



**Moral imperative:** ALL students will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming.

REVISED

# REGULAR SCHOOL BOARD MEETING

February 27, 2024, at 7 p.m.

**John J. Hosmanek Educational Support Center**

Board Meeting Room

3600 52<sup>nd</sup> St., Kenosha WI, 53144

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Regular School Board Meeting  
February 27, 2024  
John J. Hosmanek Educational Support Center  
3600 52nd St.  
Kenosha, WI 53144  
7:00 PM

|   |    |
|---|----|
| I. Pledge of Allegiance   |    |
| II. Roll Call of Members  |    |
| III. Awards/Recognition   |    |
| IV. Superintendent's Report   |    |
| V. Legislative Report   |    |
| VI. Views and Comments by the Public  |    |
| VII. Introduction, Welcome and Comments by Student Ambassador   |    |
| VIII. Remarks by the President  |    |
| IX. Administrative and Supervisory Appointments   |    |
| X. Consent Agenda   |    |
| A. Consent/Approve  | 4  |
| Recommendations Concerning Appointments, Leaves of Absence, Retirements, Resignations and Separations |    |
| B. Consent/Approve  | 5  |
| Minutes of 1/23/24 Special Meeting and Executive Session and 1/23/24 Regular Meeting                  |    |
| C. Consent/Approve  | 10 |
| Summary of Receipts, Wire Transfers and Check Registers   |    |
| D. Consent/Approve  | 16 |
| Policy 4391 - Limitations on Outside Employment (Second Reading)                                      |    |
| XI. Old Business  |    |
| XII. New Business   |    |
| A. Discussion/Action  | 19 |
| Policy 6425 - Multilingual Learners Policies and Procedures (First Reading)                           |    |
| B. Discussion/Action  | 24 |
| Policy 6457 - Student Awards and Scholarships (First Reading)   |    |
| C. Discussion/Action  | 33 |
| Capital Projects Plan   |    |
| D. Discussion/Action  | 36 |

|  |     |
|--|-----|
| Policy 7400 - Naming or Renaming District-Owned Property (Edward Bain School of Language and Art (EBSOLA) - Dual Language School)              |     |
| E. Discussion/Action   | 37  |
| Summer School Program Proposal   |     |
| F. Discussion  | 62  |
| Head Start Semi Annual Report  |     |
| G. Discussion/Action   | 70  |
| Request to Restructure Elementary Staffing   |     |
| H. Discussion/Action   | 73  |
| Policy 8870 - Public Participation at School Board Meetings  |     |
| I. Discussion  | 76  |
| Four-Year Graduation Rate - Cohort Analysis  |     |
| J. Discussion  | 102 |
| 2024-2025 Preliminary Enrollment Projections   |     |
| K. Discussion/Action   | 107 |
| Date Change for November and December Regular School Board Meetings  |     |
| L. Discussion/Action   | 108 |
| Donations to the District  |     |
| XIII. Announcements/Updates by Board members (2-minute limit per member)   |     |
| • Per Policy 8710, comments in response to public comments are allowable only if the topic was included in the original notice of the meeting. |     |
| XIV. Other Business as Permitted by Law  |     |
| XV. Tentative Schedule of Reports, Events and Legal Deadlines for School Board (March-April)   | 109 |
| XVI. Predetermined Time and Date of Adjourned Meeting, if Necessary  |     |
| XVII. Adjournment  |     |

**Kenosha Unified School District**  
**Kenosha, WI**  
**February 27, 2024**

The Office of Human Resources recommends the following actions:

| ACTION      | LAST NAME | FIRST NAME  | SCHOOL/DEPT                        | POSITION                                   | STAFF         | DATE       | FTE |
|-------------|-----------|-------------|------------------------------------|--|---------------|------------|-----|
| Appointment | Aderman   | Sherrie     | Tremper High School                | Special Education                          | ESP           | 01/29/2024 | 1   |
| Appointment | Anderson  | Hannah      | Department of Special Education    | Speech Therapist                           | Instructional | 02/19/2024 | 1   |
| Appointment | Chang     | Christopher | Fine Arts                          | Elementary Orchestra                       | Instructional | 01/22/2024 | 1   |
| Appointment | Collins   | Ashley      | Reuther Central High School        | Cross Categorical                          | Instructional | 01/15/2024 | 1   |
| Appointment | Haubrich  | Mikayla     | Tremper High School                | Special Education                          | ESP           | 02/05/2024 | 1   |
| Appointment | Hogan     | Abigail     | Harvey/Bose Elementary Schools     | Physical Education                         | Instructional | 01/30/2024 | 1   |
| Appointment | Jones Jr  | Terrell     | Bradford High School               | Security                                   | ESP           | 01/22/2024 | 1   |
| Appointment | Mitchell  | Tara        | Tremper High School                | C.D.S.                                     | Instructional | 01/22/2024 | 1   |
| Appointment | Morris    | Alexis      | Bradford High School               | Assistant Principal High School            | AST           | 07/01/2024 | 1   |
| Appointment | Neely     | Lydia       | Somers Elementary School           | Grade 5                                    | Instructional | 01/29/2024 | 1   |
| Appointment | Sandberg  | Scott       | Indian Trail HS & Academy          | Business                                   | Instructional | 01/23/2024 | 1   |
| Appointment | Santelli  | Michelle    | School Leadership                  | Regional Coordinator Elementary Leadership | AST           | 07/01/2024 | 1   |
| Appointment | Sauceda   | Esteban     | Indian Trail HS & Academy          | Special Education                          | ESP           | 01/30/2024 | 1   |
| Appointment | Schmidt   | Stephen     | Tremper High School                | Security                                   | ESP           | 02/15/2024 | 1   |
| Appointment | Smith     | Cole        | Bradford High School               | Social Studies                             | Instructional | 01/22/2024 | 1   |
| Appointment | Springer  | Dustin      | Indian Trail HS & Academy          | Technology Education                       | Instructional | 01/22/2024 | 1   |
| Appointment | Tindall   | Wendy       | Teaching and Learning              | Chief Academic Officer                     | AST           | 07/01/2024 | 1   |
| Resignation | Anderson  | Margaret    | Pleasant Prairie Elementary School | 4K Program                                 | Instructional | 06/13/2024 | 1   |
| Resignation | Archer    | Laquana     | Tremper High School                | Special Education                          | ESP           | 01/18/2024 | 1   |
| Resignation | Capriotti | Allyson     | Reuther Central High School        | Administrative Support (10 MO)             | ASP           | 02/16/2024 | 1   |
| Resignation | Douglas   | Theresa     | EBSOLA CA                          | SEL Support Specialist                     | ESP           | 01/29/2024 | 1   |
| Resignation | Kim       | Namyoung    | Indian Trail HS & Academy          | Math                                       | Instructional | 02/02/2024 | 1   |
| Resignation | Ledesma   | Amanda      | Grant Elementary School            | Information/Health Services                | ESP           | 02/09/2024 | 1   |
| Resignation | Leslie    | John        | Department of Special Education    | Occupational Therapy                       | Instructional | 02/09/2024 | 1   |
| Resignation | Scott     | Destiny     | Frank Elementary School            | Special Education                          | ESP           | 03/13/2024 | 1   |
| Retirement  | Bertog    | Carolyn     | Department of Special Education    | Speech Diagnostic                          | Instructional | 06/13/2024 | 1   |
| Retirement  | Harl      | Tina        | Reuther Central High School        | Accelerated Learning Teacher               | Instructional | 06/13/2024 | 1   |
| Retirement  | Jensen    | Jill        | Pleasant Prairie Elementary School | Grade 3                                    | Instructional | 06/13/2024 | 1   |
| Retirement  | Kranich   | Matthew     | Kenosha E-School                   | Science                                    | Instructional | 06/13/2024 | 1   |
| Retirement  | Pascucci  | Peggy       | Grewenow Elementary School         | Special Education                          | ESP           | 11/15/2024 | 1   |
| Retirement  | Pietluck  | Nicole      | Pleasant Prairie Elementary School | Grade 4                                    | Instructional | 06/13/2024 | 1   |
| Retirement  | Stein     | Melanie     | Mahone Middle School               | Grade 6                                    | Instructional | 04/08/2024 | 1   |
| Retirement  | Thompson  | Nancy       | Department of Special Education    | Special Health Care Nurse                  | Instructional | 06/13/2024 | 1   |
| Retirement  | Vogel     | Lorraine    | Office of Student Support          | Psychologist                               | Instructional | 06/13/2024 | 1   |
| Retirement  | Werner    | Melissa     | Office of Student Support          | Guidance                                   | Instructional | 12/02/2024 | 1   |
| Separation  | O'Neal    | Kyeisha     | Food Service                       | Food Service Worker                        | Facilities    | 02/09/2024 | 1   |

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SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 23, 2024

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 23, 2024, in Room 125 at the John J. Hosmanek Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:46 p.m. with the following members present: Mr. Meadows, Mrs. Modder, Mrs. Schmaling, Ms. Stevens, and Mr. Price. Mr. Battle and Ms. Adams were excused. Dr. Weiss and Mr. Kevin Neir were also present.

Mrs. Modder, Vice 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.

Mrs. Modder announced that an executive session was scheduled to follow this special meeting for the purposes of Evaluation consideration, Preliminary non-renewal notices to specific administrators, and Property sale and lease/rental considerations.

Mr. Price moved that the executive session be held. Second by Mrs. Schmaling. Motion carried unanimously. Moved into closed session at 5:48 p.m.

1. Preliminary Notice of Non-renewals

Dr. Weiss and Mr. Neir, Chief Human Resource Officer, presented the preliminary nonrenewal letters, which were signed by Mrs. Modder.

No motions were made, as this was an informational item.

Mr. Neir departed the meeting at 6:07 p.m.

2. Property Sale, Lease/Rental

Mr. Patrick Finnemore, Facilities Director, joined the meeting at 6:09 p.m. to give an update on vacated buildings from the rightsizing decisions, as well as KUSD-owned properties.

No motions were made, as this was an informational item.

Mr. Finnemore departed the meeting at 6:40 p.m.

3. Mid-Year Evaluation Check-in

Dr. Weiss presented his mid-year evaluation and an update on the status of district goals.

No motions were made, as this was an informational item.

Mr. Price moved to adjourn the meeting. Second by Ms. Stevens. Motion carried unanimously.

Meeting adjourned at 6:54 p.m.

Denise Ewing  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 23, 2024

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 23, 2024, at 7:00 P.M. in the Board Room at the John J. Hosmanek Educational Support Center. Mrs. Modder, Vice President, presided.

The meeting was called to order at 7:00 p.m. with the following Board members present: Mr. Meadows, Mrs. Modder, Mrs. Schmaling, Ms. Stevens, and Mr. Price. Mr. Battle and Ms. Adams were excused. Dr. Weiss was also present.

Mrs. Modder, Vice 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 the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mrs. Tanya Ruder, Chief Communications Officer, presented the Tremper ladies' soccer team, recipients of the United Soccer Coaches Association Academic All-Star American Team Award and Mr. David Underwood, recipient of the EL Education's Klingenstein Teacher of the Year award.

Mr. Bill Haithcock, Chief of School Leadership, gave the Superintendent's Report by presenting the 19 participants who completed the Aspiring Administrators Academy.

Mr. Price gave the Legislative Report.

Views and comments were made by the public, beginning at 7:12 p.m.

Mr. Meadows introduced the student ambassador, Madison Tongco from Lakeview Academy, and she made her comments.

Mrs. Modder made remarks by the President in Ms. Adams' absence.

There were no administrative or supervisory appointments.

Ms. Stevens moved to approve the consent agenda as printed. Second by Mrs. Schmaling. Motion carried unanimously.

There were no new business items.

Mrs. Julie Housaman, Chief Academic Officer, presented proposed changes to Board Policy 6620 – Library Resources, as submitted by Dr. Weiss, Ms. Christine O'Regan, Coordinator of Library Media and Instructional Technology, and herself.

Ms. Stevens made a motion to approve the revisions of Board Policy and Rule 6620 – Library Resources as a first and second reading. Second by Mr. Price. Motion carried.

Ms. Lisa Salo, Accounting Manager, and Ms. Amber Drewieske, Principal CPA at CliftonLarsonAllen LLP, presented the Annual Financial Report submitted by Ms. Salo and Mr. Tarik Hamdan, Chief Financial Officer.

No motions were made, as this was an informational item.

Mr. Hamdan presented the 2024-2025 Budget Assumptions report submitted by Dr. Weiss and himself.

Ms. Stevens made a motion to approve the 2024-2025 Budget Assumptions as the basis for building next year's budget to balance the budget. Second by Mr. Price. Motion carried unanimously.

Mr. Patrick Finnemore, Director of Facilities, presented the proposed Washington Middle School Relocation Project as submitted by Dr. Weiss, Mr. Hamdan, and himself.

Ms. Stevens made a motion to approve the one-time use of general fund 10 balance reserves in an amount not to exceed \$900K to convert the existing EBSOLA building into Washington Middle School. Second by Mr. Meadows. Motion carried unanimously.

Mr. Kevin Neir, Chief Human Resources Officer, presented changes to Policy 4391 – Limitations on Outside Employment submitted by Dr. Weiss and himself.

Ms. Stevens made a motion to approve the recommended updates to School Board Policy and Rule 4391 – Limitations on Outside Employment as a first reading. Second by Mr. Price. Motion carried unanimously.

Mr. Kris Keckler, Chief Information Officer, presented the Open Enrollment Allocations for 2024-2025 school year submitted by Dr. Weiss, Mr. Haithcock, Ms. Rhonda Lopez, Director of Early Education Programs, Ms. Stacy Guckenberger, Director of Special Education and Student Support, and himself.

Mr. Meadows made a motion to approve the space available for open enrollment students for the school year 2024-2025, which is 125 spaces, 10 of which are designated for selected special education programs service/types as noted in Appendix A & B. Second by Ms. Stevens. Motion carried unanimously.

Mr. Price read and moved to approve Resolution 420 – Black History Month 2024. Second by Ms. Stevens. Motion carried.

Ms. Stevens read and moved to approve the donations to the district. Second by Mr. Meadows. Motion carried unanimously.

Board Members made announcements.

Ms. Stevens moved to adjourn the meeting. Second by Mr. Price. Motion carried unanimously.

Meeting adjourned at 9:08 p.m.

Denise Ewing  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
February 27, 2024

| <b>CASH RECEIPTS</b>   | reference   | total                   |
|--|---|-------------------------|
| <b>January 2024 Wire Transfers-In, to Johnson Bank from:</b> |   |                         |
| WI Department of Public Instruction                          | <i>state aids register receipts</i>                         | \$ 2,643,519.11         |
| District Municipalities                                      | <i>tax settlement - January payment</i>                     | 27,678,895.45           |
| Bankcard Services (MyLunchMoney.com)                         | <i>food services credit card receipts<br/>(net of fees)</i> | 32,988.14               |
| Bankcard Services (Purplepass)                               | <i>fine arts ticket sales receipts<br/>(net of fees)</i>    | 2,348.35                |
| Bank (Infinite Campus)                                       | <i>district web store receipts<br/>(net of fees)</i>        | 39,040.18               |
| Retired & Active Leave Benefit Participants                  | <i>premium reimbursements</i>                               | 43,684.15               |
| Johnson Bank   | <i>Stocker Memorial CD transfer</i>                         | 125,047.44              |
| HHS  | <i>head start grant</i>                                     | 228,898.71              |
| Various Sources  | <i>small miscellaneous grants / refunds / rebates</i>       | 65,965.26               |
| Total Incoming Wire Transfers                                |   | 30,860,386.79           |
| <b>January 2024 Deposits to Johnson Bank - All Funds:</b>    |   |                         |
| General operating and food services receipts                 | <i>(excluding credit cards)</i>                             | 245,109.85              |
| <b>TOTAL JANUARY CASH RECEIPTS</b>                           |   | <b>\$ 31,105,496.64</b> |

| <b>CASH DISBURSEMENTS</b>                                     | reference   | total                   |
|---|---|-------------------------|
| <b>January 2024 Wire Transfers-Out, from Johnson Bank to:</b> |   |                         |
| <i>Payroll &amp; Benefit wires</i>                            |   |                         |
| Individual Employee Bank Accounts                             | <i>net payrolls by EFT<br/>(net of reversals)</i>                 | \$ 8,124,690.22         |
| WI Department of Revenue                                      | <i>state payroll taxes</i>  | 462,974.15              |
| WI Department of Revenue                                      | <i>state wage attachments</i>                                     | 2,641.97                |
| IL Department of Revenue                                      | <i>IL state payroll taxes</i>                                     | 21,581.28               |
| IRS   | <i>federal payroll taxes</i>                                      | 2,750,284.00            |
| Delta Dental  | <i>dental insurance premiums</i>                                  | 218,860.95              |
| Diversified Benefits Services                                 | <i>flexible spending account claims</i>                           | 8,527.67                |
| Employee Trust Funds  | <i>wisconsin retirement system</i>                                | 1,702,841.70            |
| NVA   | <i>vision insurance premiums</i>                                  | 18,954.29               |
| Aflac   | <i>insurance premiums</i>   | 87,817.74               |
| Optum   | <i>HSA</i>  | 314,028.11              |
| Various   | <i>TSA payments</i>   | 284,559.13              |
| <i>Subtotal</i>   |   | <i>13,997,761.21</i>    |
| <i>General Operating Wires</i>                                |   |                         |
| US Bank   | <i>purchasing card payment-individuals</i>                        | 88,648.31 *             |
| Kenosha Area Business Alliance                                | <i>LakeView lease payment</i>                                     | 18,371.22               |
| United Healthcare   | <i>health insurance premiums</i>                                  | 4,215,894.50            |
| <i>Subtotal</i>   |   | <i>4,322,914.03</i>     |
| Total Outgoing Wire Transfers                                 |   | \$ 18,320,675.24        |
| <b>January 2024 Check Registers - All Funds:</b>              |   |                         |
| Net payrolls by paper check                                   | <i>Register# 01001DP, 01002DP</i>                                 | \$ 4,895.54             |
| General operating and food services                           | <i>Check# 629898 thru Check# 630713<br/>(net of void batches)</i> | 6,644,861.67            |
| Total Check Registers   |   | \$ 6,649,757.21         |
| <b>TOTAL JANUARY CASH DISBURSEMENTS</b>                       |   | <b>\$ 24,970,432.45</b> |

