
- Unassigned
 - \$57,525,064

After adjusting for the designated balances, the general fund is left with an unassigned projected balance of \$57.53 MM which represents 19.99% of the budgeted expenditures.

Certification of the Tax Levy

The 2021-22 budget will include the following proposed tax levy of \$89,696,473:

Fund	FY 2020/21	FY 2021/22 *	\$ Change	% Change
General	\$80,475,961	\$75,891,832	-\$4,584,129	-5.70%
Debt Service	13,598,392	12,304,641	-1,293,751	-9.51%
Community Service	1,500,000	1,500,000	0	0.00%
Total Tax Levy	\$95,574,353	\$89,696,473	-\$5,877,880	-6.15%

The proposed tax levy for the general fund (10) is the maximum amount allowed within state law without going to a referendum. The overall 6.15% decrease in total tax levy equates to \$5,877,880 less local property tax dollars needed for the Kenosha Unified School District as compared to the previous year. The decrease in tax levy is directly correlated to increases in state aid and decreasing revenue limit authority driven by declining enrollment in the general fund as well as a decrease in debt service.

The total mill rate (tax per \$1,000 of equalized property valuation) is \$7.78, a 12.90% decrease as compared to the prior year rate of \$8.94. This decrease is the result of changes in both tax levy and equalized property values in our district. Our equalized property value increased by 7.74% from last year allowing the reduced tax levy to be spread over a larger tax base. This results in a more dramatic change in the mill rate. This tax levy scenario and a historical view of the District's equalized property values, tax levies, and mill rates are shown in Attachment A.

Recommendation

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

1. Formally adopt the District's 2021-2022 budget using the accompanying budget adoption motion (Attachment B).
2. Direct the administration to prepare a class one legal notice to be published publicly within ten days of the adoption (Attachment C).
3. Approve the property tax levy to be collected from the municipalities within the school district in the amount of \$75,891,832 for the general fund, \$12,304,641 for the debt service fund, and \$1,500,000 for the community service fund. The Board must approve levy amounts on or before November 1st each year, per Wis. Stats. 120.12 (3)(a).
4. Direct the district clerk to certify and deliver the Board approved tax levy to the clerk of each municipality on or before November 10, 2021.

Bethany Ormseth, Ed.D
Interim Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

