



STANDING COMMITTEE MEETINGS

Educational Support Center
Boardroom
3600 52nd Street
Kenosha, WI 53144

April 18, 2023

5 – 5:45 PM – Curriculum/Program

5:50 – 6:35 PM – Personnel Committee

6:40 – 7:40 PM – Joint Audit/Budget & Planning/Facilities



Standing Committee Meeting
Curriculum/Program

April 18, 2023
5 – 5:45 P.M.
ESC Boardroom
3600-52nd Street
Kenosha, WI

Agenda Items

Topic	Purpose	Time allotted
1. Review of Minutes – Price, Chair <ul style="list-style-type: none">February 14, 2023 – Curriculum/Program	Review	2 Minutes
2. Literacy Instruction in KUSD - Housaman	Sharing/ Feedback	43 Minutes

Other Information

Next Meeting: To Be Determined

Please Note: Four or more School Board members may attend the October 11, 2022 Joint Standing Committee Meeting. Section 19.82(2), Wisconsin Statutes, states in part as follows:

If one-half or more of the members of a governmental body are present, the meeting is rebuttably presumed to be for the purposes of exercising the responsibilities, authority, power or duties delegated to or vested in the body.

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KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM COMMITTEE MEETING
Educational Support Center – Room 110
February 14, 2023
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Price was called to order at 6:00 P.M. with the following committee members present: Ms. Adams, Mr. Meadows, Mrs. Modder, Mr. Flood, Mr. Moon, Ms. Koschkee, Ms. McRoberts, and Mr. Price. Dr. Weiss and Mrs. Housaman were also present. Ms. Kretchmer arrived later. Ms. Geissman, Mrs. Infusino, Mr. Levin, Ms. Gyger, and Mr. Kauffman were absent.

Welcome & Introductions

Mr. Price welcomed committee members and introductions were made.

Review of October 11, 2022 Minutes

A spelling correction of “fictitious” was noted. Ms. Schroeder will make this correction to the minutes.

Curriculum Development and Material Selection

Mrs. Julie Housaman, Chief Academic Officer, gave a Curriculum Development and Material Selection Process PowerPoint presentation which covered the follow topics: Teaching and Learning beliefs, Policy 6300 - Curriculum Development and Improvement, Policy 6610 - Selection of Instructional Materials, Policy 6610: 2022-23, 2023-24, and 2024-25 school years, and adoptions: 2022-23.

Mrs. Housaman shared copies of Policy 6610 – Selection of Instructional Materials and Policy 6300 - Curriculum Development and Improvement with committee members.

Mrs. Housaman reminded and encouraged committee members to review and provide feedback for the elementary (Social Studies) and high school instructional materials which were sent to them earlier in the month.

Mr. Meadows left the meeting at 6:13 P.M.

Ms. Kretchmer arrived at 6:27 P.M.

Mr. Meadows returned to the meeting at 6:29 P.M.

Ms. Housaman answered questions from committee members.

Meeting adjourned at 6:48 p.m.