\*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending January 15, 2024

| Merchant Name                 | Total       |
|-------------------------------|-------------|
| RESTAURANTS & CATERING        | \$ 9,858.25 |
| ENTERONE CORPORATION          | \$ 4,250.00 |
| HOTEL                         | \$ 4,167.45 |
| UCA CAMPS & COMPETITIONS      | \$ 3,864.00 |
| HOMEDEPOT.COM                 | \$ 2,713.89 |
| MENARDS KENOSHA WI            | \$ 2,586.92 |
| THE NED SHOW                  | \$ 2,416.00 |
| SP WAYSIDE PUBLISHING         | \$ 2,268.40 |
| VEHICLE MAINT. & FUEL         | \$ 2,200.18 |
| BUILDING CONTROLS & SOLUTIONS | \$ 2,113.95 |
| HAJOCA KENOSHA PC354          | \$ 1,894.28 |
| HALLMAN LINDSAY PAINTS -      | \$ 1,826.02 |
| VIDSWAP, INV: VS-16079        | \$ 1,716.00 |
| (PC) 3654 INTERSTATE          | \$ 1,659.88 |
| VYRON CORPORATION             | \$ 1,657.94 |
| WISCONSIN STATE READING A     | \$ 1,650.00 |
| MARK'S PLUMBING PARTS         | \$ 1,519.59 |
| AMZN MKTP US*TK0BW48A0        | \$ 1,505.83 |
| GAME SHOW BATTLE ROOMS        | \$ 1,460.93 |
| FLOORTECH OF RACINE INC       | \$ 1,432.45 |
| MILW PUBLIC MUSEUM            | \$ 1,432.00 |
| IC* INSTACART                 | \$ 1,288.68 |
| MONSTER JANITORIAL LLC        | \$ 1,237.84 |
| JOHNSON CONTROLS SS           | \$ 1,220.96 |
| THE MIDWEST CLINIC            | \$ 1,100.00 |
| BED BATH & BEYOND             | \$ 1,049.04 |
| MARTIN PETERSEN COMPANY I     | \$ 1,045.00 |
| IN *AMERICAN LASER MARK I     | \$ 1,027.00 |
| IN *KENOSHA DOT COM, INC.     | \$ 990.00   |
| AMERICAN RED CROSS            | \$ 984.00   |
| THE BREAKTHROUGH COACH        | \$ 900.00   |
| ULINE *SHIP SUPPLIES          | \$ 885.45   |
| CHESTER ELECTRONIC SUPPLY     | \$ 845.44   |
| SAN-A-CARE                    | \$ 803.53   |
| JOHNSTONE SUPPLY - RACINE     | \$ 697.22   |
| USPS PO 5642800260            | \$ 671.22   |
| JMB & ASSOCIATES              | \$ 652.80   |
| WISCONSIN ASSOCIATION OF      | \$ 585.00   |
| THE TRANE COMPANY             | \$ 578.50   |
| FIRST SUPPLY KENOSHA          | \$ 569.53   |
| L & S ELECTRIC, INC.          | \$ 527.85   |
| LOWES #00907*                 | \$ 505.24   |
| AMZN MKTP US*884953JN3        | \$ 496.64   |
| SAMS CLUB #6331               | \$ 449.97   |
| LOWES #02560*                 | \$ 437.46   |
| MWC STRIPE* THE 77TH M        | \$ 420.00   |
| MAXON EQUIPMENT INC.          | \$ 409.52   |

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

Billing Cycle Ending January 15, 2024

| Merchant Name             | Total     |
|---------------------------|-----------|
| ZORO TOOLS INC            | \$ 388.65 |
| MOBYMAX EDUCATION         | \$ 379.80 |
| AMAZON.COM*TK54M8BB0      | \$ 372.15 |
| GRAINGER                  | \$ 359.96 |
| AUER STEEL MILWAULKEE     | \$ 359.03 |
| AMZN MKTP US*TK8X78UT2    | \$ 349.99 |
| HILTI INC                 | \$ 349.00 |
| MONROE EQUIPMENT          | \$ 340.42 |
| MAILCHIMP *MISC           | \$ 340.00 |
| EBAY O*12-10945-64684     | \$ 339.74 |
| CAREERSAFE ONLINE         | \$ 327.80 |
| AMZN MKTP US*0E5MH4XV3    | \$ 324.63 |
| MPIX                      | \$ 308.44 |
| SAMSClub.COM              | \$ 296.68 |
| VIKING ELECTRIC - KENOSHA | \$ 291.83 |
| BROOKS TRACTOR MOUNT PLEA | \$ 284.15 |
| INSTITUTE FOR EDUCATIONAL | \$ 279.00 |
| WM SUPERCENTER #1167      | \$ 273.14 |
| WASBO FOUNDATION          | \$ 270.00 |
| AMAZON.COM*L89XK0NV3      | \$ 265.99 |
| GIH*GLOBALINDUSTRIALEQ    | \$ 250.04 |
| CROWN AWARDS INC          | \$ 247.17 |
| SOCIETYFORHUMANRESOURCE   | \$ 244.00 |
| RAPTOR TECH               | \$ 235.00 |
| IC* COSTCO BY IN CAR      | \$ 222.61 |
| MICHAELS #9490            | \$ 218.11 |
| AMZN MKTP US*TK1S71H40    | \$ 217.29 |
| AMZN MKTP US*3Z33O6AM3    | \$ 214.68 |
| BRODER BROS., CO          | \$ 206.09 |
| OFFICEMAX/DEPOT 6358      | \$ 202.90 |
| CHRISTOPHER R GREEN SR    | \$ 201.10 |
| WIAIMH                    | \$ 200.00 |
| REI*GREENWOODHEINEMANN    | \$ 196.24 |
| TRACKWRESTLING.COM        | \$ 190.00 |
| PALMEN BUICK GMC CADIL    | \$ 187.65 |
| AMZN MKTP US*TL4R55XI3    | \$ 180.39 |
| SPECTRUM                  | \$ 166.53 |
| ZOOLOGICAL SOCIETY OF MIL | \$ 150.00 |
| GFS STORE #1919           | \$ 140.97 |
| COSTCO WHSE #1198         | \$ 127.68 |
| CRESCENT ELECTRIC 105     | \$ 123.00 |
| SHERWIN WILLIAMS 703481   | \$ 121.02 |
| JC LICHT - 1290 - KENOSHA | \$ 120.09 |
| FESTIVAL FOODS            | \$ 116.99 |
| HOBBY-LOBBY #858          | \$ 111.70 |
| KENOSHA AREA BUSINESS     | \$ 110.00 |
| SP SHOP RSC               | \$ 109.00 |

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

Billing Cycle Ending January 15, 2024

| Merchant Name             | Total     |
|---------------------------|-----------|
| HOBBY LOBBY ECOMM         | \$ 103.01 |
| KENOSHA PUB MUSEUM        | \$ 100.00 |
| VACLAND                   | \$ 99.61  |
| AMZN MKTP US*TK6KY22B0    | \$ 99.16  |
| TOWN & COUNTRY GLASS      | \$ 96.56  |
| AMZN MKTP US*652PY8ST3    | \$ 95.99  |
| OFFICEMAX/DEPOT 6358      | \$ 95.99  |
| DOLLAR TREE, INC.         | \$ 94.95  |
| SAMSClub #6331            | \$ 94.90  |
| AMZN MKTP US*RT62B4L91    | \$ 89.76  |
| AMZN MKTP US*TK1Z19G31    | \$ 89.04  |
| JIFFYSHIRTS.COM           | \$ 84.16  |
| AMZN MKTP US*OW3ML6AA3    | \$ 83.03  |
| MIDWEST SHEET MUSIC       | \$ 83.00  |
| MEIJER # 284              | \$ 82.55  |
| GFS ECOMM #1919           | \$ 81.44  |
| THE O-RING STORE          | \$ 80.83  |
| PITCH PUBLICATIONS WIT    | \$ 80.00  |
| AMZN MKTP US*A672R4M13    | \$ 79.47  |
| JADE LEARNING LLC         | \$ 73.00  |
| URBAN LEAG* URBAN LEAG    | \$ 70.00  |
| INTERNATIONAL LITERACY AS | \$ 68.00  |
| DICKS SPORTING GOODS      | \$ 63.24  |
| DOLLAR GENERAL #20784     | \$ 62.10  |
| FASTENAL COMPANY 01WIKEN  | \$ 57.09  |
| HOBBY-LOBBY #599          | \$ 55.86  |
| MENARDS RACINE WI         | \$ 54.33  |
| TARGET 00022517           | \$ 53.76  |
| AMZN MKTP US*RT9ZI6AO1    | \$ 53.40  |
| FARM & FLEET STURTEVANT   | \$ 49.44  |
| PAM HARRIS CONSULTING     | \$ 44.00  |
| AMZN MKTP US*TK7T47Y82    | \$ 43.76  |
| AMZN MKTP US*TK2WS5DT2    | \$ 41.99  |
| AMZN MKTP US*TK5YB4QO0    | \$ 41.13  |
| AMZN MKTP US*RT0NM94K1    | \$ 41.12  |
| AMZN MKTP US*TK3FI5442    | \$ 40.99  |
| FACEBK CTN5BWTCL2         | \$ 40.51  |
| AMZN MKTP US*XN64T0GO3    | \$ 39.88  |
| AMZN MKTP US*TK5ND9HE1    | \$ 39.78  |
| PAYPAL *FIELDPRINT        | \$ 39.00  |
| SMK*WUFOO.COM CHARGE      | \$ 39.00  |
| J.W. PEPPER               | \$ 37.99  |
| DOLLAR TREE               | \$ 37.03  |
| CARPETS PLUS OUTLET       | \$ 36.00  |
| GFL ENVIRONMENTAL SERVICE | \$ 34.49  |
| AMZN MKTP US*RT0OL5T21    | \$ 34.47  |
| WAL-MART #1167            | \$ 32.53  |

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending January 15, 2024

| Merchant Name  | Total               |
|--|---------------------|
| UPS*1ZU98T3E1320000613                               | \$ 32.46            |
| DOMAINPEOPLE/NETNATION                               | \$ 30.00            |
| AMZN MKTP US*RT1XD4Z60                               | \$ 29.98            |
| JEWEL OSCO 1424                                      | \$ 28.49            |
| AMZN MKTP US*OU7HG6SU3                               | \$ 25.20            |
| AMAZON.COM*K60OK42Z3                                 | \$ 23.71            |
| ETSY.COM - DECADEAWARDSL                             | \$ 23.20            |
| ALDI 64007   | \$ 21.99            |
| AMZN MKTP US*610J49EG3                               | \$ 21.70            |
| AMZN MKTP US*8W4XP6PT3                               | \$ 21.09            |
| RACINE THEATRE GUILD                                 | \$ 21.00            |
| SP IFIXIT  | \$ 20.98            |
| WI DFI WS2 CFI CC EPAY                               | \$ 20.00            |
| WEST BEND PAYMENT                                    | \$ 20.00            |
| CHATGPT SUBSCRIPTION                                 | \$ 20.00            |
| ZOOM.US 888-799-9666                                 | \$ 15.99            |
| AMZN MKTP US*P68WK0263                               | \$ 15.81            |
| ASSOC FOR MIDDLE LEVEL E                             | \$ 14.99            |
| AMAZON PRIME*NQ3Q35G53                               | \$ 14.99            |
| DRAMANOTEBOOK COM                                    | \$ 12.95            |
| SPOTIFY USA  | \$ 11.59            |
| AMZN MKTP US*RX2J22SM3                               | \$ 7.14             |
| SQ *BLUE HOUSE BOOKS                                 | \$ 5.74             |
| FACEBK L2Y3TW3DL2                                    | \$ 2.08             |
| NAT*GEO KIDS 8006475463                              | \$ (34.00)          |
| T-MOBILE STORE # 3SAE                                | \$ (110.24)         |
| SP NINJA TRANSFERS DTF                               | \$ (288.37)         |
| NATIONALASS  | \$ (300.00)         |
| <b>US Bank Purchasing Card Payment - Individuals</b> | <b>\$ 88,648.31</b> |

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

February 27, 2024

**Administrative Recommendation**

It is recommended that the January 2024 cash receipt deposits totaling \$245,109.85, and cash receipt wire transfers-in totaling \$30,860,386.79, be approved.

Check numbers 629898 through 630713 (net of voided batches) totaling \$6,644,861.67, and general operating wire transfers-out totaling \$4,322,914.03, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2024 net payroll and benefit EFT batches totaling \$13,997,761.21, and net payroll check batches totaling \$4,895.54, be approved.

Dr. Jeffrey Weiss  
Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**POLICY 4391 – LIMITATIONS ON OUTSIDE EMPLOYMENT (SECOND READING)**

**Background:**

Policy 4391 – Limitations on Outside Employment was last updated in June 2000. The policy is dated and needs to be updated to addresses the ever-changing environment in education and competition from other educational venues. Language regarding what is acceptable secondary employment has been added to clarify what types of outside employment KUSD employees may engage in.

Updating this policy will provide clarification on the types of outside employment KUSD employees may engage in.

**Recommendation**

It is Administration's recommendation that the school board approve the recommended updates to School Board Policy and Rule 4391 – Limitations on Outside Employment as a second reading.

Dr. Jeffrey Weiss  
Superintendent of Schools

Kevin Neir  
Chief Human Resources Officer

**POLICY 4391**

**LIMITATIONS ON OUTSIDE EMPLOYMENT**

No District employee shall engage in any outside activities or employment that interferes with his/her ability to carry out regularly assigned duties.

The District recognizes the right of District employees to engage in employment outside of the district. However, outside employment and other non-employment pursuits must not conflict with the employee's duties, responsibilities, and regular periods of work for the district.

District employees shall not engage in any outside business activity, accept private employment, or render services for private interest when such business activity, private employment, or services is incompatible with the employee's official duties or would impair the employee's independence, judgement or action in the performance of the employee's official duties.

District employees shall not disclose to third parties privileged information gained in the course of or due to their official position or activities with the District. District employees shall not make use of materials, equipment, or facilities of the Kenosha Unified School District for their own personal financial gain or business interest, or the gain or interest of any third party. District employees shall not solicit or accept gratuities, favors, or anything of monetary value from contractors or subcontractors.

Employees must seek written approval from the Superintendent or their designee prior to accepting outside employment or engaging in outside activities or other pursuits which are not permitted pursuits identified in this policy.

Examples of outside activities, employment and other pursuits permitted by the District without the need for approval include but are not limited to the following:

1. Volunteering to chaperone a child's field trip or other special event;
2. Attending events at another K-12 educational institution that are open to the public;
3. Attending Parent Teacher Organization (PTO) meetings or events;
4. Volunteering at a K-12 educational institution's charity event or gathering;
5. Volunteering in a classroom to assist a teacher with student activities;
6. Tutoring, provided those sessions do not interfere with the employee's scheduled work hours.

Outside activities, employment and other pursuits that are strictly prohibited by the District include but are not limited to the following:

1. Assisting another K-12 educational institution within the KUSD boundaries with the recruitment of students and/or the administration of the school;
2. Assisting another K-12 educational institution within the KUSD boundaries with teaching students (not applicable for staff who have part-time contracts with higher educational institutions);
3. Serving on a board for another K-12 educational institution within the KUSD boundaries.
4. Work which interferes with your responsibility as a District employee and interferes with your independent judgement in the exercise of your official duties;
5. Outside activities, employment or other pursuits that conflict with the interests of the District's mission, vision, goals and purpose.

Outside activities, employment and other pursuits will not be considered an excuse for poor job performance, absenteeism, tardiness, or failure to adhere to the employee's required work schedule. Employees may not use district paid leave to perform work on outside employment. If

outside activities, employment or other pursuits cause or contribute to job-related problems, the employee will be asked to discontinue the outside activity, employment or other pursuit and may be disciplined up to and including termination of employment.

Approval for outside employment shall be at the sole discretion of the Superintendent or their designee. The decision of the Superintendent shall be final.

All employees must comply with provisions of the Wisconsin Code of Ethics for Public Officials and Employees, as well as the KUSD Code of Ethics and General Rules of Conduct.

All employees shall abide by all laws, regulations, and Board policies pertaining to personnel and/or financial affairs that would conflict with their positions as District employees. Failure to abide by this policy may result in (1) disciplinary action, up to and including termination of employment; and (2) referral to law enforcement authorities.

Please contact the Office of Human Resources if you have questions regarding this policy.

**LEGAL REF.: Section 19.41 – 19.46, Wis. Stats. Code of ethics for public officials, employees and candidates**  
**Section 946.12, Wis. Stats. Misconduct in public office**  
**Section 946.13, Wis. Stats. Private interest in public contract prohibited**

**CROSS REF.: ~~Current Employee Agreements~~**  
**1500 Solicitations/Fundraising**  
**3810 Employee Use of District Equipment**  
**4200 General Personnel**  
**4226 Staff Technology Acceptable Use**  
**4240 Staff Gifts**  
**4260 Personnel Records**  
**4331 Conflicts of Interest**  
**6470 Student Records**

**ADMINISTRATIVE REGULATIONS:** Compensation and Personnel Policy:  
General Administrative, Instructional Administrative,  
Supervisory and Technical Personnel

**AFFIRMED:** April 22, 1991

**REVISED:** June 27, 2000

**January 23, 2024**

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**POLICY AND RULE 6425 MULTILINGUAL LEARNERS**

**Background**

The Wisconsin Association of School Boards (WASB) reviewed the Kenosha Unified District policies and made recommendations for the development of new policies and the revision of existing policies. Administration is proposing Kenosha Unified School Board Policy and Rule 6425 Multilingual Learners as a new policy.

The proposed School Board Policy and Rule 6425 are based upon recommendations from WASB and collaboration among administration, principals, and English as a second language teachers.

**Recommendation**

Administration recommends that the Board of Education grant approval to add Kenosha Unified School District Policy and Rule 6425 Multilingual Learners as a first reading on February 27, 2024, and a second reading on March 26, 2024.

Dr. Jeffery Weiss  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Sarah Shanebrook-Smith  
Coordinator of Language Acquisition Programs

**POLICY 6425  
MULTILINGUAL LEARNERS**

Consistent with Wisconsin State Law [115.96 (4) (a-b), Wis.Stats.], students whose primary language is not English are offered specific instruction, programs, and support to acquire academic and social English language skills.

Kenosha Unified School District recognizes that all students are entitled to an effective instructional program and support in order to meet their needs. In order to meet these requirements and supports, the school district shall develop a program plan to ensure that these legal responsibilities are being met.

Multilingual learners (MLs), formerly known as English learners (ELs), will be placed in an appropriate educational setting, determined by the boundary in which they reside. They will receive appropriate support so that they can acquire English proficiency and be held to the same rigorous standards for academic success as their peers.

**LEGAL REF.: Wisconsin Statutes**

Section 115.96 [Determining count of limited English proficient students; establishing bilingual-bicultural programs]

Section 115.97 [Bilingual-bicultural programs required]

Section 118.13 [Student nondiscrimination]

Section 118.30(2)(b)2 [State assessments; accommodations for limited English proficient students]

Section 121.02(1)(r) [School district standard; standardized 3<sup>rd</sup> grade reading test]

Section 121.02(1)(s) [School district standard; state assessments]

Wisconsin Administrative Code

PI 8.01(2)(r) [Standardized 3<sup>rd</sup> grade reading test; procedures required for testing limited English proficient students]

PI 13 [School board requirements related to limited-English proficient students, including policy requirements]

Federal Laws

Elementary and Secondary Education Act [Part A - Subpart 1] [Academic standards, assessments and accountability for student achievement, including English learners]

Title III of the Elementary and Secondary Education Act [Language instruction for English learners and immigrant students]

Federal Regulations

34 C.F.R. §200.6(f) [Federal regulations regarding mandated testing and assessment of English learners]

**AFFIRMED: March 2024**

**RULE 6425  
MULTILINGUAL LEARNERS**

**Identification**

The Wisconsin Department of Public Instruction-adopted Home Language Survey is part of the enrollment process for all students, and it is the first step in the identification process. At least one of the following criteria must be met to move to the next step in the screening process:

- The student communicates in a language other than English or
- The student's family uses a primary language other than English in the home or
- The student uses a language other than English in daily nonschool surroundings.

When a student meets at least one of the above criteria, the Wisconsin Department of Public Instruction-approved language screening tool is administered by an English as a second language (ESL) teacher and is completed within the first 30 days of enrollment to the school. Parents are then notified and receive details on ESL programming and supports.

**Parent/Guardian Rights**

After completion of the screener, parent(s)/guardian(s) will receive notification of results from the ESL teacher along with a permission form for services for the student based on his/her English proficiency level. The parent will also inform the ESL teacher of the student's language preference for correspondence between home and school.