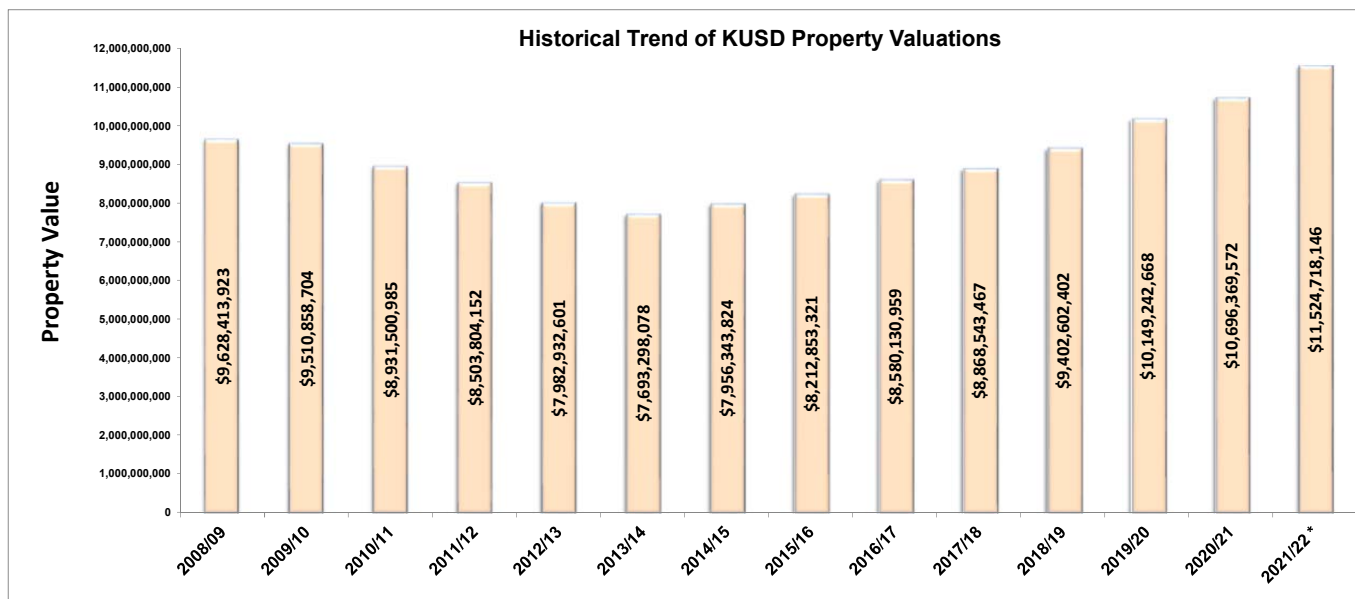
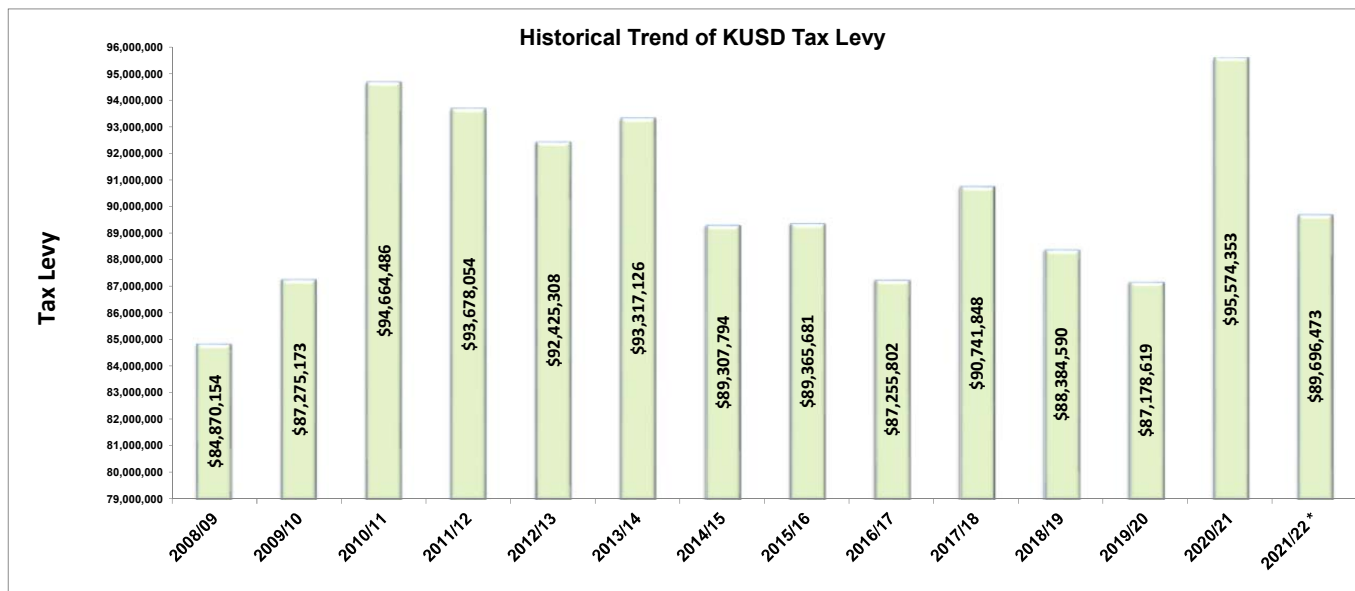
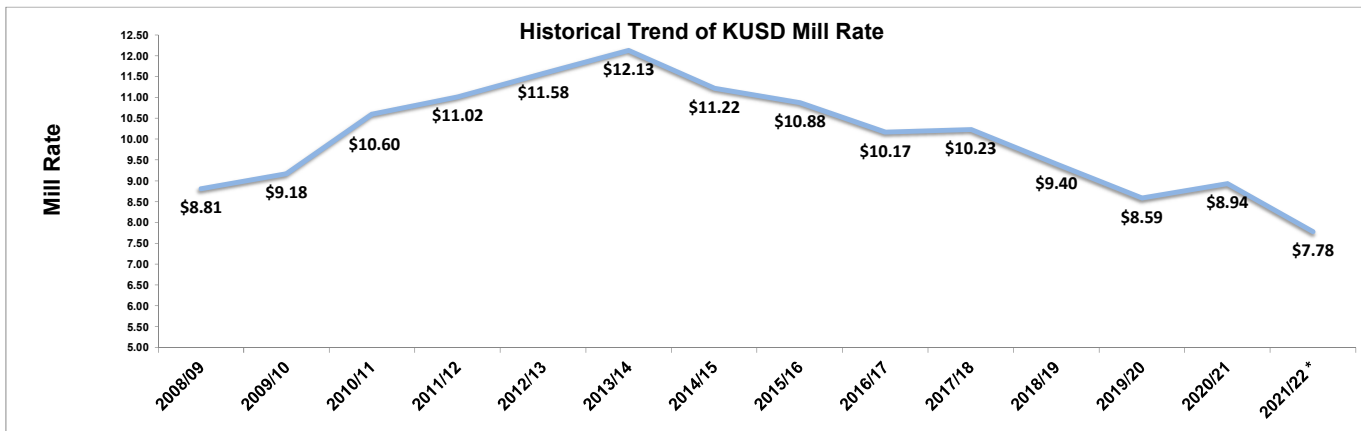
Lisa Salo, CPA
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT TAX LEVY COMPARISON