Stacy Schroeder
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT

Literacy Instruction in KUSD

Curriculum/Program Standing Committee
April 18, 2023



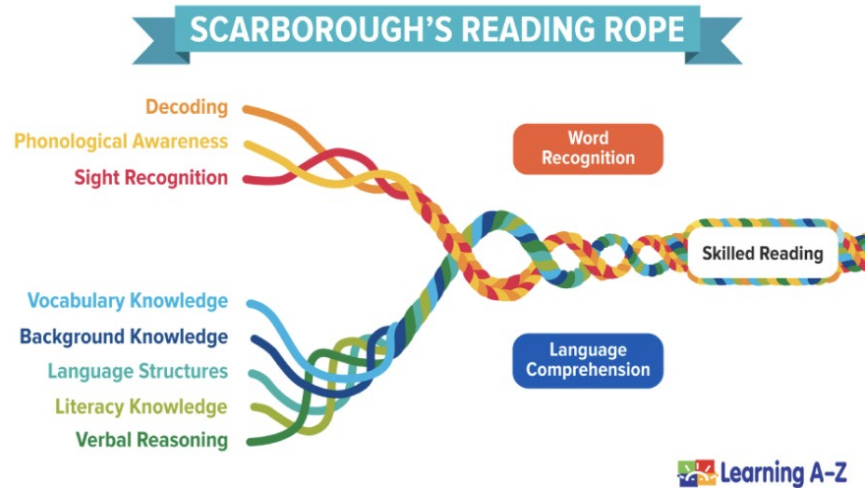
Purpose for Today

- **Address concerns relative to reading instruction. Elevate current research as well as the steps we are taking in our district to improve literacy instruction and student achievement.**



Research

- In 2000, the National Reading Panel conducted a meta-analysis and as a result identified five major categories for reading instruction:
 - *Phonemic Awareness*
 - *Phonics*
 - *Fluency*
 - *Vocabulary*
 - *Comprehension*





What is the “Science of Reading”?

- Steve Graham, wrote, “The science of reading involves studying how reading operates, develops, is taught, shapes academic and cognitive growth, affects motivation and emotion, interacts with context, and impacts context in turn. It includes genetic, biological, environmental, contextual, social, political, historical, and cultural factors that influence the acquisition and use of reading.”
- Patricia Alexander, says, “As someone who has been conducting empirical studies of reading for 40 years, I see the science of reading as contributing to a vast interdisciplinary store of critical information about reading-related skills, processes, antecedents, and outcomes, representing linguistic, cognitive, social, cultural, neurological, and psychological dimensions.”



Since the Reading Panel Research

- More has been learned about the contents that are essential to each of the five categories - however the research stands that all five areas are essential and one should not dominate the rest.
- Reading difficulties have a number of causes, not all of which fall under decoding and/or listening comprehension.
- Decoding and listening comprehension overlap in important ways.
- More has been learned about the function of reading tasks in the brain and how that impacts learning to read.



Major Issues

- The Interpretation of Research as a “settled science”, has led to:
 - a belief that there is only one effective approach to teaching reading, which is primarily a phonics dominant approach
 - a belief that if you don’t prescribe to a specific approach that means you are doing it “wrong” or that you are not in alignment with the science of reading - reduces importance of the teacher as a critical factor in student achievement.
 - inaccurate assumptions and interpretations of research and a general oversimplification of reading instruction



In the Spotlight

- Recent publication of articles in the NY Times as well as a podcast called Sold a Story by Emily Hanford called into question certain reading curriculum and methodology, specifically the Units of Study by Lucy Calkins, the work of Fountas and Pinnell, and the Balanced Literacy Approach.

Assertions:

- Lucy Calkins' curriculum doesn't promote or teach phonics and is not based on research
- Phonics is not explicitly taught in the abovementioned curriculums and that "guessing" is encouraged - Meaning over phonics
- Science of Reading is something that you *do* or something you *are*



Ms. Hanford's Points

- If you are not teaching explicit phonics, it means you are teaching whole language and that phonics instruction is incidental and not intentional - it also means you are ignoring the science
- Inadequate teacher training (at collegiate level)
- Reliance on meaning over phonics (cueing system)
- Ineffectiveness of leveled reading materials

Her opinions perpetuate support for a phonics exclusive approach (a “one size fits all” model) that may actually ignore research relative to the importance of language comprehension and the integration of phonics into reading as well as lack the flexibility to be responsive to diverse student needs.