Parent(s)/guardian(s) have a right to be notified, in the language indicated in the language of preference (to the extent practicable), about their student's services at multiple points throughout the year. This includes:

- After initial language screener is administered
- After initial identification of language service needs and explanation of those services
- After the annual English language proficiency assessment
- After any other state or federal assessments
- Notification of exiting the program when it occurs
- Notification of monitoring services after exiting the program

Please note, a parent may decide to receive or decline ESL services for their student; however, the student must still be assessed annually on the Wisconsin Department of Public Instruction federally required English language proficiency assessment.

**Services**

Kenosha Unified School District provides all qualifying ML students with effective programming and support services based on their English proficiency level. The level of program of services will be based on high quality instructional strategies and supports<sup>21</sup> through a Language Development Plan (LDP) that may include but are not limited to:

**RULE 6425  
MULTILINGUAL LEARNERS  
Page 2**

- English language development
- Push in or pull over classroom support
- Bilingual or dual language education
- Structured English language immersion
- Collaborative goal setting for each domain of language learning until reaching proficiency
- Monitoring of academics after exiting the program

**Assessment and Academic Achievement**

MLs must take the Wisconsin Department of Public Instruction-required annual English language proficiency assessment. MLs will also take the required state and local assessments with proficiency level accommodations and/or modifications as determined by the students' Language Development Plans (LDPs).

The district may not exempt MLs from taking state-wide assessments based solely on their language proficiency level. However, testing accommodations shall be provided based on student need. Any accommodations made must maintain the validity of the test and be identified on the student LDP. Results on any state or local assessment should not be used to determine grade promotion, eligibility for courses or programs, or eligibility for participation in postsecondary educational opportunities.

**English Language Status and Exit Procedures**

Kenosha Unified School District follows the Wisconsin exit criteria for reclassification and exiting English learner status.

- If a student scores an overall proficiency of a 5.0 or higher on the English language proficiency assessment, the student will be automatically reclassified and monitored for two years by an ESL teacher.
- If a student scores an overall proficiency of 4.5 to 4.9, the ESL teacher may opt to use an observation tool to determine if the student is peer competitive and would be able to function without academic assistance from an ESL teacher. By using the Multiple Indicator Protocol, if proficiency is demonstrated, the student will be reclassified and monitored for two years by an ESL teacher.
- If the student does not demonstrate proficiency during the observation, he/she remains in the ESL program.

**RULE 6425**  
**MULTILINGUAL LEARNERS**  
**Page 3**

Once students have been exited, either automatically or through observation, they shall no longer:

- Take the annual English language proficiency assessment.
- Receive state testing accommodations for MLs.
- Receive classroom accommodations for MLs.

When a reclassification decision is made, it must be communicated to the parents, along with any changes in programming or support.

Former MLs shall be monitored for two academic years after exiting the program. If during that time it is determined that the student was exited prematurely, the student shall be placed back into the program with the appropriate monitoring paperwork. State reporting of the academic progress of former MLs will follow legal requirements as determined by the Wisconsin Department of Public Instruction.

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**POLICY AND RULE 6457 STUDENT AWARDS AND SCHOLARSHIPS**

**Background**

The Wisconsin Association of School Boards (WASB) reviewed the Kenosha Unified School District policies and made recommendations for the development of new policies and the revision of existing policies. Administration is proposing Kenosha Unified School Board Policy and Rule 6457 Student Awards and Scholarships as a new policy.

The proposed School Board Policy and Rule 6457 are based upon recommendations from WASB and collaboration among administration, principals, and counselors.

**Recommendation**

Administration recommends that the Board of Education grant approval to add Kenosha Unified School Board Policy and Rule 6457 Student Awards and Scholarships as a first reading on February 27, 2024, and a second reading on March 26, 2024.

Dr. Jeffery Weiss  
Superintendent of Schools

Ms. Julie Housaman  
Chief Academic Officer

Ms. Laura Stone  
Coordinator of School Culture and Safety

Mr. Aaron Williams  
Coordinator of Career and Technical Education

**POLICY 6457  
STUDENT AWARDS AND SCHOLARSHIPS**

Students in the district shall be informed annually of available scholarships and awards. Literature concerning available scholarships and awards shall be available through the guidance office and/or posted in the appropriate school building.

The district will select nominees and alternates for the Wisconsin Academic Excellence Higher Education Scholarship and the Wisconsin Technical Excellence Higher Education Scholarship in accordance with established procedures for those awards.

The district shall not unlawfully discriminate in the acceptance or administration of awards, scholarships, or other aids, benefits, or services to students—including those from private agencies, organizations, or persons—on the basis of sex; sexual orientation; race; color; national origin; ancestry; religion; creed; pregnancy; marital or parental status; any physical, mental, emotional, or learning disability; or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures. Accordingly, any scholarship or award granted by, administered by, or advertised/promoted by the district shall be in compliance with the above-stated policy of nondiscrimination.

**LEGAL REFERENCES**

Wisconsin Statutes

|                |   |
|----------------|---|
| Section 39.41  | Academic Excellence Higher Education Scholarships |
| Section 39.415 | Technical Excellence Higher Education Scholarship |
| Section 118.13 | Pupil Discrimination Prohibited                   |

Wisconsin Administrative Code

|               |  |
|---------------|--|
| PI 9.03(1)(d) | Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons |
| HEA 9         | Wisconsin Academic Excellence Scholarship  |

Federal Law

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and related civil rights laws

**CROSS REFERENCES**

|  |                              |
|--|------------------------------|
| Kenosha Unified School District School Board Policy 5110.2 | Nondiscrimination Guidelines |
| Kenosha Unified School District School Board Policy 5120   | Student Enrollment Reporting |
| Kenosha Unified School District School Board Policy 6456   | Graduation Requirements      |

**ADMINISTRATIVE REGULATIONS: None**

**AFFIRMED: March 26, 2024**

**RULE 6457**  
**STUDENT AWARDS AND SCHOLARSHIPS**

**Procedures for Awarding the Wisconsin Academic Excellence Scholarship**

The senior(s) with the highest weighted grade point average (GPA) based on the five consecutive semesters of the student's Kenosha Unified School District high school experience shall be selected as the high school's nominee(s) to receive the Wisconsin Academic Excellence High Education Scholarship. Ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives the Academic Excellence Scholarship is not eligible to receive a Wisconsin Technical Excellence Higher Education Scholarship, and vice versa. Scholarship recipients and alternates shall be selected annually based on the students' GPA as it is normally determined by the high school and as shown, to the same number of decimal places, on the student's official transcript as of the last day of the fall semester prior to the spring semester in which the scholarship is awarded.

The following are additional minimum eligibility requirements that the district has established for the Academic Excellence Scholarship:

1. A student has senior status for purposes of competing for the scholarship if:
  - A. The student is in his/her fourth year of high school or an equivalent level program; and
  - B. By no later than the end of the spring semester in which the scholarship is awarded, the student has completed or is expected to complete all of the district's high school graduation requirements. A student cannot compete for the scholarship in more than one school year.
2. The student must be enrolled in the district's awarding high school as a full-time student (as identified in Kenosha Unified School District Policies 5120 and 6456) or participating in a district-approved foreign exchange program during the spring semester of his/her senior year, or he/she must have graduated from the high school early at the conclusion of the fall semester prior to the semester in which the scholarship is awarded.
3. The student must have been enrolled full-time in a Kenosha Unified High School for at least five consecutive semesters prior to the start of the spring semester in which the scholarship is awarded.
4. While enrolled in the awarding high school, the student must have earned a minimum of 21 graded credits, including health and physical education, that are included in the student's calculated GPA. Credits accrued through Start College Now or Early College Credit may be included in credit accumulation given that the student received high school credit for the course.

If a senior selected for the scholarship declines the scholarship in writing or is determined to be ineligible for the scholarship for any lawful reason, the district's scholarship recipient shall be selected from the list

**RULE 6457**  
**STUDENT AWARDS AND SCHOLARSHIPS**  
**Page 2**

of alternate designees with the next highest GPAs in rank order, so long as any such allocation of the scholarship to an alternate is also permissible under the rules and procedures implemented by the Higher Educational Aids Board. Per state law no alternate may have less than a 3.800 GPA or its equivalent.

In the case of a tie for the senior with the highest GPA and/or in the case of a tie in determining the rank order of alternate designees, the school administrator, in consultation with other licensed high school staff as needed, shall determine the scholarship nominee and certify, in rank order, the school's alternates. The following procedure, approved by the high school faculty on February 15, will be implemented to break ties:

1. First tiebreaker: If a tie remains, the student who has taken and completed the greatest combined number of high school honors courses, advanced placement courses, and dual credit courses with a B or higher
2. Second tiebreaker: If a tie remains, the student with the highest GPA in the core academic subject areas of mathematics, science, English/composition, and social studies, using the highest grades the student has earned in each such subject for up to the minimum number of credits in each subject that is required for high school graduation

For example, if the student has earned four credits in social studies courses but only three social studies credits are required for high school graduation, the student's lowest grade within that subject area will not be used in the tie-breaking calculation.

3. Third tiebreaker: The students' American College Test composite score from March of junior year

**If an ACT score is not available for all of the students who are tied, move to the fourth tiebreaker.**

4. Fourth tiebreaker: If a tie remains, the student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded

**Procedures for Awarding the Wisconsin Technical Excellence Higher Education Scholarship**

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined under these procedures, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Higher Education Scholarship. Any ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives a Wisconsin Technical Excellence Higher Education Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.

**RULE 6457  
STUDENT AWARDS AND SCHOLARSHIPS  
Page 3**

The district's designation of its scholar(s) and alternate(s) is not a final determination that the student has met or will meet all applicable requirements for receipt of the scholarship funds. If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the Wisconsin Higher Educational Aids Board (HEAB) may award the district's scholarship to a designated alternate recipient.

**DESIGNATING SCHOLARS AND ALTERNATES**

An eligible candidate for a Wisconsin Technical Excellence Higher Education Scholarship is a high school senior meeting one or more of the following criteria:

1. Is a career and technical education concentrator, which is a high school student who has completed at least three high school career and technical education courses in a program area/s leading to a degree or diploma in the student's chosen pathway

A student may be enrolled in (rather than have completed) the third course at the time of their nomination for technical education scholarship.

2. Has participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development
3. Has participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction
4. Has participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction
5. Has participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction
6. Has completed or is on track to complete an industry-recognized certification program approved by Wisconsin Statutes 115.367 (2)
7. Has participated in a Career and Technical Student Organization in Wisconsin: DECA; Future Business Leaders of America; Family, Career, and Community Leaders of America; National FFA Organization; HOSA or SkillsUSA
8. Has completed a technical training program for high school students offered by a University of Wisconsin System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin

The program must be offered by a Wisconsin college or university; programs held at these campuses but offered by others are not eligible.

**RULE 6457  
STUDENT AWARDS AND SCHOLARSHIPS  
Page 4**

The district shall identify its Wisconsin Technical Excellence Higher Education Scholarship designee(s) and alternate(s) using the following procedures:

1. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, a form or other means of notice as directed by the administration.
2. Members of the district's high school staff shall verify that each student who has submitted a timely declaration of interest meets the minimum eligibility requirements that are to be verified at the school level, including all such requirements established under these procedures or by the HEAB or the scholarship program's authorizing statute.
3. For purposes of ranking the qualified scholarship candidates and designating scholars and alternates, the district adopts the points-based ranking system established by the HEAB, under which students' GPAs in career and technical education courses serve as the initial tiebreaker if two or more relevant students have acquired the identical number of points.
4. The high school will designate and rank the alternate(s) for each designated scholar.

The school administrator, in consultation with other licensed high school staff as needed, shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates, including applying tie-breaking procedures to the extent necessary.

The school administrator shall be responsible for ensuring that the district timely designates and notifies the HEAB of the district's scholars and alternates.

In order for a student to be a qualified local candidate for the Wisconsin Technical Excellence Higher Education Scholarship, a student must meet all of the following district-established requirements:

1. To compete for the scholarship, the student must meet all of the following minimum in-district school enrollment requirement(s):
  - A. The student must have been enrolled in the district's awarding high school (or in a district-sponsored alternative high school program or pathway) for at least one complete semester prior to the start of the spring semester in which the district designates its scholars and alternates.
  - B. While enrolled in the district as a full-time high school student, the student must have earned a minimum of 21 credits. Such credits must be completed and earned as of the date the district designates its scholars(s) and alternate(s).

**RULE 6457  
STUDENT AWARDS AND SCHOLARSHIPS  
Page 5**

- C. No student may compete for the scholarship in more than one school year. A student has senior status for purposes of competing for the Wisconsin Technical Excellence Higher Education Scholarship and may compete for the scholarship in a school year in which all of the following are true:
  - D. By no later than February 15 of the school year in which the student wishes to compete for the scholarship, the student must have completed at least 21 credits toward the district's minimum high school graduation credit requirements.
  - E. The student is in at least his/her fourth year of high school or an equivalent level program.
  - F. By no later than the end of the spring semester/prior to the start of the next fall school term that follows the spring semester in which the high school designates its scholars and alternates, the student must have completed or be expected to complete all of the district's high school graduation requirements and be expected to graduate with his/her high school diploma.
  - G. The student must be enrolled in the district's high school as a full-time student or participating in a district-approved alternative education program or foreign exchange program during the spring semester of the school year in which the student competes for the scholarship, or he/she must have been awarded his/her high school diploma by the district earlier in that same school year.
- 2. As an additional limitation for determining when a student may compete for the scholarship, a student who is in his/her fourth year of high school (or an equivalent level program) and who, as of the beginning of the school term, could reasonably schedule sufficient courses during the term to receive his/her diploma at the end of the term, must compete for the scholarship in his/her fourth year of high school unless the school administrator concludes that there is good cause outside of the reasonable control of the student to waive this requirement.

**AWARDING POINTS FOR CAREER AND TECHNICAL EDUCATION COURSES AND CAREER AND TECHNICAL STUDENT ORGANIZATION PARTICIPATION**

Points associated with career and technical education courses will be awarded based upon a standard of each .5 high school credit earned toward high school graduation earning .5 of a point. Career and technical education courses that are in progress during the grading period in which the district designates its scholars and alternates shall be counted in the point total based on the high school credit expected to be earned. The district will use the definition of career and technical education courses identified by the HEAB.

**RULE 6457  
STUDENT AWARDS AND SCHOLARSHIPS  
Page 6**

For points earned for participation during high school in a career and technical student organization (CTSO) that is offered in the district, the burden is on the student to demonstrate for each participation point claimed that he/she actively and regularly participated in a qualifying CTSO for substantially all of the school year in question. “Substantially all of the school year” means at least  $\frac{3}{4}$  of the full school term in grades 9, 10, and 11 and beginning prior to November and continuing through February in grade 12.

### **HIGH SCHOOL GRADING POLICY**

The district has a written high school grading system that shall be applied to the process of designating scholars and alternates for a Wisconsin Technical Excellence Higher Education Scholarship. To the extent it is necessary to calculate a student’s overall GPA or a student’s career and technical education GPA, the unrounded GPA shall be applied, so far as practical, in the same manner as it is applied to calculate the student’s cumulative grade point average as reported on the student’s high school transcript (including to the same number of decimal places).

### **TIE-BREAKING PROCEDURES**

If, following a comparison of tied students’ GPAs in career and technical education courses, the school administrator, in consultation with other licensed high school staff as needed, determines that two or more relevant students remained tied, the following additional tie-breaking procedures, which were developed and approved by representatives of the high school faculty, shall be applied in the order listed as may be necessary:

1. First tiebreaker: The total number of:
  - A. Technical college credits earned while the student has been in high school and
  - B. Technical college credits that are in progress during the current semester
2. Second tiebreaker: The students’ cumulative high school grade point average
3. Third tiebreaker: Each student’s highest American College Test (ACT) score if an ACT score is available for all of the students who remain tied
4. Fourth tiebreaker: The student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

February 27, 2024

**2024-2025 CAPITAL PROJECTS PLAN**

**Background:**

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed and approved by the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plan for 2024-25.

Historically during times of rapid enrollment growth, this report also includes the capacity projects as required by Board Policy 7200; however, there are no capacity projects proposed for the coming year.

As part of the process to balance the projected budget for the 2023-24 fiscal year, the overall major maintenance budget was reduced from \$2,000,000 to \$1,000,000. That major maintenance budget is annually supplemented by an additional \$500,000 that is a part of our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10-year period. Energy savings generated from projects the past decade have been placed back in the general fund for other district expenditures.

The 2024-25 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 23 years ago, and the energy savings project program started 21 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 23 years.

**Administration Recommendation:**

Administration recommends Board approval of the 2024-25 Capital Projects Plan as described in this report.

Dr. Jeffrey Weiss  
Superintendent of Schools

Patrick M. Finnemore, PE  
Director of Facilities

John E. Setter, AIA  
Project Architect

## **PROPOSED 2024-25 CAPITAL PROJECTS PLAN**

### **Exterior Envelope Projects:**

Annually, we perform projects to maintain the exterior envelope of our buildings to protect the original investment of the school, minimize any moisture issues in the buildings, and help ensure the security of the school. The largest individual projects planned are the replacement of the roof over the SW classroom wing at Southport Elementary, gymnasium roof replacement at Pleasant Prairie Elementary, and replacing the caulk in between the precast panels at Mahone Middle School. Other projects include exterior door replacements at a number of schools being selected based on the evaluations by the KUSD Carpenter Crew. The estimated cost for all of these projects is \$460,000.

### **Asphalt Replacement Projects:**

There are two asphalt projects planned for this summer. The first is a continuation of replacing sections of asphalt at Pleasant Prairie Elementary, and the second is to begin replacement of sections of the main student parking lot at Indian Trail. Because of its size, the Indian Trail lot replacement will be spread over many years as funding allows addressing the worst sections first. The estimated cost for these two projects is \$190,000.

### **Boiler Replacement Project:**

ESSER funds and school closure decisions have resolved many of the most pressing HVAC issues in the district, but there are still a handful of larger projects that should be completed over the next several years. One of those projects is the replacement of the boilers at Pleasant Prairie Elementary. Those boilers are original to the school (30 years old) and are much less energy efficient than the newer modular boilers we began using in the district starting in 2001 with the construction of Mahone Middle School. The estimated cost of this project is \$350,000.

### **Controlled Entrance Projects:**

Several schools are being vacated at the end of this school year as a result of the changes associated with the rightsizing plan approved by the School Board at the December 12, 2023, meeting. A number of those buildings were on the list of schools that did not have secure controlled entrances that require visitors to enter the school after being buzzed into the main office first. That was a factor in the selection of buildings that will be vacated. This project would add two controlled entrances in the Vernon building, one for the combined Brompton and Dimensions charter school and the other for the eSchool which will be moving into this building.

This, along with the school closures, will take the number of schools without a controlled entrance down from fourteen schools to eight schools. The project associated with adding a controlled entrance and the associated changes associated with the controlled entrance at the combined Brompton/Dimensions charter school will be funded by a portion of the fund balance of those two schools. The funding for the controlled entrance and associated changes to accommodate that at the entrance to where the eSchool will be located in the building is estimated to cost \$300,000.

### **LED Lighting Projects:**

For the past several years, we have been upgrading the lighting at our school buildings with LED lighting. This started with exterior lighting at all of the schools a number of years ago and then transitioned to high use areas in all of the schools and eventually to full building conversions. We continue to make significant progress each year. The work is performed by a combination of the KUSD Electrical Crew and KUSD custodial staff that move from building to building after hours working on the lighting upgrades. The schools planned for in 2024-25 include finishing Whittier Elementary, and then performing a complete replacement at Forest Park Elementary and the new Washington Middle School. The estimated cost for the materials for these projects is \$50,000. The payback for these projects is under 3 years.