School Year	Equalized Valuation	% Change	Fund 10 Levy	Fund 10 Chargeback Levy	Mill Rate	Fund 30 Debt Service Levy	Mill Rate	Fund 80 Community Service Levy	Mill Rate	Total Levy	Total Mill Rate	% Tax Levy Change	% Mill rate Change
2008/09	9,628,413,923	1.35%	70,705,971	18,570	7.3454	12,264,373	1.2738	1,881,240	0.1954	84,870,154	8.8146	5.41%	4.01%
2009/10	9,510,858,704	-1.22%	73,218,329	6,733	7.6991	12,168,871	1.2795	1,881,240	0.1978	87,275,173	9.1764	2.83%	4.10%
2010/11	8,931,500,985	-6.09%	79,133,470	29,422	8.8633	13,520,354	1.5138	1,981,240	0.2218	94,664,486	10.5989	8.47%	15.50%
2011/12	8,503,804,152	-4.79%	77,070,827	0	9.0631	14,625,987	1.7199	1,981,240	0.2330	93,678,054	11.0160	-1.04%	3.94%
2012/13	7,982,932,601	-6.13%	74,684,161	64,333	9.3635	15,626,547	1.9575	2,050,267	0.2568	92,425,308	11.5779	-1.34%	5.10%
2013/14	7,693,298,078	-3.63%	75,664,429		9.8351	16,152,697	2.0996	1,500,000	0.1950	93,317,126	12.1297	0.96%	4.77%
2014/15	7,956,343,824	3.42%	72,788,341		9.1485	15,019,453	1.8877	1,500,000	0.1885	89,307,794	11.2247	-4.30%	-7.46%
2015/16	8,212,853,321	3.22%	71,041,926		8.6501	16,823,755	2.0485	1,500,000	0.1826	89,365,681	10.8812	0.06%	-3.06%
2016/17	8,580,130,959	4.47%	69,282,075		8.0747	16,473,727	1.9200	1,500,000	0.1748	87,255,802	10.1695	-2.36%	-6.54%
2017/18	8,868,543,467	3.36%	73,540,969		8.2923	15,700,879	1.7704	1,500,000	0.1691	90,741,848	10.2319	4.00%	0.61%
2018/19	9,402,602,402	6.02%	72,697,706		7.7317	14,186,884	1.5088	1,500,000	0.1595	88,384,590	9.4000	-2.60%	-8.13%
2019/20	10,149,242,668	7.94%	71,682,744		7.0629	13,995,875	1.3790	1,500,000	0.1478	87,178,619	8.5897	-1.36%	-8.62%
2020/21	10,696,369,572	5.39%	80,475,961		7.5237	13,598,392	1.2713	1,500,000	0.1402	95,574,353	8.9352	9.63%	4.02%
2021/22 *	11,524,718,146	7.74%	75,891,832		6.5851	12,304,641	1.0677	1,500,000	0.1302	89,696,473	7.7830	-6.15%	-12.90%
Δ	828,348,574	2.35%	-4,584,129		-0.9385	-1,293,751	-0.2036	0	-0.0101	-5,877,880	-1.1522		