Consensus by Many Experts

- It is valuable to conduct various kinds of scientific research that aims to better understand and meet children’s complex and varied needs — not to insist that there’s a single, “one best” way to teach reading.
 - “When you ask the experts what they mean by the science of reading, they describe a diverse set of research studies, including many lines of research into a wide range of topics — not just phonemic awareness, phonics, reading fluency, vocabulary, and comprehension but also language development, motivation, dyslexia, the reading of digital texts, multilingual literacy, the literacies of Black students and other historically minoritized student groups, and on and on.” - Amanda Goodwin
- There is evidence in the effectiveness of a variety of methods for supporting reading instruction



Consensus by Experts

Research in reading, including those experiencing difficulty with reading and potentially classified as dyslexic, benefit from **explicit instruction** designed to develop **phonological sensitivity** (the ability to analyze the sounds in spoken words), an **understanding of the alphabetic code** (how print is related to the sounds in spoken words), and **attention to orthographic structure** (the predictable patterns of letters in printed words) and that these warrant serious instructional attention *in combination with instruction to develop comprehension, vocabulary, fluency, and a strong positive relationship with literacy*. These latter aspects do not simply arise spontaneously from improving children's decoding ability. - *Scanlon & Johnston*



Response to the Research in KUSD

- Clarify our Philosophy Regarding Literacy Instruction
- Teacher Training About Science of Reading and Current Research
- Systematic Scope and Sequence of Reading Skills
- Adjustments to Assessment Practices
- Curriculum Enhancements & Additions
- District Improvement Plan based on High Quality Instructional Practices



Clarifying Our Philosophy

- We *do* believe in a Balanced Literacy approach to instruction. We believe that not each student learns exactly the same way or at the same rate.
- We *do not* instruct using a whole language approach or through incidental discovery. We do believe in systematic phonemic awareness and phonics instruction as well as decoding.
- We *do not* promote guessing or over reliance on meaning, especially at early grades. We do promote emphasis on decoding when reading and we use tools that provide optimal practice for this purpose.
- We *do not* believe that by simply being surrounded by books that students will naturally learn to read. We believe reading instruction needs to be intentional and rigorous.



Teacher Training

- Summer 2022 - 6 hours of training that included information pertaining to the science of reading:
 - Brain Research about where and how reading activity occurs in the brain and what has been learned about the activity of individuals with dyslexia
 - Instruction around the continuums for both Phonological Awareness and Phonics
 - Instruction around diagnostic tools to specifically measure growth in Phonological Awareness and Phonics
- 2022-23 School Year - 4- PD sessions to build content knowledge about reading research, use of diagnostic assessments and high leverage instructional practices
- 2023-25 - Support for participation in 316 Reading Teacher License for KUSD teachers



Systematic Scope and Sequence

- We have created a clear scope and sequence for teaching foundational skills and have assessments to support that scope and sequence.
- We have 20-25 minutes per day for phonics instruction (recommended amount of time - *Shanahan, 2022*), which includes teacher directed instruction in K-2 and 10 minutes for phonemic awareness in K-1.
- We continue word study in 3-5 to further extend learning of spelling patterns and morphology, which is emphasized in current research.
- We have allocated time and materials to intentionally integrate phonics skills into reading practice. We use a balance of materials to reinforce phonics and build reading flexibility.



Adjustments to Assessment Practices

- Addition of diagnostic assessments for Phonics and Phonemic Awareness in 2022-23. The assessments meet the standard for early predictors of reading difficulties as well as measure areas most frequently affected by disabilities such as dyslexia.
- Guidelines for how to use diagnostic assessments at all grades to inform instructional practices at Tier 1 and Tier 2. Our assessments also provide specific points within the Phonics and Phonemic Awareness that are in need of explicit instruction.