### **Building Renovation Projects:**

There are a handful of smaller building renovation projects planned for this summer. Those projects include the replacement of the carpet in the library at Frank Elementary, replacement of toilet partitions in selected restrooms at Somers Elementary and Prairie Lane Elementary, and replacement of interior partition walls and some flooring work in several classrooms at Jeffery Elementary. The estimated cost of these projects is \$100,000.

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**POLICY 7400 - NAMING AN AREA WITHIN OR ON A SCHOOL DISTRICT SITE**

**Background**

At the start of the 1997 school year, Kenosha Unified School District established dual language programs at Pleasant Prairie Elementary and Southport Elementary. In the summer of 1999, the board approved the union of the two dual language programs into one building, which at the beginning of the 2000 school year became known as the Kenosha School of Languages (KSOL), housed at St. George Church. In the fall of 2004, KSOL moved with the Edward Bain School into one site, which is currently the Edward Bain School of Language Arts (EBSOLA) (CA) and the EBSOLA ( DL). Both are located at 2600 50th Street in Kenosha.

At the December 12, 2023, regular School Board meeting, the KUSD School Board approved the administration's recommendation that Edward Bain School of Language and Art - Dual Language would be moved into the building that currently holds Stocker Elementary School. The staff of EBSOLA-DL has requested that the school return to its former name, Kenosha School of Language starting with the 2024-25 school year.

**Recommendation**

The board has the discretion to form a committee to commence the process of renaming the school, as defined in policy 7400. However, since the school is requesting to return to its previously approved name, Kenosha School of Language (KSOL), the administration recommends that the Board consider a vote to allow an exception to the process and approve EBSOLA-DL's request to return to the name of Kenosha School of Language.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mr. William Haithcock  
Chief of School Leadership

Mrs. Heather Connolly  
Regional Coordinator of School Leadership

Mrs. Barbara Sanchez  
Principal, Edward Bain School of Language and Art–Dual Language

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**2024 SUMMER PROGRAMS PROPOSAL**

**Program Overview**

Kenosha Unified School District Summer School and recreation programs provide summer intervention and enrichment opportunities for the Kenosha community. For summer 2023, the kindergarten through eighth grade academic programs provided identified students the opportunity to work in small reading and math intervention groups. At the high school level, in-person credit recovery and physical education courses were offered as well as virtual physical education and health courses through Kenosha eSchool.

In addition, Summer School provided learning opportunities in the areas of music, career exploration camps, world language camps, and summer activities through the Office of Recreation.

**2023 Summer School Program**

**ELEMENTARY SCHOOL**

Summer School was focused on addressing learning gaps for kindergarten through fourth grade students. Intensive reading and math intervention programs were designed and identified students were invited to participate in the six-week program. The student-to-teacher ratio for these programs was capped at 18 to 1. We continued to utilize the Reading Instruction for Students to Excel (RISE) curriculum for all grade level reading intervention instruction. For whole-group reading instruction, the Summer LitCamp program was again used. During Summer School math classes, students were able to continue their interaction with workplace activities and the Bridges Math Intervention program. Several elementary schools continued to use a regional site partner plan while others held programs at their respective buildings. Shuttle opportunities were used to transport students to their regional site from their neighborhood school.

**MIDDLE SCHOOL**

At the middle school level, identified students attended the six-week Summer School program for intensive reading and math instruction at their boundary middle schools. The Strategic Adolescent Reading Intervention (STARI) curriculum was purchased for use as the summer English Language Arts curriculum. Middle school students participated in a Mindset Math Camp, which focused on students developing a positive attitude towards math and their individual math abilities. Both programs had an 18 to 1 student-to-teacher ratio.

## HIGH SCHOOL

High school students were offered the following course options for summer 2023:

| COURSE  | DESCRIPTION  | SCHOOLS  |
|---|--|--|
| Credit Recovery                                   | Opportunity for students to recover credits for graduation   | <ul style="list-style-type: none"> <li>● Bradford High School</li> <li>● Harborside Academy</li> <li>● Indian Trail High School and Academy</li> <li>● Reuther Central High School</li> <li>● Tremper High School</li> </ul>                             |
| High School Newcomer English Language Development | Designed for new high school English Language Learners (ELLs) to acclimate to high school and the community      | <ul style="list-style-type: none"> <li>● Open to all ELL students in the district</li> <li>● Course taught at Bradford High School</li> <li>● Bus tokens provided to students</li> </ul>   |
| Iowa Assessments                                  | An opportunity for students who meet the criteria to take the Iowa Assessment and earn their high school diploma | <ul style="list-style-type: none"> <li>● Bradford High School</li> <li>● Harborside Academy</li> <li>● Hillcrest School</li> <li>● Indian Trail High School and Academy</li> <li>● Reuther Central High School</li> <li>● Tremper High School</li> </ul> |
| Jump Start to High School                         | For incoming ninth graders to prepare for the transition to high school  | <ul style="list-style-type: none"> <li>● Bradford High School</li> <li>● Indian Trail High School and Academy</li> <li>● Tremper High School</li> </ul>  |

| COURSE             | DESCRIPTION  | SCHOOLS  |
|--------------------|--|--|
| Physical Education | <p>The following courses were offered for students to earn advanced physical education credit:</p> <ul style="list-style-type: none"> <li>● Physical Education Foundations</li> <li>● Active Lifestyles Physical Education</li> <li>● Lifetime Fitness Physical Education</li> </ul> | <ul style="list-style-type: none"> <li>● Bradford High School</li> <li>● Harborside Academy</li> <li>● Indian Trail High School and Academy</li> <li>● Kenosha eSchool (virtual)</li> <li>● Tremper High School</li> </ul> |

## **LIFE, LEARNING, AND LEISURE**

The Life, Learning, and Leisure program serves students with significant disabilities, in grades first through twelfth. Students enrolled in this program take part in activities that support learning in the areas of personal care, social skills, communication, and academic reinforcement.

Special education teachers, specialists, and educational support professionals conduct the activities with the students while emphasizing and encouraging social skills such as cooperation, relating to peers, decision-making, and self-expression.

The elementary program was held at Stocker Elementary School. The middle school program was held at Mahone Middle School, and the high school program was held at Tremper High School. Transportation was provided to students enrolled in this program.

## **EMPLOYABILITY SKILLS**

The Employability Skills program is a collaboration among the Kenosha Unified School District, the Boys and Girls Club, and the Kenosha County Division of Children and Family Services to provide at-risk children with opportunities that link academic and occupational standards to workplace skills and experiences. The classroom instruction focused on work readiness skills, including money and banking, social, higher education, resume writing and interviewing, conflict management, job seeking, safety in the workplace, and employer expectations. After successfully completing the classroom instruction portion of the course and 68 hours of employment at various work sites, students earned a half elective credit.

## **FINE ARTS**

Band and orchestra ensembles for beginners through twelfth grade were offered and culminated in a well attended concert in the Indian Trail fieldhouse and a performance at Bradford Stadium for the band students.

### **2023 OFFICE OF RECREATION SUMMER COMMUNITY ACTIVITIES**

## **FINE ARTS**

Summer School Fine Arts experiences were offered throughout the district. Band ensembles were offered for fifth through twelfth grade; including parade marching with Rambler (middle school) / Blackwatch (high school) and color guard (MS/HS). Performances for students in the band ensembles were held at Indian Trail and at the Bradford Stadium with high levels of parent and community attendance. KYPAC returned this summer with performances of “Schoolhouse Rock” in the Mahone auditorium. ([Appendix A](#)).

## **OFFICE OF RECREATION SUMMER ACTIVITIES FOR CHILDREN**

The Office of Recreation offered a variety of recreational activities for elementary and middle school students ([Appendix B](#)).

### **SUMMER ENROLLMENT BY PROGRAM**

| <b>GRADE LEVEL/<br/>PROGRAM</b>                           | <b>2021 STUDENT<br/>ENROLLMENT</b> | <b>2022 STUDENT<br/>ENROLLMENT</b> | <b>2023 STUDENT<br/>ENROLLMENT</b> |
|---|------------------------------------|------------------------------------|------------------------------------|
| Elementary School   | 822                                | 992                                | 812                                |
| Middle School   | 365                                | 447                                | 390                                |
| High School   | 2,325                              | 2,043                              | 2,085                              |
| Life, Learning, and<br>Leisure                            | 64                                 | 62                                 | 65                                 |
| Fine Arts*  | 693                                | 707                                | 635                                |
| Office of Recreation<br>Summer Activities for<br>Children | 1,815                              | 955                                | 913                                |
| <b>TOTAL</b>  | <b>6,084</b>                       | <b>5,206</b>                       | <b>4,900</b>                       |

\* Includes Rambler Band, Band of the Black Watch, and KYPAC

### **Proposed 2024 Summer School Program**

#### **CALENDAR**

##### **Elementary and Middle School**

- Teacher workday: Friday, June 14, 2024
- Session: Monday, June 17, 2024, through Thursday, July 25, 2024 (23 days)
- No school: Thursday, July 4, 2024

##### **High School**

- Teacher workday: Friday, June 14, 2024
- Session 1: Monday, June 17, 2024, through, Monday, July 8, 2024 (15 days)
- Session 2: Tuesday, July 9, 2024, through Monday, July 29, 2024 (15 days)
- No school: Thursday, July 4, 2024

#### **ELEMENTARY SCHOOL**

The elementary program will focus on foundational skills in reading and math for identified students. The proposed student-to-teacher ratio is 18 to 1 with a smaller ratio for reading and for math during intervention blocks. The elementary sites will be both single and

combined sites for summer 2024 ([Appendix C](#)). A shuttle bus will be provided from students' boundary schools to the host regional summer school sites.

### **Summer Curriculum**

#### Reading

- RISE (Reading Inventory and Scholastic Evaluation)
- Summer LitCamp

#### Math

- Bridges Intervention and Workplaces
- Grade level problem-solving components

#### Language Acquisition Program

- Newcomer English Language Development Program

### **MIDDLE SCHOOL**

The middle school program will focus on foundational skills in reading and math for identified students. The student-to-teacher ratio will be 18 to 1 with an emphasis on strategic personalized intervention work ([Appendix D](#)).

### **Summer curriculum**

#### Reading

- STARI (Strategic Adolescent Reading Intervention)

#### Math

- Middle School Mindset Math Camp

#### Language Acquisition Program

- Newcomer English Language Development Program

### **HIGH SCHOOL**

High school students will be offered the following summer opportunities:

- Credit recovery courses
- Advanced credit options
- In-person physical education credit at Bradford High School, Indian Trail High School and Academy, and Tremper High School
- Virtual advanced physical education credit at Kenosha eSchool
- Virtual Life Management Skills course at Kenosha eSchool
- In-person Jump Start to High School course
- Language Acquisition Program
  - Newcomer English Language Development Program

## FINE ARTS

- Fifth grade beginner band and orchestra programs

## LIFE, LEARNING AND LEISURE

LLL provides summer programming opportunities for students with significant disabilities in first through twelfth grade. This program incorporates activities that provide learning and recreation experiences. In-person programs will be held at Stocker Elementary School, Mahone Middle School, and Tremper High School.

## BUDGET REQUEST

The success of summer school is heavily dependent on hiring highly qualified staff. Over the past five years, the challenge of hiring teachers has increased and the most frequent response provided is low compensation as compared to teacher compensation during the school year. The current summer school compensation is \$25.00 for teachers and \$26.50 for the District Summer School Program Leader.

Compensation for summer school teachers in surrounding districts (for 2023):

- |                                       |   |
|---------------------------------------|---|
| ● Racine Unified School District      | \$45.00/hour  |
| ● Bristol School District             | \$35.00/hour  |
| ● Milwaukee Public Schools            | Based on annual salary and ranges from<br>\$33.00 to \$64.00/hour |
| ● Madison Metropolitan Public Schools | \$40.00/hour  |
| ● Green Bay Public Schools            | \$33.38/hour  |
| ● Kenosha Unified School District     | \$25.00/hour  |

The current compensation rate for summer school teachers is significantly lower than that of neighboring and similarly sized school districts. To remain competitive and ensure the quality of our summer school programs, the administration recommends adjusting our compensation structure for teachers to \$33.00 per hour and increasing the District Summer School Program Leader to \$37.00 per hour. These rates are based on the starting salaries for teachers in Tier 1 and 2 respectively. The administration recommends that the teacher Summer School hourly rates be set each year along with this report and include proposed increases in line with salary schedule increases.

| <b>ADDITIONAL FUNDING REQUEST FOR 2024 SUMMER SCHOOL PROGRAMS</b>   |  |  |  |
|---|--|--|--|
| <b>AREA</b>   | <b>2023 BUDGET ALLOCATION</b>  | <b>2024 BUDGET ALLOCATION</b>  | <b>RATIONALE<br/>(ADDITIONAL FUNDING REQUESTS IN 2021 AND 2022)</b>  |
| Increase hourly pay rate for summer school teachers and the district summer school program leader. ( <a href="#">Appendix E</a> ) | Teacher Hourly Rate - \$25.00<br><br>District Summer School Program Leader Hourly Rate - \$26.50 | Proposed:<br>Teacher Hourly Rate - \$33.00<br><br>District Summer School Program Leader Hourly Rate - \$37.00<br><br>Total Increase: \$325,000 | Recommend an increase to summer school hourly rate pay for teachers and the district Summer School program leader to equal the hourly rate equivalent of a teacher on step of the teacher salary schedule to remain competitive in our market. |

### **OFFICE OF RECREATION SUMMER COMMUNITY ACTIVITIES**

Registration for the following Office of Recreation programs will be done on a first-come basis the first two weeks in May for a designated day and time:

- Summer playgrounds
- Basketball
- Tennis
- Baseball/softball
- Soccer
- Swim lessons
- Weight training

On-line registration is available for the following activities:

- Rambler Band and The Band of Black Watch marching bands
- Color Guard
- KYPAC
- Incoming fifth through eighth grade summer choir

Funding for the aforementioned community activities is Fund 80. No additional funding requests are needed for these activities.

### **Recommendation**

Administration recommends that the Board of Education grant approval to allocate \$325,000 of additional summer school funds to increase compensation for summer school teachers and the District Summer School Program Leader.

Dr. Jeffrey Wiess  
Superintendent of Schools

Mr. William Haithcock  
Chief of School Leadership

Dr. Eitan Benzaquin  
Principal of Hillcrest and Phoenix Project  
Summer School Coordinator

# SUMMER FINE ARTS

## **2023 KUSD SUMMER FINE ARTS OPPORTUNITIES - (rev. 3/30/23)**

### **Summer Fine Arts Dates:**

- Band - Monday through Thursday, June 14 - July 13
- Color Guard - Spin sessions begin in May, regular season June 1 through July 12
- Jazz - June 13 through 17
- KYPAC - June 27 through July 23
- Orchestra - Wednesday, June 15 through Wednesday, July 20

### **Beginning Strings (Completed Grades 4 & 5)**

*This course is for students who have never played an instrument before.*

Classes will run from June 15 through July 20, with a final concert to be held on July 20 at Indian Trail High School. Classes are 50 minutes in length, Tuesday through Thursday; students should plan to attend all three classes each week for the duration of the course.

There will be sessions available mornings, afternoons and evenings, and will be filled on a first-come/first served basis as students register. The 5th grade orchestra teachers will provide class and instrument information when they meet with students following Spring Break. Online registration will be available via the link [here](#) beginning on May 16. Classes will be offered at Lincoln Middle School, Bullen Middle School and Tremper High School. Cost is \$15. Questions: Jennifer Marvin, 359-2745 or [jmarvin@kUSD.edu](mailto:jmarvin@kUSD.edu).

### **Cadet Strings (1st year players)**

*This course is for students who participated in 5th grade orchestra. This will be a fun ensemble experience helping students get ready to play in the middle school orchestra in the fall!* Classes will run from June 15 through July 20, with a final concert to be held on July 20 at Indian Trail High School. Classes are 50 minutes in length, Tuesday through Thursday; students should plan to attend all three classes each week for the duration of the course. There will be sessions available mornings, afternoons and evenings, and will be filled on a first-come/first served basis as students register. The 5th grade orchestra teachers will provide class information to the students after Spring Break. Online registration is available [here](#). Classes will be offered at Lincoln Middle School, Bullen Middle School and Tremper High School. Cost is \$15. Questions: Jennifer Marvin, 359-2745 or [jmarvin@kUSD.edu](mailto:jmarvin@kUSD.edu).

### **Middle School Strings (Completed Grades 6-8)**

Classes will run from June 15 through July 20, with a final concert to be held on July 20 at Indian Trail High School. Classes are 50 minutes in length, Tuesday through Thursday; and will be offered at Lincoln Middle School (1:30-2:30pm) and Bullen Middle School (7:00-8:00pm). Online registration is available [here](#). Cost is \$15. Questions: Jennifer Marvin, 359-2745 or [jmarvin@kUSD.edu](mailto:jmarvin@kUSD.edu)

### **High School Strings (Completed Grades 9-11)**

Classes will run from June 15 through July 20, with a final concert to be held on July 20 at Indian Trail High School *with possible community performances TBA within KUSD COVID Safety Plans and Procedures*. Class will be 2 hours in length and will be offered from 3:00-5:00pm at Bullen Middle School, Tuesday through Thursday. Sectional time for upper strings (violin/viola) and lower strings (cello/bass) is built into this 2 hour class period. Sectional and possible community performance schedules to follow on the first day of classes. Online registration is available [here](#). Cost is \$15. Questions: Nathan Gardner, 359-8367 or [ngardner@kUSD.edu](mailto:ngardner@kUSD.edu)

### **Cadet Band (Completed Grade 5)**

*This course is for students who have participated in 5th grade band.*

The KUSD Cadet Band will give students the opportunity to play in an ensemble and keep their musical skills sharp. The goal of this program is to help foster students' love of music-making and provide the enjoyment that comes with playing music together with others. We will focus on the idea of "ensemble playing" to make sure each student is ready for 6th grade, where they will get to perform with an ensemble everyday! Classes will meet Tuesday, Wednesday, and Thursday for one 60 minute session each day from 1:00-2:00 pm at Indian Trail High School from June 14th-July 13th. (*Wednesday's will be used for smaller sectional work with not everyone needing to attend each week. A more detailed schedule will be coming after registration is complete.*) Cost is \$15. Performance details will be provided at the start of the summer season. Online registration is available via the link [here](#). Questions: Nathan Larsen, 359-6034 or [nlarsen@kUSD.edu](mailto:nlarsen@kUSD.edu)

### **Continental Band (Completed Grade 6)**

*This course is for students who have participated in 6th grade band.*

The KUSD Continental summer band will give students the opportunity to play in a concert ensemble setting and keep their musical skills sharp. The goal of this program is to help foster students' love of music-making and provide the enjoyment that comes with playing music together with others. Classes will meet Tuesdays, Wednesdays, and Thursdays from

2:00pm-4:00pm at Indian Trail High School starting June 14 through July 13. Performances will be in the evening of Friday July 8th, and the Ice Cream Social Tuesday July, 12th. Total cost of registration for the program is \$15. Online registration is available via the link [here](#). Questions: Brittany Teschler, 359-7121 or [bteschle@kUSD.edu](mailto:bteschle@kUSD.edu)

### **Rambler Band (Completed Grade 7-8)**

The KUSD Rambler summer band will give students the opportunity to play in an ensemble and keep their musical skills sharp. The goal of this program is to help foster students' love of music-making and provide the enjoyment that comes with playing music with other students. Classes will meet Tuesday, Wednesday, and Thursday from 1:00-4:00pm at Indian Trail High School from June 14 through July 13. Performances will include concerts and parades. There is a mandatory overnight band camp at St. John's Military Academy in June right after school gets out. Base cost is \$150, with an extra cost for marching shoes and the season-end trip to Noah's Ark. Online registration is available via the link [here](#).