Tax per \$100,000 Property		\$200,000 Property
2020/21 Property Tax	\$893.52	\$1,787.04
2021/22 * Property Tax	\$778.30	\$1,556.59
\$ Change	-\$115.22	-\$230.45
% Change	-12.90%	-12.90%

2021/22 *	
Equalized Valuation	\$11,524,718,146
% Change in Valuation	7.74%
Total Levy	\$89,696,473
Total Mill Rate	\$7.78
% Tax Levy Change	-6.15%
% Mill rate Change	-12.90%



Kenosha Unified School District
Kenosha, Wisconsin

October 26, 2021

2021-2022 Budget Adoption Motion

I, _____, move that the 2021-2022 budget for the Kenosha Unified School District, as presented, for all funds showing expenditures, other revenues, and tax levies in summary be adopted as set forth below and in the accompanying format required by the Wisconsin Department of Public Instruction (see Attachment C).

	Tax Levy	Other Revenues	Total Revenue	Expenditures	Variance
General Fund (10)	\$ 75,891,832	\$ 210,797,254	\$ 286,689,086	\$ 287,776,121	\$ (1,087,035)
Special Projects Fund (20)		53,635,505	53,635,505	55,814,312	(2,178,807)
Debt Service Fund (30)	12,304,641	-	12,304,641	12,479,592	(174,951)
Capital Projects Fund (40)	-	-	-	879,444	(879,444)
Food Service Fund (50)	-	6,184,907	6,184,907	6,545,916	(361,009)
Community Service Fund (80)	1,500,000	12,450	1,512,450	1,884,734	(372,284)
	\$ 89,696,473	\$ 270,630,116	\$ 360,326,589	\$ 365,380,118	\$ (5,053,529)

I, _____, second the motion.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
2021-2022 BUDGET PUBLICATION

Attachment C

GENERAL FUND (FUND 10)	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
Beginning Fund Balance	57,003,593	61,669,391	66,216,513
Ending Fund Balance	61,669,391	66,216,513	65,129,478
REVENUES AND OTHER FINANCING SOURCES			
Operating Transfer-In (Source 100)	216,302	363,912	234,905
Local Sources (Source 200)	74,330,716	81,869,908	77,182,378
Inter-district Payments (Source 300 & 400)	1,203,993	1,435,450	1,442,000
Intermediate Sources (Source 500)	118,667	0	0
State Sources (Source 600)	170,663,505	165,968,921	167,879,651
Federal Sources (Source 700)	9,397,591	13,801,256	38,817,752
All Other Sources (Source 800 & 900)	611,393	2,258,913	1,132,400
TOTAL REVENUES & OTHER FINANCING SOURCES	256,542,167	265,698,361	286,689,086
EXPENDITURES & OTHER FINANCING USES			
Instruction (Function 100000)	122,732,710	127,000,892	136,314,711
Support Services (Function 200000)	89,539,468	94,953,836	108,859,161
Non-Program Transactions (Function 400000)	39,604,191	39,196,511	42,602,249
TOTAL EXPENDITURES & OTHER FINANCING USES	251,876,369	261,151,239	287,776,121