Curriculum Additions and Enhancements

Addition of:

- a Phonics Curriculum in 2021-22, which includes a systematic scope and sequence
- a Phonemic Awareness curriculum (Heggerty) for K-2 in 2021-22 and for 3-5 in 2022-23
- decodable readers K-1 in 2022-23 for each classroom and decodable readers for grades 2-5 2022-23 based on need
- Explicit Phonics Intensive Reading Interventions for each school



District Plan Based on High Quality Instructional Practices

- District Professional Development to further content knowledge and high quality instructional practices (4 days/year)
- Specific Support for new teachers
- Training and support for Instructional Coaches to support classroom teachers through modeling, co-teaching, and feedback
- Tools for administrators to monitor progress of high quality practices
- Specific guidance on high leverage, timely student assessments to measure reading growth



Other Factors That Impact Reading Achievement

- Effects of the pandemic
- Teachers at elementary are planning for multiple content areas. ELA alone has specific curriculum for phonics/word study, comprehension, and writing (writing and language)
- Student Attendance (time in class versus out of class for absence, suspensions, instructional interruptions)
- Volume of new teachers entering the district - providing adequate ongoing professional development
- Volume of time actually spent reading authentic texts, including decodable



Close

Any Questions?

Thank You!

*Additional Questions can be sent to the
Superintendent's Office*



Standing Committee Meeting
Personnel

April 18, 2023
5:50 – 6:35 P.M.
ESC Boardroom
3600-52nd Street
Kenosha, WI

Agenda Items

Topic	Purpose	Time allotted
1. Review of Minutes – Stevens, Chair <ul style="list-style-type: none">• March 8, 2023 – Personnel	Review	2 Minutes
2. School Board Policy 4221 – Alcohol and Drug-Free Workplace – Neir	Sharing/ Feedback	43 Minutes

Other Information

Next Meeting: To Be Determined

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KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL MEETING
Bradford High School - Library
March 8, 2023
MINUTES

A meeting of the Kenosha Unified Personnel Committee chaired by Mr. Price was called to order at 7:01 P.M. with the following committee members present: Mrs. Schmaling, Mr. Bryan, Mr. Huff, Dr. Kavenik, Mrs. Krajacic, Mr. Westhoff, and Mr. Price. Dr. Weiss, Mrs. Steiner, and Mrs. Jackson-Lewis were also present. Ms. Adams arrived later. Ms. Rightler was excused. Ms. Stevens, Mr. Garcia, Ms. Gonzalez, and Ms. Sanchez-Nava were absent.

Welcome & Introductions

Mr. Price welcomed everyone and introductions were made.

Ms. Adams arrived at 7:04 P.M.

Review of October 11, 2022 Minutes

There were no suggested changes made to the minutes.

Recruitment and Retention

Mrs. Christine Steiner, Recruitment/Retention Coordinator, and Mrs. Yolanda Jackson-Lewis, Diversity/Student and Family Engagement Coordinator, gave a Recruitment and Retention PowerPoint presentation that covered the following topics: current state of educator recruitment, ethnic diversity, the pipeline challenge, the struggle for representation, intentional focus on teachers, KUSD new hires - past and present, recruitment goal & action steps, recruitment poster examples, retention action steps, why are teachers leaving?, and retention - what can we do?

The following suggestions were given by committee members:

- that the district create a retention goal,
- that the district align the district's exit survey to nationally reported reasons for leaving a profession, and
- the district document additional historical data of people of color hired within the district.

Meeting adjourned at 8:16 P.M.

Stacy Schroeder
School Board Secretary



April 17, 2023

Personnel Standing Committee

POLICY AND RULE 4221 – ALCOHOL AND DRUG FREE WORKPLACE

Background:

Policy and Rule 4221 – Alcohol and Drug-free Workplace was last updated in March 2017. While generally an adequate policy, the rule is extremely vague and lacks the language needed to outline for employees the procedures that will take place should reasonable suspicion arise. Language regarding reasonable cause and/or suspicion will be added to the 2023-2024 Employee Handbook upon its creation. In order to ensure there are no questions as to what will occur prior to an employee being hired and/or if there is reasonable cause and/or suspicion following hire, the Office of Human Resources worked with legal counsel to review and make slight changes to the policy and to revamp/clarify the rule. The final, updated rule will also be added to the 2023-24 Employee Handbook which requires annual review sign-off by all employees in the district.