Questions: Lucas Dickinson, 359-3002 or [ldickins@kUSD.edu](mailto:ldickins@kUSD.edu) / Matt Maccari, 359-2882 or [mmaccari@kUSD.edu](mailto:mmaccari@kUSD.edu)

### **Band of the Black Watch (Completed Grades 9-11)**

The KUSD Black Watch summer band provides students the opportunity to play in a large concert ensemble and march in area parades. The goal of this program is to help foster students' love of music-making and provide the enjoyment that comes with playing music together with other students.

Classes will meet Tuesdays, Wednesdays and Thursdays from 6:00-9:00 pm at Indian Trail High School and Academy from June 9 through July 13th, with spring rehearsals from 6-8 pm on Mondays in May. Performances will include concerts and marching in local parades. An optional trip to perform at Walt Disney World in Orlando, Florida is being planned for July 6-10. There is a mandatory overnight band camp at Carroll University June 9-12th. Cost for the summer is \$175. Those going to Disney will pay an additional fee for the trip. Online registration is available via the link [here](#). **A mandatory parent meeting will be held in the Indian Trail Auditorium on May 2nd at 7:00 pm.**

Questions: Karl Mueller, 414-315-2469 (cell) or [kmueller@kUSD.edu](mailto:kmueller@kUSD.edu) or Jeremy Kriedeman, 262-359-8370 [jkriedem@kUSD.edu](mailto:jkriedem@kUSD.edu)

### **Color Guard (Completed grade 6-12)**

The Kenosha Recreation Summer Color Guard program is open to all students with an interest in contemporary pageantry arts. The color guard experience will focus on equipment fundamentals (flag, rifle and sabre), dance and body basics, and preparation of a program to present at the summer Ice Cream Social event in July. The color guard will also support Rambler Band and Band of the Blackwatch with their parade experiences. All **interested students should plan to attend our pre-season spin sessions from 6-9pm in the Indian Trail Commons on May 11, 18 and 25.** Online registration is available [here](#). The tentative schedule is available [here](#). Questions: KUSD Fine Arts, 262-359-6388 or, [sbartmer@kUSD.edu](mailto:sbartmer@kUSD.edu)

**KYPAC - (entering grades 1-9)**

KYPAC (Kenosha Youth Performing Arts Company), is a summer musical theatre program designed for students entering first grade through ninth grade. Students will go from PROCESS to PRODUCT developing life skills through the study of acting, dance, music and movement. Through these life skills, the students will create a final performance that will entertain the whole family. For 2022, KYPAC will present the Emmy Award-winning Saturday morning educational cartoon series and pop culture phenomenon, *Schoolhouse Rock Live! JR.* The program will run from June 27 through July 23 with rehearsals taking place at Mahone Middle School, Monday through Friday from 8:30am - Noon (No rehearsal on July 4). Performances will be at Mahone Middle School on Friday, July 22, 2022 at 7pm and Saturday, July 23, 2022 at 1pm and 3:30pm. AUDITION INFORMATION IS AVAILABLE [HERE](#). Questions: Contact Thomas Weissgerber at [tweissge@kUSD.edu](mailto:tweissge@kUSD.edu)

**2023 Department of Recreation  
Summer Activities for Children  
262-359-6225**

<https://www.kusd.edu/departments/summer-opportunities/summer-youth-recreation/>

**Registration**

| <b>Activity</b>                   | <b>Registration Begins at 8:00 am</b> | <b>Registration Link</b>   |
|-----------------------------------|---------------------------------------|--|
| Swimming                          | Wed., May 5, 2023                     | Swimming: <a href="https://www.kusd.edu/summerswim">kusd.edu/summerswim</a>                  |
| Tennis Instruction                | Wed., May 12, 2023                    | Tennis: <a href="https://www.kusd.edu/summertennis">kusd.edu/summertennis</a>                |
| El. Baseball/Softball Instruction |                                       | Summer Sports: <a href="https://www.kusd.edu/summersports">kusd.edu/summersports</a>         |
| El. Basketball Instruction        |                                       | Weight Training: <a href="https://www.kusd.edu/summer_weights">kusd.edu/summer_weights</a>   |
| El. Soccer Instruction            |                                       |  |
| Weight Training Program           |                                       |  |
| Supervised Playgrounds            | <b>Mon. , March 3, 2023</b>           | Playgrounds: <a href="https://www.kusd.edu/summerplaygrounds">kusd.edu/summerplaygrounds</a> |

For families that do not have computer/internet access, may use a computer at The Department of Recreation located at 2717-67th Street (west end of the Sr. Citizen Center), weekdays between 8:00 AM - 3:30 PM to register their child(ren). Please note that paper forms will not be accepted.

**All Programs are FREE of charge except the Weight Training program (\$20). · All participants must reside within the boundaries of the Kenosha Unified School District**

**There are No Classes on Tuesday, July 4, 2023**

**\*Locations Address Directory**

**Bose Elementary:** 1900-15<sup>th</sup> Street  
**Bradford High School:** 3700 Washington Rd  
**Bullen Middle School:** 2804 – 39<sup>th</sup> Avenue  
**Curtis Strange Elementary:** 5414 – 49<sup>th</sup> Avenue  
**Forest Park Elementary:** 6810 - 45<sup>th</sup> Avenue  
**Harvey Elementary:** 2012 19<sup>th</sup> Avenue  
**Indian Trail High School:** 6800 – 60<sup>th</sup> Street  
**Jefferson Elementary:** 1832 – 43<sup>rd</sup> Street

**Nash Elementary:** 6801 – 99<sup>th</sup> Avenue  
**Pleasant Prairie Elm:** 9208 Wilmot Road  
**Somers Elementary:** 1245 - 72<sup>nd</sup> Avenue  
**Southport Elementary:** 723 – 76<sup>th</sup> Street  
**Stocker Elementary:** 6315 – 67<sup>th</sup> Street  
**Tremper High School:** 8560 26<sup>th</sup> Avenue  
**Whittier Elementary:** 8542 Cooper Road



## INSTRUCTIONAL SWIM LESSONS 2023

\*Session A: Mon., June 12 – Thurs., June 22

\*Session B: Mon., July 10 – Fri., July 20

\*Session C: Mon., July 24 – Thurs., August 3

**You are only allowed to enroll for 1 session per child**

**There are No Classes on Tuesday, July 4, 2023**

The Recreation Department Instructional Swim Program is offered in four separate sessions for children ages 6 –14 (must be 6 yrs. old by 8/31/23). Red Cross levels 1-6 are taught. Each session consists of coed classes, which run nine (9) weekdays at **Bradford High School Indoor Swimming Pool located at 3700 Washington Rd.** (Enter the Field House doors off of 39<sup>th</sup> Avenue) **There are no Weekend Classes.**

**\*\*\*\*Determine your Child's correct class start time based on your Child's age and Swimming skill level when making you class selection\*\*\*\*\***

We will offer the Advance Swimming option this year that is open to competitive swimmers in skill levels 4, 5, and 6. Individuals signing up for Advance Swimming **Must be able to swim independently 2 full lengths of the swimming pool using 2 different competitive swim strokes.** If your child is unable to meet these requirements, they will not be able to attend this class period.

| Period | Ages                     | Time                | Skill Level                               |
|--------|--------------------------|---------------------|---|
| 1      | 9 - 14                   | 9:30 AM - 10:10 AM  | 1 & 2 only                                |
| 2      | 8 - 14                   | 10:20 AM - 11:00 AM | 3 only                                    |
| 3      | 8 - 10                   | 11:10 AM - 11:50 PM | 1 & 2 only                                |
| 4      | 6 - 8                    | 12:00 PM - 12:40 PM | 1 & 2 only                                |
| 5      | 6 – 8                    | 1:40 PM – 2:20 PM   | 1 & 2 only                                |
| 6      | 8 - 14                   | 2:30 PM - 3:10 PM   | 3 only                                    |
| 7      | 10 - 14                  | 3:20 PM - 4:00 PM   | 4, 5 & 6 only                             |
| 8      | Advanced Swim<br>10 - 18 | 4:00 PM – 5:00 PM   | <b>Must be Level<br/>4 or 5 or 6 only</b> |

### Class Expectations

Please bring a towel, swimsuit, and swim cap (for long hair if hair is NOT braided)

**DO NOT** bring valuables, watches, rings, etc. We are not responsible for items lost or stolen. · **Parents are invited to attend the first day of each session & last class of each session to observe their child(ren).**



## TENNIS INSTRUCTION

**Monday, June 12 - Thursday, July 27**

The purpose of this program is to spark an interest in tennis. The program consists of beginning, intermediate, and advanced lessons for children ages 6-18.

**There are NO Classes the week of July 4, (Closed July 3 - July 7)**

**You must enroll each child in a specific Age Group, Skill Level, Day of the Week and Time that your child(ren) will attend class.**

**All sessions are at the outdoor tennis courts behind Bullen Middle School located at 2804 – 39<sup>th</sup> Ave**

| Age            | Level                                  | Day              | Time                     | Location         |
|----------------|--|------------------|--------------------------|------------------|
| 6 - 10         | Beginner                               | Monday           | 8:00 am- 9:00 am         | Bullen MS        |
| 9 - 18         | Intermediate                           | Monday           | 9:00 am- 10:00 am        | Bullen MS        |
| 11 - 17        | Beginner                               | Monday           | 10:00 am - 11:00 am      | Bullen MS        |
| 8 - 14         | Beginner II                            | Monday           | 11:30 am- 12:30 pm       | Bullen MS        |
| 9 - 18         | Intermediate                           | Monday           | 12:30 pm- 1:30 pm        | Bullen MS        |
| <b>8 - 12</b>  | <b>Tournament Training, All Levels</b> | <b>Tuesday</b>   | <b>8:00 am - 9:00 am</b> | <b>Bullen MS</b> |
| 9 - 14         | Intermediate                           | Tuesday          | 9:00 am - 10:00 am       | Bullen MS        |
| 8 - 14         | Beginner II                            | Tuesday          | 10:00 am- 11:00 am       | Bullen MS        |
| 6 - 10         | Beginner                               | Tuesday          | 11:30 am - 12:30 pm      | Bullen MS        |
| 8 - 14         | Beginner II                            | Tuesday          | 12:30 am- 1: 30 pm       | Bullen MS        |
| <b>13 - 18</b> | <b>Tournament Training, All Levels</b> | <b>Wednesday</b> | <b>8:00 am - 9:00 am</b> | <b>Bullen MS</b> |
| 8 - 13         | Advanced                               | Wednesday        | 9:00 am - 10:00 am       | Bullen MS        |
| 8 - 14         | Beginning II                           | Wednesday        | 10:00 am - 11:00 am      | Bullen MS        |
| 9 - 14         | Intermediate                           | Wednesday        | 11:30 am- 12: 30 pm      | Bullen MS        |
| 6 - 11         | Beginner                               | Wednesday        | 12:30 pm- 1:30 pm        | Bullen MS        |
| 14 - 18        | Advanced                               | Thursday         | 8:00 am - 9:00 am        | Bullen MS        |
| 11 -17         | Beginner                               | Thursday         | 9:00 am - 10:00 am       | Bullen MS        |
| 8 - 14         | Beginning II                           | Thursday         | 10:00 am - 11:00 am      | Bullen MS        |
| 9 - 14         | Intermediate                           | Thursday         | 11:30 am - 12:30 pm      | Bullen MS        |
| 6 - 10         | Beginner                               | Thursday         | 12:30 pm - 1:30 pm       | Bullen MS        |

### Class Expectations

- **Classes will be held outdoors; therefore, classes will not meet in adverse weather.**
- The Beginning II Class is for students ages 8-14 that have successfully completed at least 1 year of tennis lessons for ages 10-14 with no lessons.
- Intermediate Class is for students ages 9-18 that have successfully completed at least 2 years of tennis lessons.
- Students are required to wear athletic shoes. Rackets optional. Tennis balls provided



## ELEMENTARY BASEBALL/SOFTBALL INSTRUCTION

**Monday, June 19 - Thursday, August 3**

Instructors will go over the fundamentals of the game of baseball/softball in addition to instructing on hitting, throwing, catching, running, game play, rules and practice drills.

**There are NO classes for the week of July 4. (Closed July 3 - July 7)**

**You must enroll each child in a specific Age Group and 8 Day Session. Your child will meet Monday, Tuesday, Wednesday, and Thursday for 2 weeks at the same time and location each day.**

**You are only allowed to sign up for 1 session of Base/Softball per child per summer**

**Session A: Mon., June 19- Thurs., June 29 at Tremper HS\*\*\*\***

**Session B: Mon., July 10 - Thurs., July 20 at ITA HS**

**Session C: Mon., July 24-Thurs., August 3 at EBSOLA**

**(The Baseball field is on 45th St & 27th Ave)**

| Age (as of 8/31/23)                                    | Times             | Maximum Student Capacity |
|--|-------------------|--------------------------|
| 6-8 Beginners to intermediate                          | 9:45 am-10:30 am  | 30                       |
|  | 10:45 am-11:30 am | 30                       |
|  | 11:45 am-12:30 pm | 30                       |
|  |                   |                          |
| 9-11 Skill Refinement (pitching, hitting and fielding) | 1:15 pm - 2:00 pm | 35                       |
|  | 2:15 pm - 3:00 pm | 35                       |

### **Class Expectations**

**Classes are outdoors; therefore, classes will not meet in adverse weather conditions.**

Students are required to wear athletic shoes and bring a glove.



## **ELEMENTARY BASKETBALL INSTRUCTION**

### **Monday, June 19 - Thursday, August 3**

Instructors will go over the fundamentals of the game of basketball in addition to instructing on dribbling, passing, shooting, defense, game play, rules and practice drills.

**There are NO classes for the week of July 4. (Closed July 3 - July 7)**

You must enroll each child in a specific Age Group, and 8 Day Session. Your child will meet Monday, Tuesday, Wednesday, and Thursday for 2 weeks at the same time and location each day.

**You are only allowed to sign up for 1 session of Basketball per child per summer**

**Session A: Mon., June 19- Thurs., June 29 at Harvey 2012 - 19th Ave**

**Session B: Mon., July 10 - Thurs., July 20 at Pleasant Prairie - 9208 Wilmot Rd**

**Session C: Mon., July 24-Thurs., August 3 -Forest Park - 6810 45th Ave**

| Age (as of 8/31/23) | Times             | Maximum Enrollment |
|---------------------|-------------------|--------------------|
| 6- 11               | 9:45 am-10:30 am  | 30                 |
|                     | 10:45 am-11:30 am |                    |
|                     | 11:45 am-12:30 pm |                    |
|                     | 1:15 pm-2:00 pm   |                    |
|                     | 2:15 pm- 3:00 pm  |                    |

#### **Class Expectations**

- **Classes will be held outdoors weather permitting and indoors during adverse weather conditions.**
- **Students are required to wear athletic shoes.**



## **ELEMENTARY SOCCER INSTRUCTION**

### **Monday, June 19 - Thursday, August 3**

Instructors will go over the fundamentals of the game of soccer in addition to instructing on passing, shooting, defense, game play, rules and practice drills.

**There are NO classes for the week of July 4. (Closed July 3 - July 7)**

**You must enroll each child in a specific Age Group and 8 Day Session. Your child will meet Monday, Tuesday, Wednesday, and Thursday for 2 weeks at the same time and location each day.**

**You are only allowed to sign up for 1 session of Soccer per child per summer**

**Session A: Mon., June 19- Thurs., June 29 at Nash 6801-99th Ave**

**Session B: Mon., July 10 - Thurs., July 20 at EBSOLA 2600 50th St  
(The Soccer field is on 45th Street & 27th Ave)**

**Session C: Mon., July 24-Thurs., August 3 at Stocker 6315 67 St  
(The Soccer field is on the backside of the school on 69th St)**

| Age (as of 8/31/2023) | Times             | Maximum Enrollment |
|-----------------------|-------------------|--------------------|
| 6- 11                 | 9:45 am-10:30 am  | 30                 |
|                       | 10:45 am-11:30 am |                    |
|                       | 11:45am-12:30 pm  |                    |
|                       | 1:15 pm-2:00 pm   |                    |
|                       | 2:15 pm- 3:00 pm  |                    |

#### **Class Expectations**

**Classes are outdoors; therefore, classes will not meet in adverse weather conditions.**

**Students are required to wear athletic shoes.**



## **SUPERVISED PLAYGROUNDS**

The program consists of arts & crafts, games, storytelling, Book Mobile, Field Trips, STEM activities, and sports activities.

**Elementary School Locations:** Harvey, McKinley, Pleasant Prairie, and Stocker

**Monday, June 19 - Thursday, July 27**

**9:00 a.m. – 3:00 p.m.**

**Weekdays: Monday-Thursday (closed Friday)**

**There are no activities the week of July 4. (Closed July 3 – July 7)**

**Online Registration Only:**

**Space is limited to 50 students per location. We will not accept Walk-Ins.**

Space is limited to 50 students per location.

We will not accept Walk-Ins.

**Online Registration Fee:**

**\$20 for 1 child**

**Or**

**\$30 for 2 or more children enrolled**

**(Up to a Maximum of 4 children in the same immediate family)**

### **Playground Expectations**

- **Please bring your child's lunch each day they attend. No Peanut products allowed.**
- **Open to boys & girls ages 6 -12 (as of 8/31/23)**
- **Activities are supervised by College Student Assistants**
- **Children must be signed out by a parent or designee**
- **Must be potty trained**
- **Must have a signed Participant Behavior & Emergency Contact form for each child at the location they plan to attend prior to them attending.**

**Registration Begins Monday, March 3, 2023 at 8:00 am:**

**<https://RecDept.regfox.com/2021-kusd-summer-playgrounds-registration>**



**WEIGHT TRAINING PROGRAM**  
**Monday, June 12 - Thursday, July 27**  
**Indian Trail HS & Tremper HS**

This program provides the opportunity to increase strength and flexibility that enhance athletic performance and protection from sports-related injuries. Safety is stressed.

**There are No Activities the week of July 4. (Closed July 3 – July 7)**

**Class Expectations**

- Boys and Girls **entering grades 8<sup>th</sup> - 12<sup>th</sup>** (as of 8/31/23) Students are required to wear athletic clothing and shoes.
- **Please pay the \$20.00 Registration Fee.**

| Group                      | Time             | Days                      | Location Weight Room |
|----------------------------|------------------|---------------------------|----------------------|
| Boys entering grades 9-12  | 12:00 pm-3:00 pm | Monday, Tuesday, Thursday | Indian Trail HS      |
| Boys entering grades 9-12  | 12:00 pm-3:00 pm | Monday, Tuesday, Thursday | Tremper HS           |
| Boys entering grade 8      | 1:00 pm-3:00 pm  | Monday, Tuesday, Thursday | Indian Trail HS      |
| Boys entering grade 8      | 1:00 pm-3:00 pm  | Monday, Tuesday, Thursday | Tremper HS           |
| Girls entering grades 8-12 | 1:30 pm-3:00 pm  | Monday, Tuesday, Thursday | Indian Trail HS      |
| Girls entering grades 8-12 | 1:30 pm-3:00 pm  | Monday, Tuesday, Thursday | Tremper HS           |

**Class Expectations**

- Boys and girls **entering grades 8<sup>th</sup> - 12<sup>th</sup>** (as of 8/31/23)
- Students are required to wear athletic clothing and shoes.
- **Please pay the \$20.00 Registration Fee at the time of Registration Online or mail a check to the Recreation Department at 2717 - 67<sup>th</sup> Street, Kenosha WI 53143** · Please make your check payable to: Recreation Department.