SPECIAL PROJECTS FUND (FUND 20)	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
Beginning Fund Balance	98,374	169,817	2,178,807
Ending Fund Balance	169,817	2,178,807	0
REVENUES & OTHER FINANCING SOURCES	51,064,689	54,075,799	53,635,505
EXPENDITURES & OTHER FINANCING USES	50,993,247	52,066,809	55,814,312

DEBT SERVICE FUND (FUND 30)	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
Beginning Fund Balance	4,043,948	3,354,221	2,816,376
Ending Fund Balance	3,354,221	2,816,376	2,641,425
REVENUES & OTHER FINANCING SOURCES	65,666,682	13,600,596	12,304,641
EXPENDITURES & OTHER FINANCING USES	66,356,409	14,138,440	12,479,592

CAPITAL PROJECTS FUND (FUND 40)	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
Beginning Fund Balance	20,054,808	5,224,165	879,444
Ending Fund Balance	5,224,165	879,444	0
REVENUES & OTHER FINANCING SOURCES	224,569	153,516	0
EXPENDITURES & OTHER FINANCING USES	15,055,212	4,498,237	879,444

FOOD SERVICE FUND (50)	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
Beginning Fund Balance	2,846,614	1,945,950	1,314,616
Ending Fund Balance	1,945,950	1,314,616	953,607
REVENUES & OTHER FINANCING SOURCES	7,032,997	4,600,356	6,184,907
EXPENDITURES & OTHER FINANCING USES	7,933,662	5,231,690	6,545,916

COMMUNITY SERVICES FUND (FUND 80)	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
Beginning Fund Balance	3,191,938	3,414,662	3,882,209
Ending Fund Balance	3,414,662	3,882,209	3,509,925
REVENUES & OTHER FINANCING SOURCES	1,553,176	1,502,740	1,512,450
EXPENDITURES & OTHER FINANCING USES	1,330,452	1,035,193	1,884,734

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
2021-2022 BUDGET PUBLICATION

Attachment C

TOTAL EXPENDITURES AND OTHER FINANCING USES			
ALL FUNDS	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
GROSS TOTAL EXPENDITURES - ALL FUNDS	393,545,350	338,121,608	365,380,118
Interfund Transfers (Source 100) - ALL FUNDS	32,866,972	30,441,835	33,340,289
Refinancing Expenditures (Fund 30)	50,749,463	0	0
NET TOTAL EXPENDITURES - ALL FUNDS	309,928,915	307,679,773	332,039,829
PERCENTAGE CHANGE FROM PRIOR YEAR	-4.82%	-0.73%	7.92%

PROPOSED PROPERTY TAX LEVY			
FUND	Audited 2019-2020	Unaudited 2020-2021	Proposed 2021-2022
General Fund	71,682,744	80,475,961	75,891,832
Referendum Debt Service Fund	7,013,409	6,626,029	6,913,369
Non-Referendum Debt Service Fund	6,982,466	6,972,363	5,391,272
Capital Expansion Fund	0	0	0
Community Service Fund	1,500,000	1,500,000	1,500,000
TOTAL SCHOOL LEVY	87,178,619	95,574,353	89,696,473
PERCENTAGE INCREASE FROM PRIOR YEAR	-1.36%	9.63%	-6.15%

Note: Subtotals contain calculated fields and formulas which may result in rounded values