Important changes to the rule:

- Clarifying who will undergo pre-employment drug testing.
- Clarifying that workplace injuries may result in reasonable cause testing.
- Outlining the procedure that will occur when reasonable cause and/or suspicion exists – this currently was not outlined and was unclear for all. We will now use a mobile testing facility for the safety and security of all, thereby reducing liability risk for the district.
- Clarifying which forms are required for an employee to sign off on – this is a form from the testing facility and/or mobile tester, not the Office of HR.
- Clarifying what will occur if an employee refuses testing, which may include discipline up to and including termination.
- Clarifying that if an employee admits to being under the influence of either drugs or alcohol prior to being tested but after being confronted with evidence of such, that the employee will have the ability to voluntarily enroll in a drug and/or alcohol treatment program. While in such a program, the employee will be placed on an unpaid leave of absence. The employee may return to duty only when the district has received notification that the employee has successfully completed the program for which they enrolled.
- Clarifying that any additional violation of this policy after an employee has successfully completed a drug and/or alcohol treatment program will result in additional discipline up to and including termination.
- Clarifying what will happen if an employee refuses to arrange transportation off of district property if they test positive – calling upon local law enforcement if needed.

By updating this policy, we will be taking the question out of how this process should be implemented for both employees and the district, as well as reducing overall liability surrounding transporting employees, whether it is the staff driving or the employee suspected of being under the influence of drugs and/or alcohol.

Feedback is sought from the Personnel Standing Committee regarding the proposed revisions to School Board Policy 4221.

Dr. Jeffrey Weiss
Superintendent of Schools

Kevin Neir
Chief Human Resources Officer

POLICY 4221

**ALCOHOL AND DRUG-FREE WORKPLACE, TESTING AND REASONABLE CAUSE AND
SUSPICION**

The district recognizes alcohol and other drug **use/abuse** as a potential health, safety and security problem, and it is the district's intent and obligation to provide **an alcohol and** drug-free, healthful, safe and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession or use of alcohol **and/or** ~~a~~-controlled substances on district premises or while conducting district business off premises is absolutely prohibited by the district. **As such,** ~~E~~employees are prohibited from reporting to work with alcohol or non-prescription controlled substances in their system, **unless they are able to provide documentation that such substances are needed due to a medical condition and have been approved by the Medical Review Officer (MRO), who is contracted by the District for such services.**

Employees must, as a condition of employment, abide by terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring on district premises or while conducting district business off premises **with-in 24 hours of a conviction.**

This policy is intended to comply with all state and federal laws governing alcohol and drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law. Employees ~~Anyone~~ violating this policy shall be subject to disciplinary action in accordance with ~~this established procedure~~ **policy, up to and including termination.**

Employees shall be given a copy of this policy as required by law **and a copy of this policy will be posted on the District website.**

LEGAL REF.: Wisconsin Statutes

111.35 (Use of lawful products during working and non-working hours)
125.09 (Alcohol possession prohibited on school grounds)
Chapter 961 (Controlled Substances Act)
Drug-Free Workplace Act of 1988

CROSS REF.:

4223 - Staff Misconduct
4231 - Staff Physical Examinations
4233 - Employee Assistance Program
4362 - Employee Discipline
Employee Handbook

ADMINISTRATIVE REGULATIONS: ~~— None~~

REVISED: June 27, 2000
September 23, 2014
October 28, 2014
March 28, 2017
[date]

RULE 4221

**ALCOHOL AND DRUG-FREE WORKPLACE, TESTING AND REASONABLE CAUSE AND
SUSPICION
PROCEDURES FOR IMPLEMENTING
ALCOHOL AND DRUG-FREE WORKPLACE POLICY**

All employees shall be required to undergo pre-employment drug testing as well as alcohol and drug testing any time the district has reasonable cause or suspicion to believe that the employee has violated this policy.