Revised 10/13/2023

**KENOSHA UNIFIED SCHOOL DISTRICT  
2024 ELEMENTARY SUMMER SCHOOL SITES**

\*All students will attend at their 24-25 boundary school for summer school

| SUMMER SCHOOL SITE                                | PARTNER SCHOOL(S)   |
|---|---|
| Brass Elementary                                  | Frank Elementary  |
| Edward Bain School of Language Arts—Dual Language | 3-5 DL students will attend boundary school                   |
| Bose Elementary                                   | Harvey Elementary<br>Somers Elementary<br>Grant Elementary    |
| Curtis Strange Elementary                         | Elementary Newcomer ELD Site (Title III bussed in from sites) |
| Nash Elementary                                   | N/A   |
| Pleasant Prairie Elementary                       | N/A   |
| Prairie Lane Elementary                           | Jeffery Elementary<br>Whittier Elementary                     |
| Southport Elementary                              | Grewenow Elementary   |
| Roosevelt Elementary                              | Forest Park Elementary  |

## APPENDIX D

### KENOSHA UNIFIED SCHOOL DISTRICT 2023 MIDDLE SUMMER SCHOOL PROPOSAL

| MIDDLE           | 2022  | 2023   | 2024   |
|------------------|---|--|--|
| Calendar         | Same as 2021<br><a href="#">2022 EI &amp; MS Summer School Calendar</a>   | Monday-Thursday<br>23 student contact days<br>1 teacher workday  | Monday-Thursday<br>23 student contact days<br>1 teacher workday  |
| School Day Hours | Student day: 8 a.m. to 12:10 p.m.<br>Teacher workday: 7:30 a.m. to 12:30 p.m.   | Student day: 8 a.m. to 12:10 p.m.<br>Teacher workday: 7:30 a.m. to 12:30 p.m.  | Student day: 8 a.m. to 12:00 p.m.<br>Teacher workday: 7:30 a.m. to 12:30 p.m.  |
| Class Sizes      | 18-to-1 student-to-teacher ratio  | 18-to-1 student-to-teacher ratio   | 18-to-1 student-to-teacher ratio   |
| Target Audience  | Same as 2021  | Identified students in current fifth through seventh grade who need additional support in meeting grade level standards.                             | Identified students in current fifth through seventh grade who need additional support in meeting grade level standards.                             |
| Sites            | <a href="#">2022 Middle School Sites</a>  | <a href="#">2023 Middle School Sites</a>   | <a href="#">2024 Middle School Sites</a>   |
| Staffing         | 6 classroom teachers<br>1 special education teacher<br>Sites identify substitute pool to be called on an as-needed basis. | 6 classroom teachers<br>1 special education teacher<br>Sites identify substitute pool to be called on an as-needed basis.                            | 6 classroom teachers<br>1 special education teacher<br>Sites identify substitute pool to be called on an as-needed basis.                            |
| Curriculum       | English language arts--Strategic Adolescent Reading Intervention<br>Math--Mindset Math Camp                               | English language arts--Strategic Adolescent Reading Intervention (STARI)<br>Math--Mindset Math Camp<br>Newcomer English Language Development Program | English language arts--Strategic Adolescent Reading Intervention (STARI)<br>Math--Mindset Math Camp<br>Newcomer English Language Development Program |

|                |  |  |  |
|----------------|--|--|--|
| Transportation | No transportation for summer 2022                              | No transportation for summer 2023                              | No transportation for summer 2024                              |
| Registration   | Google form link handed out to families of identified students | Google form link handed out to families of identified students | Google form link handed out to families of identified students |



## BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title: **Summer School Compensation** Budget Year: **2024**

Department: **School Leadership** Budget Manager: **Eitan Benzaquen**

### REQUEST

The success of summer school is heavily dependent on hiring highly qualified staff. Over the past 5 years the challenge of hiring teachers has increased and the most frequent response provided is low compensation as compared to teacher compensation during the school year. The current summer school compensation is \$25.00 for teachers and \$26.50 for the District Summer School Program Leader.

### RATIONALE/ INSTRUCTIONAL FOCUS

Summer 2023 compensation for summer school teachers in surrounding districts:

- |  |  |
|--|--|
| • Racine Unified School District         | \$45.00/hour   |
| • Bristol School District                | \$35.00/hour   |
| • Milwaukee Public Schools               | Based on annual salary and ranges from \$33.00 to \$64.00/hour |
| • Madison Metropolitan Public Schools    | \$40.00/hour   |
| • Green Bay Public Schools               | \$33.38/hour   |
| • <b>Kenosha Unified School District</b> | <b>\$25.00/hour</b>  |

The current compensation rate for summer school teachers is significantly lower than that of neighboring and similarly sized school districts. To remain competitive and ensure the quality of our summer school programs, administration recommends adjusting our compensation structure for teachers to \$33.00 per hour and increasing the District Summer School Program Leader to \$37.00 per hour. These rates are based on the starting salaries for teachers in Tier 1 and 2 respectively. Administration recommends that the teacher Summer School hourly rates be set each year along with this report and include proposed increases in line with salary schedule increases.

### IMPACT

The impact of this funding request will be to remain competitive in retaining and/or hiring highly qualified teachers to ensure the on-going quality of KUSD summer school programs.

| BUDGET ASSUMPTION |                     |                     |
|-------------------|---------------------|---------------------|
| Object Level      | Descriptive         | Amount              |
| 100's             | Salaries            | \$200,000           |
| 200's             | Fringes             | \$125,000           |
| 300's             | Purchased Services  | \$0                 |
| 400's             | Non-Capital Objects | \$0                 |
| 500's             | Capital Objects     | \$0                 |
|                   | <b>TOTAL*</b>       | <b>\$325,000.00</b> |

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

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

| FUNDING SOURCES                            |
|--|
| Enter Funding Sources Summer School Budget |

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 26, 2024**

**HEAD START SEMI ANNUAL REPORT**

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

The Head Start Program has the capacity to serve 389 enrolled children. 330 of these children are funded through the Federal Head Start Grant and 59 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 July 2023 through December 2023.

**PROGRAM DESIGN AND MANAGEMENT**

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

- **Sites and Services**

Head Start enrollment is capped at 389 students. Head Start is provided at the following locations for the 2023-2024 school year (see chart below). There are a total of 18 classrooms and a total of 26 sessions that enroll Head Start students at 10 different sites.

| Head Start Locations                         |              |                |
|--|--------------|----------------|
| Double Sessions                              | Full Day     | Half Day AM/PM |
| Bose Elementary School                       | 1 classroom  |                |
| Brass Community School                       | 1 classroom  | 1 classroom    |
| Cesar Chavez Learning Station                | 4 classrooms | 1 classroom    |
| Curtis Strange Elementary School             |              | 2 classrooms   |
| Edward Bain School of Language and Arts - CA | 1 classroom  | 1 classroom    |
| Frank Elementary School                      | 1 classroom  | 1 classroom    |
| Jefferson Elementary School                  |              | 1 classroom    |
| McKinley Elementary School                   |              | 1 classroom    |
|  |              |                |
| Single Session                               |              |                |
| Grewenow Elementary School                   |              | 1 classroom AM |
| Vernon Elementary School                     |              | 1 classroom AM |

- **Enrollment**

In November of 2022 during the 22-23 school year, Head Start was serving 326 students total. This year, Head Start enrollment as of December 31, 2023 was 363 students, which meets the federal enrollment requirement of 330 for this year. An additional 33 children are enrolled under the state Head Start supplemental grant. This is an increase of 11.3% of KUSD Head Start enrolled students from last year at this time, demonstrating strong evidence that the program continues to recover from the negative impact that the COVID crisis had on Early Childhood enrollment in KUSD. Currently, 258 of KUSD's Head Start children are four years old and 105 are three years old. There are 158 students enrolled in full day sessions and 205 enrolled in half-day sessions. There are 128 four year olds and 30 three year olds enrolled in full day sessions, which is 43% of our total Head Start enrollment. The program prioritized enrollment of four year olds in the full-day option in order to better prepare students for kindergarten. There are 130 four year olds and 74 three year olds enrolled in half-day sessions.

From June 2023 to December 2023, 52 children were withdrawn from the KUSD Head Start program for various reasons. Of those 52 students, nine students moved to non-Head Start site boundary schools in KUSD, 10 students transferred to local choice or charter schools, two students moved to local private schools, 16 students moved out of the KUSD service area, four students left due to transportation barriers, nine students left due to parent choice, and one student was dropped due to a chronic lack of attendance following current KUSD Head Start attendance policy.

We maintain an active waiting list of 59 students, most of whom are requesting full-day programs. Many students enrolled in our part day program have expressed an interest in enrolling into the full-day program upon availability. We quickly fill vacated spots in our full-day program by prioritizing children with the highest need. At times we are able to offer full-day spots to students currently enrolled in half-day class if the need is particularly high for that family. When students withdraw out of our full-day program, we prioritize children from the waiting list who are experiencing homelessness or in foster care, and have already enrolled part day Head Start students to fill those slots. Staff continue to reach out and promote the program in the community. Many enrollments come from word of mouth referrals from past participants. It is predicted that by the end of January 2024, all of the 389 combined KUSD Federal and State Supplemental funded full-day and half-day Head Start slots will be filled.

- **Management and Grant Monitoring**

Head Start Policy Council (HSPC) held elections for new Policy Council representatives on November 21, 2023. New Head Start Hire and Staff roster was shared and approved by the HSPC on November 21, 2023.

This is the first year of the five year KUSD Head Start grant and as is customary, F1 Monitoring of the KUSD Head Start program was held on October 9, 2023 through October 11, 2023, virtually. The Head Start Management team, representatives from the

KUSD finance/grant management department, and representatives from both the Head Start Policy Council and KUSD Governance Board were interviewed concerning the management systems, policies, and services provided by the KUSD Head Start program. No findings or areas of concern were reported.

The 2023-2028 grant has two principal focus goals:

- Increase the social-emotional competence of children to ensure success in kindergarten.
- Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.

The KUSD Head Start management team reviewed ERSEA data, Family Services data, and Health Data and prepared and presented the '23-'24 Community Assessment Update on November 21, 2023, to the Head Start Policy Council and to KUSD leadership for submission to the KUSD School Board.

## **FAMILY AND COMMUNITY PARTNERSHIP**

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

- **Family Partnerships**

Strong partnerships with families contribute to positive and lasting change for families and children. Of our current families, 100% have a partnership agreement with Head Start and 97% have completed a Family Outcomes Assessment, which guides each family to choose a goal from one of the categories listed below:

- *Family well being*
- *Positive parent-child relationships*
- *Families as lifelong educators*
- *Families as learners*
- *Family engagement in transition*
- *Family connections to peers and community*
- *Families as advocates and leaders*

According to the data provided by the Family Outcomes Assessment completed by the Head Start families, an area of low need is in *families as lifelong educators*. This category, which is a strength for most of our families, focuses on family education at home, literacy, promoting primary language, and promoting responsibility. We have several families who encourage speaking their primary/native language in their home. There is also a very high number of families who read to their child every or mostly every day.

The area of highest need is *family well being*. This category, which is our greatest area of concern, focuses on housing, safety, health, basic needs, financial security, mental health, and transportation. We are currently working with several families who are struggling with maintaining housing and meeting the basic living needs for their family. Family Service Providers work with all Head Start families to guide them in reaching their desired goals.

- **Providing Family Support**

Family service providers work to develop relationships with Head Start parents to provide support for their physical, social, and educational needs. Spanish speaking family service providers have supported families by providing translation/ support for home visits, for newsletters, for parenting programs, and during parent-teacher conferences. These activities promote the Head Start foundational belief that children are most successful when parents participate in their education.

- 21 Head Start families received referrals for holiday food programs in the month of December.
- 70 Head Start families were referred for programs that provided clothes, toys, and gift cards in the month of December.
- 340 Head Start families received information and/or assistance in registering for the Winter Wraps and/or Holiday House Program. This process was started at the Chavez Meet and Greet in September with program representatives present to complete in person registration. Family Service Providers continued to share information and assist in registering families until program registration deadlines.
- Referrals and transportation assistance have also been provided for ELCA Outreach Services, Professional Services Network, Kenosha Human Development Services, Housing Assistance, UMOS, Salvation Army, St. Marks, St. Vincent, Women and Children's Horizons, and Goodwill Industries. In addition, medical, vision, and dental needs have been referred to Kenosha County Health Department, the Kenosha Community Health Center, and the Prevent Blindness organization.

Our Head Start families benefited from the support and generosity of several community agencies and programs during December. St. Therese Catholic Church, St. Mary Giving Circle, Feed 100 Families Food Drive, Santa in a Shoebox, Holiday House/Winter Wraps, First Presbyterian Church, First Baptist Church, and the Westosha Central High School students provided assistance to our families in various ways.

At this time, the data shows that we have 132 two-parent families and 210 single-parent families. Data also shows that 239 Head Start families report that at least one parent is employed. Five parents are participating in job training, and two parents are currently working on some kind of a post high school degree. At this point of the school year 50 Head Start families have reported that they are experiencing homelessness, with nine of these families having already secured housing. Also on a positive note, 69 fathers

participated in the student conferences and home visits, and six fathers helped to complete family assessment and goal setting.

## **EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES**

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

- **Health Services**

Head Start performance standards require that students are up to date for health requirements including a physical exam, dental exam, lead test and immunizations. Children who are accepted into the program and have not met the health requirements receive support from the Head Start Family Service Providers to schedule their necessary appointments. A challenge is to ensure that children receive an updated, annual exam if their previous exams are over one year old. Another challenge is getting the documentation of the health exams from the medical/dental clinics. Information that is received on the child's registration and health exams is used to determine if an emergency health plan is necessary to ensure a child's safety while at school.

Head Start partners with Kenosha Community Health Center to provide dental care to our young students through the Seal A Smile program. The Seal-A-Smile program offers dental exams and cleaning in the school setting. This partnership has helped the program to increase compliance with dental requirements. However, this has increased the awareness of the number of students in need of dental treatment. This increase has proven to be a challenge because of limited pediatric dentists in the community. In addition, Head Start collaborates with Carthage College, Gateway, and Workforce Solutions providing the locations to complete required practicums and training for future employment. The Carthage student nurses have completed blood pressures and growth assessments for children who have not seen a doctor recently.

Health data from the 2023-24 school year indicates:

- By December 31, 2023, 58% of Head Start students had updated physical exams on record, as compared to 31% last year at the same time.
- 66% of students had current dental exams, up from 48% last year.
- 90% of students are current with required immunizations.
- 73% of students have had lead tests.
- 83% of students have received growth assessments.
- 15 Head Start students district wide have emergency health plans of different types on file.

As challenging as it can currently be for any Kenosha family to find and establish pediatric medical and dental homes, 90% of our Head Start students have medical homes and 77% have established dental homes. Management team systems were updated this

year to include the Family Service providers as the main support for families in obtaining medical and dental resources they need.

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

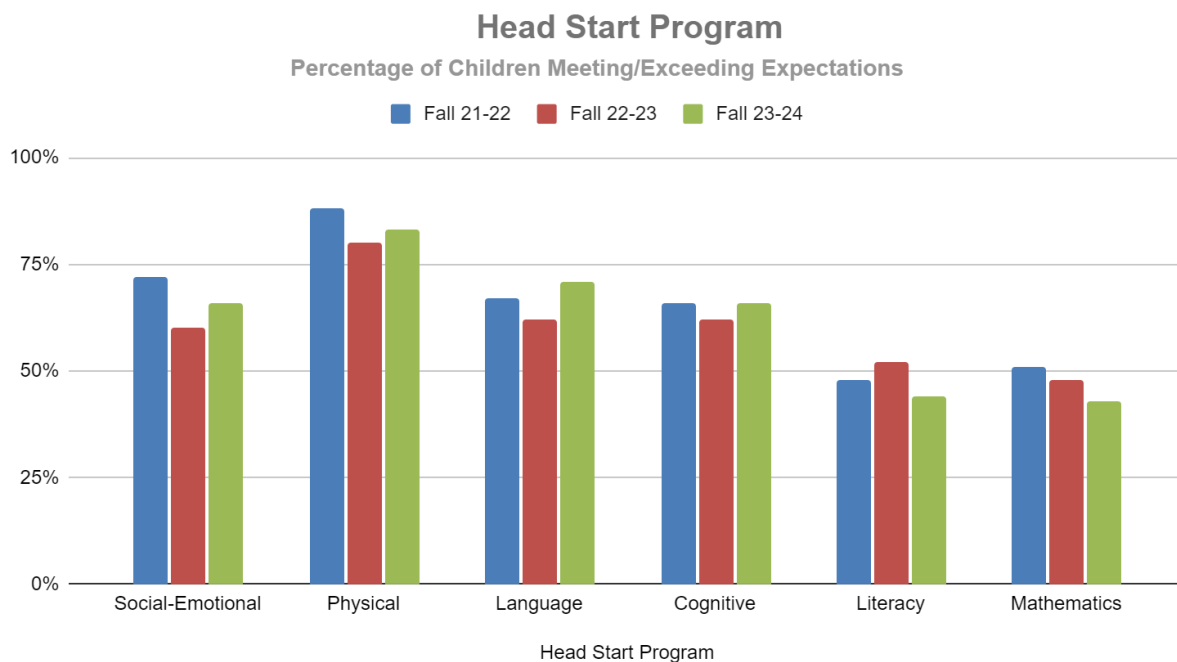
- **Head Start Covid Vaccination and Mask Mandate**

In November 2021, the federal office of Head Start issued a mandate that all staff and students wear masks as of November 30, 2021. This mandate was dropped as of the second semester of the '22-'23 school year, as was the requirement for all Head Start staff to receive the COVID vaccine.

- **Student Achievement**

The Kenosha Unified Head Start Program reports student progress three times per year using Teaching Strategies GOLD™ (reported for 360 children) for Fall, 2023-2024 are summarized below:

As evidenced by the following graph, first reporting data indicates that children are achieving higher than last year in all areas of development except literacy and Math. Continuing the trend from last year, Physical Development is the highest area of achievement for fall.



## **Head Start School Readiness Goals**

During each five-year grant period, the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the [Head Start Early Learning Outcomes Framework](#). Below is a summary of progress on Head Start Program's 2023-2024 School Readiness Goals for Fall 2023:

### **Approaches to Learning**

Children will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment. (ELOF Goal: P-ATL10, 11)

**Fall, 2023-2024 report:** Currently, 77% of children are meeting/exceeding expectations for this goal.

### **Social and Emotional Development**

Children will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts. (ELOF Goal: P-SE3,4,5)

**Fall, 2023-2024 report:** Currently, 68% of children are meeting/exceeding expectations for this goal.

### **Language and Literacy**

Children will demonstrate understanding of narrative structure and information from the content. (ELOF Goal: P-LC3, 4, 5)

**Fall, 2023-2024 report:** Currently, 81% of children are meeting/exceeding expectations for this goal.

### **Cognition**

Children will identify, describe, compare, and compose shapes. (ELOF Goal: P-MATH 9,10).