ENERGY EFFICIENCY EXEMPTION				
§ 121.91 (4) (o) Revenue Limit Exemption for Energy Efficiencies-Evaluation of the Energy Performance Indicators				
Resolution ID	3694	4131	4294	4295
Name of Qualified Contractor	Performance Services	Nexus	McKinstry	Nexus
Performance Contract Length (years)	10	20	20	20
Total Project Cost (including financing)	\$25,444,228	\$35,093,038	\$33,510,032	\$32,156,617
Total Project Payback Period	10	20	19	19
Years of Debt Payments	20	20	20	20
Remaining Useful Life of the Facility	25	50	50	40
Prior Year Resolution Expense Amount	Fiscal Year	2021	\$5,877,646	
Prior Year Related Expense Amount or CY debt levy	Fiscal Year	2021	\$5,646,401	
Utility Savings applied in Prior Year to Debt	Fiscal Year	2021	\$231,245	
Sum of reported Utility Savings to be applied to Debt			\$234,352	
Applicable Savings Reported for 2022				
Specific Energy Efficiency Measure or Products	Project Cost Including Financing	Utility Cost Savings	Non-Utility Cost Savings	
Bose Elementary School	\$2,318,840	\$25,179	\$216,024	
Forest Park Elementary School	\$4,179,133	\$19,624	\$392,027	
Grant Elementary School	\$2,644,576	\$11,079	\$244,773	
Grewenow Elementary School	\$1,363,798	\$14,079	\$119,844	
Harvey Elementary School	\$2,502,299	\$9,157	\$220,839	
Jefferson Elementary School	\$2,250,193	\$11,601	\$208,212	
Jeffery Elementary School	\$1,139,833	\$10,702	\$106,537	
Roosevelt Elementary School	\$4,047,209	\$16,659	\$363,959	
Vernon Elementary School	\$4,998,347	\$35,487	\$465,684	
Bullen Middle School	\$16,334,377	\$39,973	\$749,737	
Lance Middle School	\$18,758,661	\$40,812	\$860,172	
Bradford High School	\$33,510,032	TBD	TBD	
Tremper High School	\$32,156,617	TBD	TBD	
Entire Energy Efficiency Project Totals	\$126,203,916	\$234,352	\$3,947,808	

Dated this 26th day of October, 2021

Tony Garcia
School Board Clerk

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 2021
Board of Education Meeting

**POLICY 8710 - REGULAR SCHOOL BOARD MEETINGS AND POLICY 8712 - SCHOOL BOARD MEETING
AGENDA PREPARATION AND DISSEMINATION**

Background:

Since the onset of the COVID Pandemic, KUSD has implemented the use of virtual meetings as noted in the Wisconsin Department of Justice's Office of Open Government [advisory](#) related to Wisconsin's open meetings law, Wis. Stat. §§ 19.81 to 19.98.

Policy 8710 - Regular School Board Meetings currently states, "Regular meetings shall be scheduled to take place on district property." The DOJ advisory, released on March 16, 2020, in response to the pandemic, states:

The open meetings law "does not require that all meetings be held in publicly owned places but rather in places 'reasonably accessible to members of the public.'" 69 Op. Att'y Gen. 143, 144 (1980) (quoting 47 Op. Att'y Gen. 126 (1978)). As such, DOJ's longstanding advice is that a telephone conference call can be an acceptable method of convening a meeting of a governmental body. Id. at 146. More recently, DOJ guidance deemed video conference calls acceptable as well. Wis. Dep't of Justice, *Wisconsin Open Meetings Law Compliance Guide 11* (May 2019), <https://www.doj.state.wi.us/sites/default/files/office-opengovernment/Resources/OML-GUIDE.pdf>.

As such, Policy 8710 has been updated to read, "meetings shall be scheduled to take place on District property or virtually when deemed appropriate."