Reasonable suspicion alcohol or drug testing may be conducted when there is reasonable suspicion to believe that the employee has used or is using drugs or alcohol prior to reporting for duty, while on duty, or prior to or while attending any District function on or off District property. The district's determination that reasonable suspicion exists must be based on specific, contemporaneous, accurate observations concerning the appearance, behavior, speech or body odors of the employee. The employee will be suspended with pay until the results of a drug and/or alcohol test are made available to the district by the testing laboratory.

Reasonable cause alcohol and/or drug testing may be conducted when there is a workplace injury and/or accident that may constitute reasonable suspicion. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the district by the testing laboratory.

When reasonable suspicion exists, two members who have undergone drug and alcohol signs and symptoms training must concur that the employee in question meets the list of identifiable signs (appendix A) before the employee can be asked to submit to a test. If two symptom trained employees concur, the Office of Human Resources (HR) will meet with the employee at their building/department, to explain the basis for reasonable cause/suspicion, and contact the drug testing collector to come to the location of the employee under suspicion. The employee under suspicion will be required to remain in a room and be observed by either the building administration staff or someone from HR until the certified tester arrives and tests the suspected employee.

Prior to submitting to a drug and/or alcohol test, the employee will be asked if they are under the influence of either drugs and/or alcohol. If the employee admits that they are under the influence of either drugs and/or alcohol, HR will not test the employee but the employee will be immediately removed from their assignment and placed on an unpaid leave

of absence. Once on an unpaid leave of absence the employee will be required to enroll themselves into a treatment program at the districts choosing or their own. Enrollment must be done with five business days of the start of the unpaid leave of absence. Documentation must be provided to HR that the employee is enrolled in a treatment program. Upon successful completion of the program as notified by the program to the district, the employee may return to duty with the understanding that if a similar violation occurs again, that action may lead to additional discipline up to and including termination.

Before being asked to submit to an alcohol and/or drug test, the employee will receive written notice of the request and/or requirements from the certified tester and will sign a consent form releasing the results to the district. The district will incur all expenses related to the test.

Employees can refuse to undergo testing; however, refusal will be considered a violation of this policy and will be considered a positive test which will result in disciplinary action, up to and including termination.

When reasonable cause and/or suspicion exists, the employee will not operate a motor vehicle for the remainder of the workday or until such time as permitted by the district, and the employee will be responsible for arranging transportation off District property. If an employee attempts to operate their own vehicle, District staff will notify the Kenosha Police Department (KPD) that they have reason to believe the employee is operating a vehicle under the influence.

If the District receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive result to the districts Medical Review Officer (MRO). In addition, the employee may request a split test and have the sample retested at a laboratory of the employee's choice and at their own expense pending the sample being available from the original testing site.

All testing results will remain confidential. Test results may be used in administrative hearings and court cases arising as a result of the employee's alcohol and drug testing. Results will be sent to federal agencies as required by federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor.

In addition, employees must report any conviction under a criminal drug statute for policy violations occurring on or off district premises while conducting district business within 24-hours of a conviction to the Office of Human Resource. The Superintendent or their designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug and/or alcohol conviction involving an employee engaged in the performance of a federal grant.

The district recognizes alcohol and drug dependency as an illness and a major health problem. Employees needing help in dealing with controlled substances are encouraged to use the district's Employee Assistance Program (EAP). Conscientious efforts to seek such

help will not jeopardize an employee's job, and self-referrals will not be noted in any personnel record. Supervisory referrals will be noted in the employee's personnel record.