**Fall, 2023-2024 report:** Currently, 54% of children are meeting/exceeding expectations for this goal.

### **Perceptual, Motor, and Physical Development**

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

**Fall, 2023-2024 report:** Currently, 88% of children are meeting/exceeding expectations for this goal.

Dr. Jeffrey Weiss  
Superintendent of Schools

Heather Connolly  
Regional Coordinator of Leadership  
and Learning/Elementary

William Haithcock  
Chief of School Leadership

Rhonda Lopez  
Principal of Chavez/Head Start

**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**REQUEST TO RESTRUCTURE ELEMENTARY STAFFING**

**Background**

In recent years, Kenosha Unified School District has identified a significant challenge in student reading proficiency levels. The district has recognized the critical importance of early literacy skills in overall academic success and has identified a need to allocate resources strategically to address this issue. To support the work on early literacy, Elementary and Secondary School Emergency Relief (ESSER) funding was allocated to add reading interventionists as well as provide intensive training for these interventionists. Currently the district has 26.3 elementary reading interventionists, 20.45 funded by ESSER. At the January 25, 2024, Board meeting, approval was granted to retain 8.5 reading interventionists. As elementary staffing meetings have progressed and data indicating the number of students currently receiving Tier 3 reading interventions is analyzed, the critical need to increase the elementary school allocation from a .5 interventionist to 1.0 for schools with an enrollment of 400 or more is a glaring need.

This report outlines the proposed elementary staff restructuring plan to reallocate resources from library media teachers to reading interventionists. The goal is to address the pressing need for improved reading intervention programs, aligning with the district's moral imperative that “ALL students will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming.”

**Current Staffing Configuration**

Presently, the district employs a dedicated team of 16 elementary library media teachers who play a vital role in promoting literacy through library services and programs. However, the data indicates a need for additional support in the form of specialized reading interventionists to address the learning gaps in reading.

**Rationale for Change**

The district's improvement plan emphasizes data-driven decision making, and the current data supports the need for a shift in resource allocation. The 2024 Northwest Evaluation Association Winter MAP Assessment and the 2022-23 District Report Card indicate that 66

percent, or two-thirds, of kindergarten through fifth grade students are not proficient or advanced in reading. For the past five years Kenosha Unified School District has had a disproportionality identification for over-identified Black/African-American students in the category of specific learning disabilities. The implementation of the Tier 3 intervention program, along with highly trained reading interventionists, has had a tremendous positive impact resulting in an 84 percent reduction in the number of students referred for the specific learning disability evaluation process. Additionally, the district has increased predictability outcomes by 16 percent over the past two years. In other words, the vast majority of the students referred for a specific learning disability evaluation qualify for services.

Research indicates that early intervention in reading significantly improves long-term academic outcomes. By reallocating resources to fund more reading interventionists, the district aims to target struggling readers at an early stage, providing them with the necessary support to catch up to grade level expectations.

At the January 25, 2024, Board meeting, approval was granted to add local district funding to add 8.5 full-time equivalent interventionists to the 2024-25 budget. This would have provided a .5 interventionist for each elementary school. Although this was an attempt to address the need, after continued collaboration and analysis of the impact, that allotment caused enormous implications for positive student outcomes—reducing the amount of students serviced by over 50 percent, eliminating the opportunity for essential collaboration with teachers and teams, eliminating opportunities for parent meetings, and eliminating the opportunity for ongoing professional development—all of which will impact the positive change seen this past year.

### **Proposed Restructuring**

The proposed plan involves a reduction in the number of elementary library media teachers and a corresponding increase in the number of reading interventionists over the next academic year. This will be done through retirements and reassignment where applicable. The benefit of this plan will be that a greater focus on reading interventionists will directly impact student literacy levels, leading to improved academic performance across subjects. The restructuring aligns with the district's strategic goals of prioritizing student success and addressing areas of concern identified through data analysis.

The proposed restructuring plan aims to address the critical issue of reading proficiency by reallocating resources to prioritize early intervention. The district remains committed to enhancing student success and academic achievement while ensuring a smooth transition for all those involved.

### **Recommendation**

Administration recommends that the Board of Education grant approval for the proposed elementary staff restructuring plan to add 8.0 full-time equivalent for elementary reading interventionists through the reduction of the same number of elementary library media teachers.

Dr. Jeffrey Weiss  
Superintendent of Schools

Mr. William Haithcock  
Chief of Schools

Ms. Julie Housaman  
Chief Academic Officer

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**February 27, 2024**

**Policy 8870 – Public Participation at School Board Meetings (First Reading)**

**Background:**

On February 13, 2024, the Personnel Standing Committee met to discuss changes to Policy 8870 – Public Participation at School Board Meetings. While generally an adequate policy, the Committee agreed that there could be some enhancements to the policy in order for it to be more transparent.

**Recommended Changes to Policy 8870:**

- Page 1, wording should be included in the proposed strike through, that would indicate that while written comments will not be read aloud by Board members, they will acknowledge that members of the public have submitted written comments and have their name read into the record.
- Page 2, number 1, add language that explains that speakers may not sign up for views and comments online before the agenda is released and that speakers may also sign up for views and comments the day of the Board meeting.

By updating this policy, it will provide a more transparent and procedural process for members of the public to make comments at Board meetings.

**Recommendation**

It is Administration's recommendation that the school board approve the recommended updates to School Board Policy 8870 – Public Participation at School Board Meetings as a first reading.

Dr. Jeffrey Weiss  
Superintendent of Schools

Kevin Neir  
Chief Human Resources Officer

POLICY 8870

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

The School Board, as a representative body of the District, wishes to provide an avenue for any citizen to express interest in and concerns for the schools. Meetings of the Board shall be open to the public, except executive sessions, and the public shall be cordially invited to attend Board meetings.

Citizens wishing to present requests or views directly to the Board shall be afforded the privilege during the "Views and Comments" portion of the agenda at each regular Board meeting, and at special Board meetings as appropriate. Consistent with the Board's responsibility for conducting the business of the District in an orderly and efficient manner, public presentations may be regulated.

Citizen comments and questions at any Board meeting may deal with any topic related to District issues or concerns and/or the Board's agenda. However, in public session, the Board shall not hear irrelevant, repetitive, or abusive speech that causes disruption to the orderly conduct of the meeting. The Board also shall not hear discussion of confidential personnel disputes or grievances involving individual school employees that do not implicate issues of public concern, or individual student disciplinary matters, as there are other channels available in the District that provide for consideration and disposition individuals of such matters. The Board President may set time limits and other administrative requirements as appropriate on the public's participation at Board meetings.

In lieu of speaking during the "Views and Comments" portion of the agenda, timely received written communication ~~shall be read~~ **will be accepted by the Board and the name of the author of the written communication will be read into the Board minutes.** ~~and/or noted in the Board meeting minutes upon the specific request of a citizen.~~ Also, citizens may write to the Board to ask questions, express concerns and make proposals or comments for consideration by the Board. Written communication to the Board should normally be addressed to the Board President. Citizen comments will be limited to three minutes per person and conclude after 45 minutes unless otherwise determined by a motion to extend speaking time approved by a majority vote.

LEGAL REF.: Wisconsin Statutes

Sections 19.83(2) [Board discussion of matters raised during period of public comment]

19.84(2) [Public notice of public comment period]

CROSS REF.: 8710, Regular School Board Meetings

8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: August 26, 1997  
July 10, 2001  
June 25, 2002  
June 24, 2003  
December 14, 2010  
February 25, 2014  
February 24, 2015

RULE 8870  
PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

Presentations to the School Board by members of the public shall be regulated in the following manner:

1. **Individual wishing to speak during the "Views and Comments" portion of the Board meeting shall sign up online using the link provided in the meeting agenda notice. The sign-up list will not be opened to the public until the agenda has been provided for public viewing. Individuals can also sign up to speak by adding their name to the printed speaker list on the day of the meeting once the doors have been opened and must be done prior to the commencement of the meeting.** ~~Persons or groups wishing to make presentations to the Board during the "Views and Comments" portion of the Board meeting agenda shall sign up on a sheet provided for this purpose prior to the meeting. Persons wishing to state their views to the Board may also call the Superintendent of Schools' Office prior to 4:00 p.m. on the day of a Board meeting to request that they be placed on the list of speakers.~~
2. Speakers shall be limited to three minutes and to speaking only once during the "Views and Comments" portion of each meeting. Time for speaking will be allocated only by the Board President, or other presiding officer, and may not be reallocated by speakers to others. The Board President, or other presiding officer, may honor a request to permit a speaker more time than provided, for good reason, hearing no objection from the Board.
3. The "Views and Comments" portion of regular and special meeting agendas shall conclude after 45 minutes at the beginning of the meeting. This time allotment may be extended by a **majority** ~~two-thirds~~ vote of the Board.

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# Four-Year Graduation Rate



(Cohort Analysis)  
School Year 2022-23

# KENOSHA UNIFIED SCHOOL DISTRICT

February 27, 2024

## **FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS** *(School Year 2022-23 – Graduation Class of 2023)*

### **INTRODUCTION**

The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive examination of the graduation rates of the Kenosha Unified School District (KUSD) for the Graduation Class of 2023. This is the annual graduation report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”. All KUSD students who enter grade nine are tracked until the end of their class’s designated graduation cycle (four years later) and beyond for the respective reporting years. No allowance is made for any students who enter that class as it progresses from the ninth grade until the twelfth grade and its eventual graduation. For example, first-time ninth graders who are in attendance on the Official Third Friday Count Day during School Year 2019-20 are tracked with respect to their educational progress until the end of summer school in August 2023. Therefore, the ninth graders of School Year 2019-20 become the Graduation Cohort Class of 2023 (School Year 2022-23). Additionally, this report also examines the graduation rates in terms of progress made during the three years beyond a designated graduation year, that is, the five-year rate of the Graduation Class of 2022 and seven-year rate of the Graduation Class of 2018. This process aligns to both the Wisconsin state statute for allowing for a free education until a student reaches age 20.

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the four-year period whether or not the student *began* in KUSD in their ninth grade year. In addition, DPI does not count the completion credentials such as a HSED or a certificate of completion unless their Board of Education deems it as a regular high school diploma. The KUSD Competency Diploma Option is a fully recognized district diploma for state reporting purposes. The KUSD graduation data is included in the state report card calculations for the categories “On-Track to Graduation” and “Target Group Outcomes”. However, DPI’s WISEdash (online data reporting) portal reports four-year, five-year, six-year and seven-year graduation rates. This KUSD cohort report will present data respective to the four-year, five-year and seven-year graduation rates.

Further analysis of the graduation rate is provided by demographic groups. Please note that the terms “Students with Disabilities”, “Economically Disadvantaged”, and “English Learner” are used as defined by the “Every Student Succeeds Act” (ESSA, formerly NCLB) and IDEA, and are consistent with DPI reporting. Additionally, starting in early 2019, the federal “Every Student Succeeds Acts (ESSA) report cards display the average four-year and seven-year cohort graduation rates as one of the required accountability indicators.

Definitions for the following categories listed below pertain to the context of this report:

Definitions

|                  |   |
|------------------|---|
| Graduate         | A student that has received a High School Diploma from KUSD.  |
| Credit Deficient | A student that is currently attending KUSD but did not have enough credits to graduate by the end of the respective cohort cycle.   |
| Transferred      | A student that has transferred out of KUSD for one of the following reasons: <ul style="list-style-type: none"><li>▪ Transferred to a public school outside of the district</li><li>▪ Transferred to a parochial/private or vocational/technical school</li><li>▪ Incarcerated</li><li>▪ Transferred to home schooling</li><li>▪ Temporary withdrawal, due to medical problem, etc.</li><li>▪ Death</li></ul> |
| Dropout          | A student that no longer attends KUSD and is not enrolled in any other K-12 educational institution.  |
| Expelled         | A student that cannot attend KUSD schools or receive approved services with conditions within KUSD (because of a Due Process Hearing) and has not returned.   |

## **BASE COHORT REVIEW**

### **Graduation Class of 2023 (Four-Year Period)**

Over the past ten years, the number of students in each Grade 9 cohort class has ranged from approximately 1,500 to 1,740.

| <u>Graduation Class</u>                | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Number of Students in the Gr. 9 cohort | 1,698       | 1,610       | 1,697       | 1,720       | 1,730       | 1,736       | 1,567       | 1,651       | 1,605       | 1,549       |

Appendix A contains the graduation rate for the Graduation Class of 2023 at the completion of their fourth year in KUSD.

Graduation rates are reported using two methods:

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

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

- Credits earned in Consumer Ed/Economics, Health, and Government and Politics
- Successful completion of an employability skills component
- Writing competency based on one of the following assessments (High School ACT Aspire Writing, ACT Plus Writing, or ACT WorkKeys Business Writing)
- Passing scores at the 4<sup>th</sup> stanine or above on all required subtests of the IOWA Assessment
- Successful completion of a passing score of 65 or higher on the required Civics Exam
- Completion of the minimum 10 hour Community Service Learning requirement

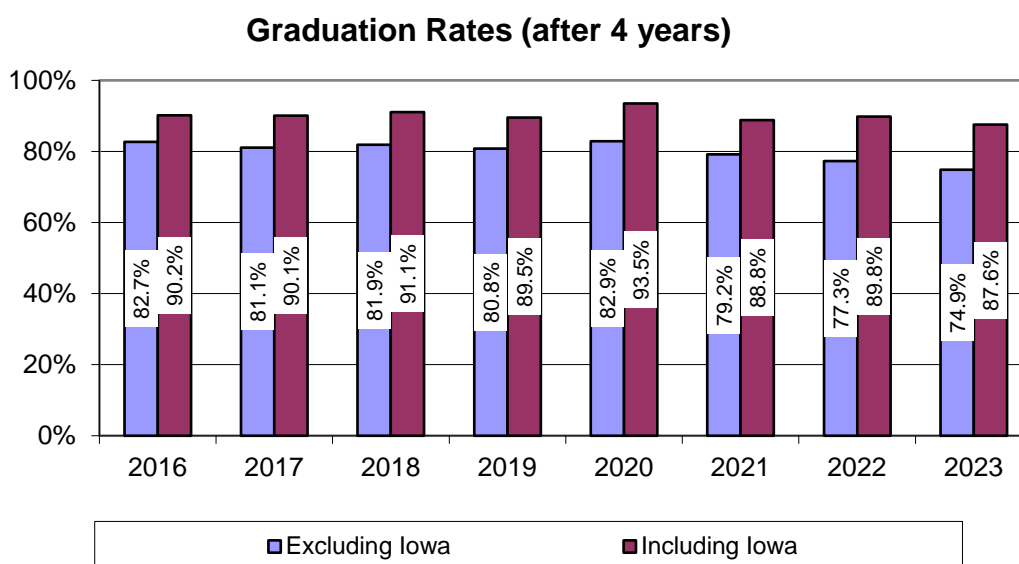
For communication purposes, this report will refer to the KUSD High School Competency Diploma graduates as “IOWA” graduates.

Kenosha Unified Policy and Rule 6456 *Graduation Requirements* was updated in April of 2011 to reflect a change in the high school graduation credit requirement, which decreased from 26.0 to 23.0 credits, effective for the Class of 2013. The minimum credits for Social Studies, Math and Science were reduced from 4.0 to 3.0 credits. In April 2012, Policy and Rule 6456 also added a Community/Service Learning (10 hours) requirement for all students, beginning with the Class of 2013.

In December 2013, Wisconsin increased the math and science requirement to 3.0 credits each, which first applied to the Class of 2017. This increase would be consistent with the current KUSD requirement for those subject areas. However, WI Act 63 (2013) also strongly encouraged local

school districts to set an elective requirement of 8.5 credits. KUSD updated its graduation policy to require 23.5 credits starting with Cohort 2017 students. Furthermore, Act 55 (2015) requires that all diploma requests beginning in 2016-17 include a civics assessment based on the U.S. Citizenship Test, with a current minimum passing score of 65 (out of 100).

The number of students in the cohort group of SY 2019-20 was 1,549, including 151 students who transferred out during the period between 2019-20, and the graduating school year. When including “IOWA” graduates, 1,224 students graduated, resulting in a 4-year graduation rate of 87.6% for the Cohort Class of 2022. This is a slight decrease from the 2022, 4-year rate of 89.8%. When excluding “IOWA” graduates 1,046 students graduated (74.9%), a decrease from the prior graduating class (77.3%). The Class of 2023 reported a higher percentage of graduates using the High School Competency Diploma Option (15.5%); typically, the IOWA graduates average approximately 11%-12% of the respective graduating cohort. KUSD recognized 178 cohort 2023 Iowa graduates.



Two hundred and seventeen (217) students (15.5%) were classified as “*DROPOUTS*” when including the “IOWA” graduates as dropouts, and 39 students (2.8%) when excluding the “IOWA” graduates. The number of students classified as “*CREDIT DEFICIENT*” was 97 or 6.9%, a slight decrease of 0.2% from the 2022 rate of 7.1%. It should be noted that 13 of the 97 students who were “*CREDIT DEFICIENT*” are students with disabilities who are legally permitted to stay in school through the age of 21 if indicated on their Individualized Education Plan (IEP).