In addition, Policy 8712 - School Board Meeting Agenda Preparation and Dissemination was reviewed in regards to what the "agenda shall normally provide" for the order of business. The currently required Review of District Mission, Vision, Strategic Goals and Board of Education Goals, as well as the Evaluation of Board of Education's Adherence to its Operating Principles, have been removed due to their repetitive nature and will instead be reviewed by the Board periodically as needed. In addition, due to the increase in the number of views and comments, and the Board's desire to allow all to be heard, the Views and Comments section has been moved to follow New Business. This allows the business of the Board to be conducted up front while ensuring all stakeholders have ample time to speak during the Views and Comments portion of the meeting, particularly with an extension of the comment period as outlined in Policy 8870 - Public Participation at School Board Meetings.

Discussion/Action:

Revisions to Policy 8710 - Regular School Board Meetings and Policy 8712 - School Board Meeting Agenda Preparation and Dissemination are being shared for discussion and action.

Yolanda Adams
School Board President

Bethany Ormseth, Ed.D.
Interim Superintendent of Schools

POLICY 8710
REGULAR SCHOOL BOARD MEETINGS

Annually at the organizational meeting, the School Board shall set the time and place of regular Board meetings. The schedule of regular meetings so made shall remain in effect until the fourth Monday in April of the following year, unless changed by a majority vote of the School Board during the year. The Board may also eliminate scheduled meetings as long as at least one regular School Board meeting is held each calendar month.

Regular meetings shall be scheduled to take place on District property **or virtually when deemed appropriate**. Advanced notice shall be given for all regular Board meetings in accordance with state law and School Board policy.

Unless changed by majority vote, the order of business at regular School Board meetings shall follow the agenda. No new items of business shall be taken up after 10:00 p.m. **unless approved by**~~except~~ a majority vote of those members present at the meeting. If the agenda is not completed, the remaining items will be continued at a predetermined date and time unless another meeting date and time is set by a two-thirds vote of the School Board members present.

New business not on the regular School Board meeting agenda may not be discussed or acted upon, except for emergency items as allowed by law.

The School Board may discuss any matter raised by the public during the public comment period if such period is included in the notice of the meeting.

LEGAL REF.: Wisconsin Statutes

Sections 19.83 [Meetings of governmental bodies]
 19.84 [Public notice requirements]
 19.85 [Open meeting exemptions]
 120.11(1) [Regular board meetings]

CROSS REF.: 8711, Public Notification of Board Meetings
 8712, Agenda Preparation and Dissemination
 8740, Organizational Meeting
 8840, Board Minutes

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993
 June 8, 1993

REVISED: July 10, 2001
 January 29, 2013
 February 24, 2015

POLICY 8712
SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

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

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

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

LEGAL REF.: Wisconsin Statutes

Section 19.83 [Meetings of governmental bodies]

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

CROSS REF.: 8710, Regular School Board Meetings

8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999

March 28, 2000

July 10, 2001

November 13, 2001

June 25, 2002

June 24, 2003

December 14, 2010

February 24, 2014

February 24, 2015

August 27, 2019

January 26, 2021

October 26, 2021

RULE 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

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

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



**Kenosha Unified
School District**

American Education Week

November 14-20, 2021

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

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

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

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

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

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

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim November 14-20, 2021, as the annual observance of American Education Week.

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

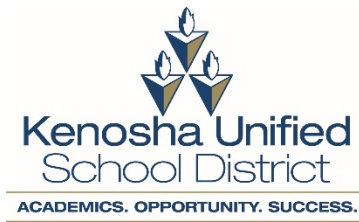
President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 385
October 26, 2021*



October 26, 2021

DONATION TO THE DISTRICT

The District has received the following donation:

1. Shirley and the late James T. Duncan donated \$1,000 to the Bradford High School astronomy club.

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

Kenosha Unified School District
Kenosha, Wisconsin

October 26, 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?

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

October 26, 2021

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

October

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

November

- November 16, 2021 - Regular School Board Meeting – 7 P.M.
- November 24, 2021 – Half day for students and instructional staff
- November 25-26, 2021 – Thanksgiving Recess – District Closed

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