- ~~1. Employees are expected and required to report to work on time and in an alcohol and other drug free condition and to remain that way while at work.~~
- ~~2. The district recognizes alcohol and other drug dependency as an illness and a major health problem. Employees needing help in dealing with controlled substances are encouraged to use the district's Employee Assistance Program. Conscientious efforts to seek such help will not jeopardize an employee's job, and self-referrals will not be noted in any personnel record. Supervisory referrals will be noted in the employee's personnel record.~~
- ~~3. Violations of the district's alcohol and other drug free workplace policy will result in disciplinary action up to and including termination, and may have legal consequences.~~
- ~~4. Employees must report any conviction under a criminal drug statute for policy violations occurring on or off district premises while conducting district business. A report of a conviction must be made within five days after the conviction to the Office of the Superintendent/designee. The superintendent or designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug conviction involving an employee engaged in the performance of a federal grant.~~

KUSD Reasonable Suspicion Determination Report

Reasonable Suspicion Determination Report

Employee Name: _____

Employee ID: _____

Date/Time of Observation: ____ / ____ / ____

_____AM/PM

Date/Time of Determination to Test: ____ / ____ / ____

_____AM/PM

Observed Indicators of Prohibited Drug Use/Alcohol Misuse

Reasonable Suspicion determinations must be based on specific, contemporaneous, articulable observations concerning the appearance, behavior, speech, or body odor of the safety-sensitive employee.

Check all indicators observed:

Physical Indicators

- Bloodshot or watery eyes
- Flushed or very pale complexion
- Extensive sweating/skin clamminess
- Dilated or constricted pupils
- Disheveled clothing/unkept grooming
- Unfocused, blank stare
- Runny or bleeding nose
- Jerky eye movement
- Body odor

Behavioral Indicators

- Fidgety/agitated
- Irregular breathing
- Nausea/vomiting
- Slow reactions
- Unstable walking
- Poor coordination
- Hand tremors
- Suspicious, paranoid
- Depressed, withdrawn
- Lackadaisical attitude
- Irritable, moody
- Extreme fatigue

Speech Indicators

- Slurred or slowed speech
- Loud, boisterous
- Incoherent, nonsensical
- Repetitious, rambling
- Rapid, pressured
- Excessive talkativeness
- Exaggerated enunciation
- Cursing, inappropriate speech
- Inability to concentrate
- Impulsive, unusual risk-taking
- Delayed decision-making
- Reduced alertness

Written Summary

Summarize the facts and circumstances surrounding the incident. Attach additional sheets as needed.

APPENDIX A

KUSD Reasonable Suspicion Determination Report

Testing Information (to be completed by collector):

Collection Site Location: _____

Time Arrived: _____AM/PM

1. Was the alcohol test performed within 2 hours of the reasonable suspicion determination?

_____ YES

_____ NO, Explain: _____

2. Was the alcohol test performed within 8 hours of the reasonable suspicion determination?

_____ YES

_____ NO, Explain: _____

If the alcohol test is not conducted within 8 hours cease all efforts to administer the test.

The above documentation of the observed physical, behavioral, and performance indicators of the named employee was provided by:

Reporting Persons Name (print): _____

Date: ___/___/___

Reporting Persons Signature: _____

Concurring Administration/HR Persons Name (print): _____

Concurring Administration/HR Persons Signature: _____

Date: ___/___/___



Joint Standing Committee Meeting
 Audit/Budget/Finance
 Planning/Facilities

April 18, 2023
 6:40 – 7:40 P.M.
 ESC Boardroom
 3600-52nd Street
 Kenosha, WI

Agenda Items

Topic	Purpose	Time allotted
1. Review of Minutes <ul style="list-style-type: none"> • February 14, 2023 – Audit/Budget/Finance – Modder, Chair • March 8, 2023 – Planning/Facilities – Schmaling, Chair 	Review	5 Minutes
2. Long Range Facilities Usage – Weiss, Finnemore, Hamdan, Keckler (Presentation will be shared at the meeting)	Sharing/ Feedback	55 Minutes

Other Information

Next Meeting: To Be Determined

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KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE COMMITTEE MEETING
Educational Support Center – Room 110
February 14, 2023
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mrs. Modder was called to order at 5:00 P.M. with the following committee members present: Ms. Adams, Mr. Meadows, Ms. Elrod, Mr. Frese, Ms. Gravitter, Mr. Wilson, Mrs. Pereira, Mr. Puhr, Ms. Garin and Mrs. Modder. Dr. Weiss and Mr. Hamdan were also present. Ms. Cullen arrived later. Ms. Arcos was excused.

Welcome & Introductions

Mrs. Modder welcomed committee members and introductions were made.

Review of October 11, 2022 Minutes

There were no suggested changes to the minutes.

Ms. Cullen arrived at 5:07 P.M.

ESSER Funding Staffing Update

Mr. Tarik Hamdan, Chief Financial Officer, presented an ESSER Funding Staffing Update. He noted that the district is approaching the final fiscal year that allows for the claiming of ESSER grant funding. Administration felt that it would be prudent to review the staff positions that exist due to the fact that the funds for the positions will expire at the end of the grant in September 2024.

Mr. Hamdan reviewed the positions on Attachment A with committee members which consisted of two Administrative, Supervisory, and Technical (AST) positions, 13 Educational Support Professionals (ESP) positions, and 85.07 Teacher positions. He noted that these positions were created with a limited timeframe tied to the position and that a majority of the positions are geared towards learning loss.

Mr. Hamdan answered questions from committee members.

Meeting adjourned at 5:28 p.m.

Stacy Schroeder
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES MEETING
Bradford High School - Library
March 8, 2023
MINUTES

A meeting of the Kenosha Unified Planning/Facilities Committee chaired by Mrs. Schmaling was called to order at 5:32 P.M. with the following committee members present: Ms. Adams, Mr. Barry, Ms. Minalga, Mr. Pokorny, Mr. Thomas, Mr. Yao, Mrs. Ciesielski, and Mrs. Schmaling. Dr. Weiss and Mr. Finnemore were also present. Mr. Rugani and Ms. Kelsey were excused. Mr. Battle, Ms. Stevens, and Ms. Santoro were absent.

Welcome & Introductions

Mrs. Schmaling welcomed everyone and introductions were made.

Review of October 11, 2022 Minutes

There were no suggested changes made to the minutes.

Capital Project Update & Planning Process

Mr. Patrick Finnemore, Director of Facilities, gave a Capital Project Update & Planning Process PowerPoint presentation that covered the following topics: ESSER project update, ESSER 2, window projects, HVAC controls projects, ESSER 3, capital planning process, and Bradford fieldhouse floor.

Mr. Finnemore presented committee members with the background and current issues pertaining to the Bradford fieldhouse floor. He noted that the floor was installed in 1980 and is a poured polyurethane floor which contains mercury. Numerous large, deep cracks have formed in the concrete sub floor which has resulted in groundwater issues below the concrete. In 2005, a replacement of the floor was done; however, due to limited funding, mercury abatement was deemed too expensive and the old floor was left in place and a rubber sheet product was installed over the existing floor. Mr. Finnemore noted that the floor has become slick due to nature oils in rubber rising to the surface, concrete cracks are propagated through the polyurethane and also show through the rubber floor, the floor has started to crumble under the floor creating settling spots, and ground water is trapped under rubber, causing bulges. Administration's recommendation is to remove both layers of flooring, install a new concrete subfloor, have a new wood and rubber gym floor installed, and remove and replace the bleachers. The approximate cost for this project is \$2,800,000.

Committee members accompanied Mr. Finnemore to the Bradford fieldhouse to observe the current state of the floor.

A request was made for the contractor list for the ESSER projects. Mr. Finnemore indicated that he would forward that information to the committee.

There was consensus for the Bradford fieldhouse floor replacement to be forwarded to the Board with the recommendation that the project be funded.

Meeting adjourned at 6:57 P.M.

Stacy Schroeder
School Board Secretary