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

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

|                            | <b><u>2014</u></b> | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> | <b><u>2020</u></b> | <b><u>2021</u></b> | <b><u>2022</u></b> | <b><u>2023</u></b> |
|----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Female                     | 84.7%              | 86.9%              | 84.7%              | 85.3%              | 83.8%              | 85.8%              | 86.0%              | 81.6%              | 80.0%              | 75.0%              |
| Male                       | 79.5%              | 80.8%              | 81.0%              | 77.3%              | 80.1%              | 75.8%              | 80.0%              | 74.0%              | 74.7%              | 74.7%              |
| Am. Indian/Alaska Native   | 80.0%              | *                  | 100.0%             | 60.0%              | 90.0%              | *                  | *                  | *                  | *                  | *                  |
| Asian                      | 97.0%              | 85.2%              | 96.3%              | 95.2%              | 92.0%              | 100.0%             | 96.3%              | 100%               | 95.7%              | 93.9%              |
| Black                      | 73.6%              | 73.8%              | 69.6%              | 71.3%              | 65.0%              | 63.2%              | 69.4%              | 57.8%              | 56.7%              | 58.2%              |
| Hispanic of Any Race       | 74.7%              | 77.7%              | 75.2%              | 73.8%              | 75.6%              | 76.7%              | 80.4%              | 73.8%              | 69.2%              | 69.3%              |
| Hawaiian/Pacific Islander  | NA                 | *                  | *                  | NA                 | NA                 | *                  | *                  | *                  | *                  | *                  |
| White                      | 85.6%              | 88.2%              | 88.5%              | 86.2%              | 88.9%              | 86.2%              | 87.5%              | 85.3%              | 86.0%              | 83.2%              |
| Two or More Races          | 76.9%              | 84.6%              | 65.1%              | 72.7%              | 75.0%              | 79.7%              | 72.9%              | 72.2%              | 77.3%              | 60.6%              |
| Students with Disabilities | 64.5%              | 69.6%              | 64.0%              | 61.6%              | 62.3%              | 66.5%              | 58.5%              | 61.2%              | 63.2%              | 61.1%              |
| Students w/o Disabilities  | 84.5%              | 85.8%              | 85.5%              | 83.9%              | 84.4%              | 82.6%              | 86.0%              | 80.0%              | 90.5%              | 76.7%              |
| Econ Disadvantaged         | 71.2%              | 73.4%              | 72.5%              | 71.4%              | 70.7%              | 71.3%              | 73.6%              | 64.7%              | 72.1%              | 64.7%              |
| Not Econ Disadvantaged     | 92.1%              | 95.2%              | 94.8%              | 92.9%              | 94.9%              | 93.2%              | 93.5%              | 87.5%              | 89.1%              | 89.3%              |
| English Learner            | 63.0%              | 66.4%              | 74.8%              | 69.9%              | 71.2%              | 72.4%              | 69.1%              | 61.0%              | 60.6%              | 57.8%              |
| English Proficient         | 83.4%              | 85.3%              | 83.5%              | 82.2%              | 82.9%              | 81.1%              | 82.9%              | 78.7%              | 78.4%              | 76.2%              |
| <b>DISTRICT</b>            | <b>82.0%</b>       | <b>83.8%</b>       | <b>82.7%</b>       | <b>81.1%</b>       | <b>81.9%</b>       | <b>80.8%</b>       | <b>82.9%</b>       | <b>77.8%</b>       | <b>77.3%</b>       | <b>74.9%</b>       |

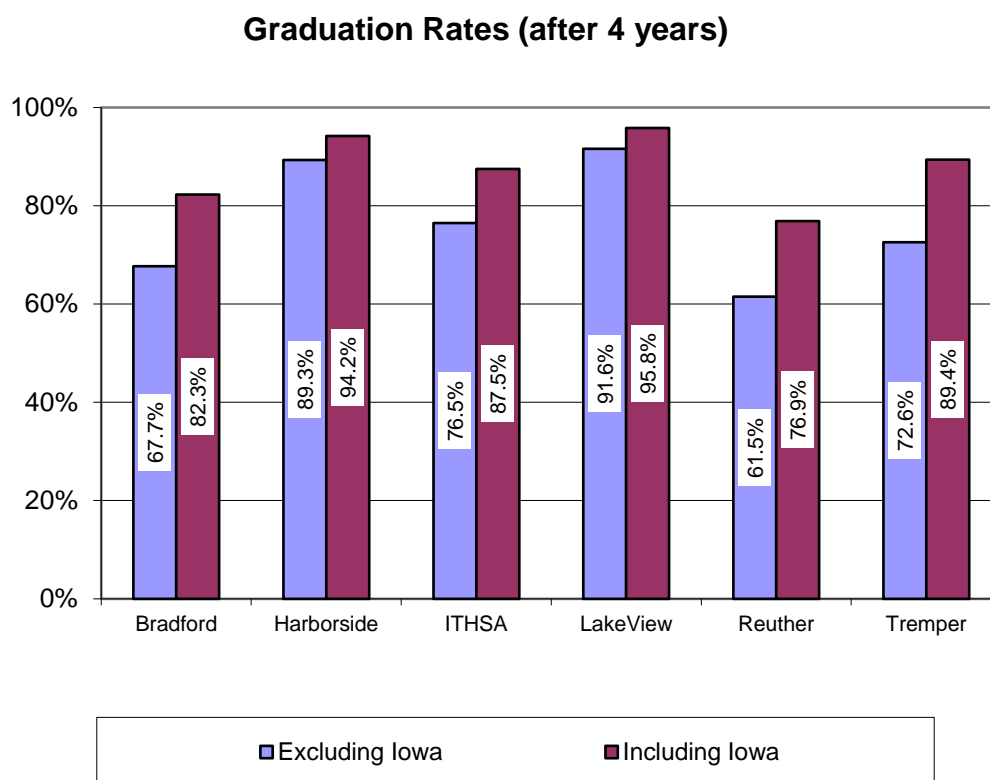
*\*Sample size too small to report*

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

|                            | <b><u>2014</u></b> | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> | <b><u>2020</u></b> | <b><u>2021</u></b> | <b><u>2022</u></b> | <b><u>2023</u></b> |
|----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Female                     | 90.1%              | 92.9%              | 90.5%              | 92.8%              | 92.2%              | 91.7%              | 94.4%              | 89.8%              | 88.9%              | 87.1%              |
| Male                       | 86.9%              | 88.6%              | 89.8%              | 87.6%              | 90.1%              | 87.3%              | 92.6%              | 86.5%              | 89.4%              | 88.1%              |
| Am. Indian/Alaska Native   | 80.0%              | *                  | 100.0%             | 80.0%              | 90.0%              | *                  | *                  | 66.7%              | *                  | *                  |
| Asian                      | 100.0%             | 88.9%              | 96.3%              | 100.0%             | 100.0%             | *                  | 96.3%              | 100.0%             | 95.7%              | 93.9%              |
| Black                      | 82.1%              | 83.3%              | 77.1%              | 79.5%              | 80.9%              | 79.3%              | 85.2%              | 78.2%              | 82.8%              | 79.9%              |
| Hispanic of Any Race       | 83.6%              | 88.3%              | 86.7%              | 85.8%              | 87.1%              | 86.5%              | 92.0%              | 84.2%              | 83.9%              | 83.7%              |
| Hawaiian/Pacific Islander  | NA                 | *                  | *                  | NA                 | NA                 | 100.0%             | *                  | *                  | *                  | *                  |
| White                      | 91.0%              | 93.4%              | 94.6%              | 94.1%              | 94.9%              | 92.8%              | 95.9%              | 93.1%              | 93.3%              | 91.8%              |
| Two or More Races          | 84.6%              | 88.5%              | 79.1%              | 84.8%              | 95.8%              | 91.5%              | 95.8%              | 83.3%              | 89.3%              | 87.3%              |
| Students with Disabilities | 78.0%              | 79.6%              | 79.2%              | 77.9%              | 84.0%              | 82.4%              | 85.0%              | 79.8%              | 81.9%              | 81.5%              |
| Students w/o Disabilities  | 89.9%              | 92.3%              | 91.8%              | 91.8%              | 92.0%              | 90.4%              | 94.6%              | 89.2%              | 95.1%              | 88.4%              |
| Econ Disadvantaged         | 80.8%              | 84.8%              | 83.5%              | 84.5%              | 85.5%              | 84.1%              | 90.4%              | 80.9%              | 86.7%              | 83.2%              |
| Not Econ Disadvantaged     | 95.6%              | 97.2%              | 98.0%              | 96.9%              | 97.7%              | 96.6%              | 97.0%              | 93.5%              | 94.8%              | 93.9%              |
| English Learner            | 70.0%              | 81.9%              | 87.0%              | 81.2%              | 82.6%              | 84.3%              | 86.2%              | 80.5%              | 79.8%              | 73.5%              |
| English Proficient         | 89.8%              | 91.5%              | 90.4%              | 91.0%              | 91.9%              | 89.5%              | 94.0%              | 88.5%              | 89.8%              | 88.7%              |
| <b>DISTRICT</b>            | <b>88.4%</b>       | <b>90.7%</b>       | <b>90.2%</b>       | <b>90.1%</b>       | <b>91.1%</b>       | <b>89.5%</b>       | <b>93.5%</b>       | <b>88.8%</b>       | <b>89.8%</b>       | <b>87.6%</b>       |

*\*Sample size too small to report*

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

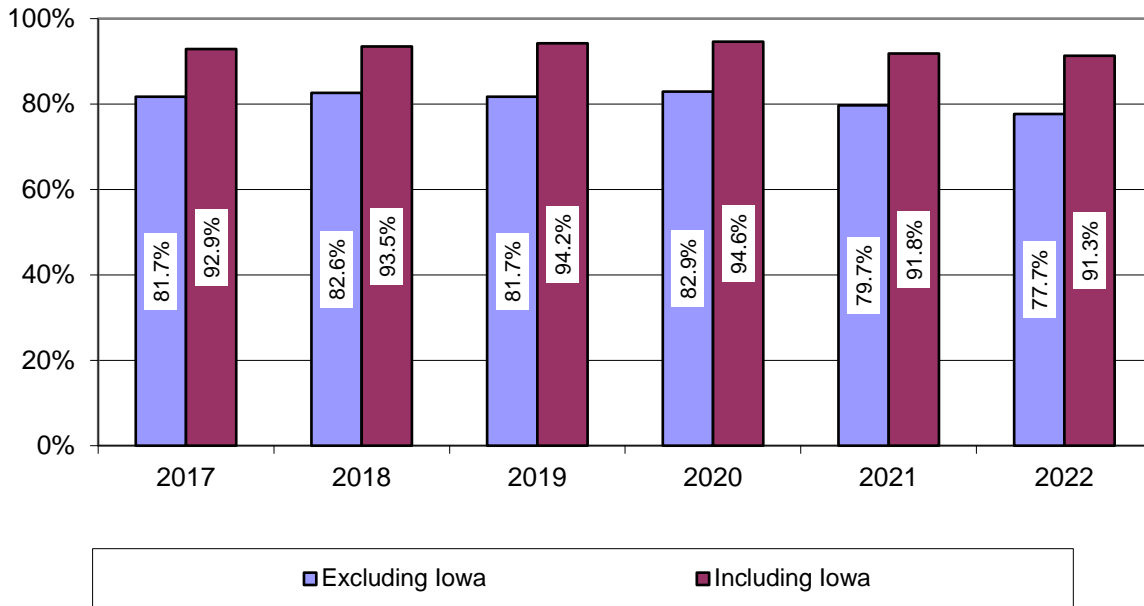


When analyzing students by their *initial enrollment* school in grade 9, Lakeview had the highest graduation rate when excluding “IOWA” graduates at 91.6% as well as when including “IOWA” graduates at 95.8%. All KUSD high schools utilized the option of the High School Competency Diploma (IOWA). NOTE: The Kenosha eSchool is not on this Cohort 2023 chart, as they did not have any Grade 9 students enrolled full time on the September 2019-20, Count Day, and the eSchool has since been “closed” as a separate charter school but still remains as a program, with greater options for student enrollment and participation.

### **Graduation Class of 2022 (Five Year Period)**

*Appendix C* contains the graduation rates by student subgroups for the Graduation Class of 2022 at the completion of the fifth year in KUSD (summer 2023). The number of students who began this cohort group was 1,605. At the end of the five-year period, 1,117 students (77.7%) graduated when excluding “IOWA” graduates and 1,312 students (91.3%) graduated when including “IOWA” graduates, resulting in a decrease of 2.0% and an decrease of 0.5%, respectively, when compared to the end of the fifth year of the Class of 2020. When excluding “IOWA” graduates from the “GRADUATED” category and including them in the “DROPOUT” category, there were 287 students (20.0%) classified as “DROPOUT”. When including “IOWA” graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category, the “DROPOUT” rate increased to 6.4% (92 students). The 5-year graduation rate of 91.8% from the Class of 2022, is a decrease from 91.8% for the class of 2021. It should be noted that the cohort class of 2020 had multiple graduation waivers applied due to the COVID-19 Pandemic. This supportive measure was very common across the state and nation.

**Graduation Rates (after 5 years)**



Of the 103 students who were credit deficient at the end of their senior year, 36 graduated in their 5<sup>th</sup> year (26 through the High School Competency Diploma Option and 10 with a traditional credit bearing diploma). In addition, 26 students are still enrolled, 1 transferred out of KUSD, and 49 students dropped out.

The following charts summarize the “Base Cohort” graduation rates by common demographic status after 5 years. The Class of 2021, when compared to that of the Class of 2020, reported a decrease overall when including “IOWA” graduates (91.8% in 2021 to 91.3% in 2022).

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

|                            | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> | <b><u>2020</u></b> | <b><u>2021</u></b> | <b><u>2022</u></b> | <b><u>2023</u></b> |
|----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Female                     | 86.0%              | 87.2%              | 85.3%              | 86.0%              | 84.5%              | 95.3%              | 86.0%              | 82.4%              | 80.7%              |
| Male                       | 80.9%              | 82.4%              | 81.3%              | 77.6%              | 80.7%              | 94.0%              | 80.0%              | 77.1%              | 74.9%              |
| Am Indian/Alaska Native    | 80.0%              | *                  | 100%               | 60.0%              | 90.0%              | *                  | *                  | 50.0%              | *                  |
| Asian                      | 97.0%              | 85.2%              | 96.3%              | 95.2%              | 92.0%              | 96.3%              | 96.3%              | 100.0%             | 95.7%              |
| Black                      | 74.4%              | 75.1%              | 71.6%              | 72.9%              | 66.2%              | 88.0%              | 69.6%              | 59.2%              | 58.1%              |
| Hispanic of Any Race       | 74.8%              | 77.6%              | 74.8%              | 74.4%              | 76.9%              | 94.0%              | 80.2%              | 76.0%              | 70.4%              |
| Hawaiian/Pacific Islander  | *                  | *                  | *                  | 0.0%               | NA                 | *                  | *                  | *                  | *                  |
| White                      | 87.4%              | 89.5%              | 88.8%              | 86.3%              | 89.2%              | 96.4%              | 87.6%              | 86.8%              | 86.1%              |
| Two or More Races          | 76.9%              | 84.6%              | 69.8%              | 75.8%              | 75.0%              | 95.8%              | 72.9%              | 71.9%              | 74.7%              |
| Students with Disabilities | 67.4%              | 72.2%              | 65.3%              | 63.0%              | 64.4%              | 67.6%              | 58.4%              | 64.7%              | 60.6%              |
| Students w/o Disabilities  | 85.6%              | 86.6%              | 85.9%              | 84.3%              | 84.9%              | 83.5%              | 86.1%              | 81.7%              | 80.4%              |
| Econ Disadvantaged         | 73.0%              | 74.7%              | 73.3%              | 72.1%              | 71.9%              | 72.4%              | 73.5%              | 89.1%              | 72.6%              |
| Not Econ Disadvantaged     | 93.0%              | 95.9%              | 94.9%              | 93.0%              | 95.0%              | 94.0%              | 93.6%              | 66.9%              | 89.3%              |
| English Learner            | 63.4%              | 66.4%              | 74.8%              | 70.7%              | 72.0%              | 74.2%              | 69.1%              | 60.3%              | 64.9%              |
| English Proficient         | 84.7%              | 86.4%              | 84.0%              | 82.7%              | 83.6%              | 82.4%              | 83.9%              | 80.7%              | 78.6%              |
| <b>DISTRICT</b>            | <b>83.3%</b>       | <b>84.8%</b>       | <b>83.2%</b>       | <b>81.7%</b>       | <b>82.6%</b>       | <b>81.7%</b>       | <b>82.9%</b>       | <b>79.7%</b>       | <b>77.7%</b>       |

*\*Sample size too small to report*

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

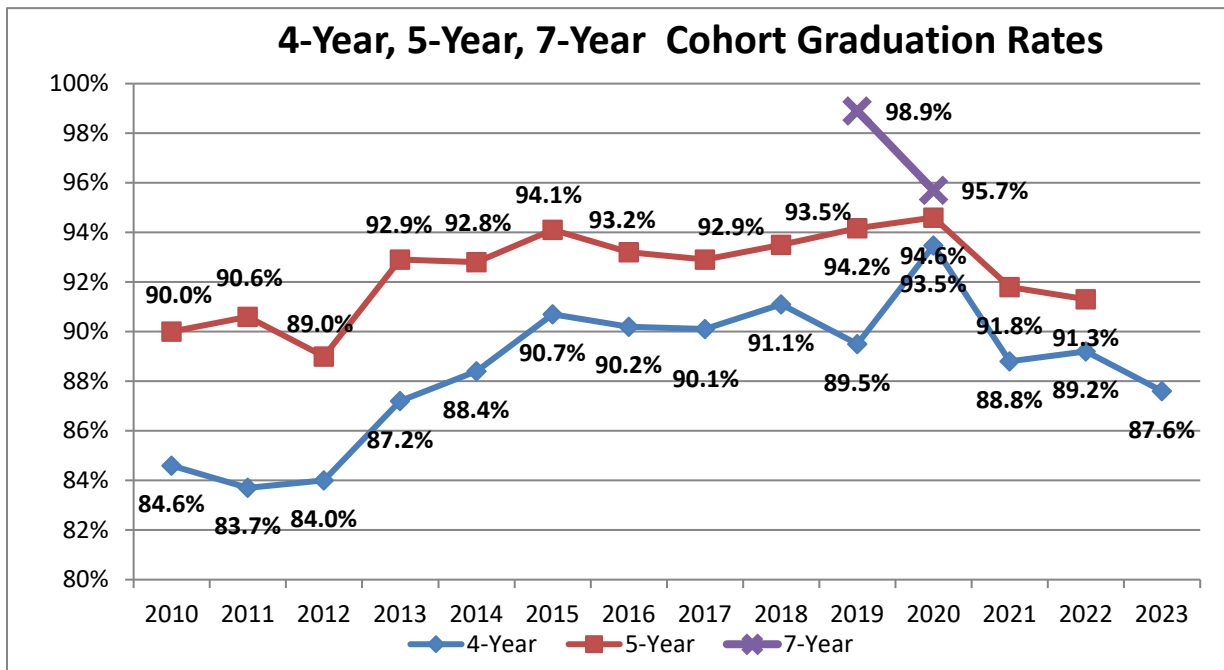
|                            | <b><u>2015</u></b> | <b><u>2016</u></b> | <b><u>2017</u></b> | <b><u>2018</u></b> | <b><u>2019</u></b> | <b><u>2020</u></b> | <b><u>2021</u></b> | <b><u>2022</u></b> | <b><u>2023</u></b> |
|----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Female                     | 93.5%              | 95.2%              | 93.4%              | 95.3%              | 94.3%              | 95.5%              | 95.3%              | 92.1%              | 91.8%              |
| Male                       | 92.2%              | 93.1%              | 93.0%              | 90.6%              | 92.8%              | 92.9%              | 94.0%              | 91.6%              | 90.8%              |
| Am Indian/Alaska Native    | 80.0%              | *                  | 100%               | 80.0%              | 90.0%              | *                  | *                  | 66.7%              | *                  |
| Asian                      | 100%               | 92.6%              | 96.3%              | 100%               | 100%               | 100%               | 96.3%              | 100.0%             | 95.7%              |
| Black                      | 86.7%              | 89.5%              | 82.9%              | 84.9%              | 84.5%              | 87.5%              | 88.0%              | 85.9%              | 88.3%              |
| Hispanic of any Race       | 90.4%              | 93.0%              | 90.9%              | 89.1%              | 90.8%              | 93.6%              | 94.0%              | 89.4%              | 87.5%              |
| Hawaiian/Pacific Islander  | *                  | *                  | *                  | 0.0%               | NA                 | 100%               | *                  | *                  | *                  |
| White                      | 94.8%              | 95.9%              | 96.6%              | 96.0%              | 96.7%              | 95.6%              | 96.4%              | 94.9%              | 94.4%              |
| Two or more Races          | 84.6%              | 88.5%              | 83.7%              | 90.9%              | 95.8%              | 96.6%              | 95.8%              | 85.9%              | 86.7%              |
| Students with Disabilities | 84.5%              | 86.1%              | 85.2%              | 83.6%              | 87.9%              | 87.9%              | 88.2%              | 85.5%              | 86.5%              |
| Students w/o Disabilities  | 94.0%              | 95.3%              | 94.4%              | 94.2%              | 94.2%              | 95.0%              | 95.4%              | 92.7%              | 92.0%              |
| Econ Disadvantaged         | 87.8%              | 90.7%              | 88.5%              | 88.6%              | 89.3%              | 90.9%              | 92.1%              | 96.1%              | 89.4%              |
| Not Econ Disadvantaged     | 97.5%              | 97.9%              | 98.7%              | 98.0%              | 94.2%              | 98.5%              | 97.4%              | 86.1%              | 95.7%              |
| English Learner            | 83.2%              | 88.2%              | 91.6%              | 86.5%              | 86.4%              | 93.0%              | 91.5%              | 84.9%              | 64.9%              |
| English Proficient         | 93.5%              | 94.7%              | 93.4%              | 93.5%              | 94.2%              | 94.3%              | 94.8%              | 92.2%              | 78.6%              |
| <b>DISTRICT</b>            | <b>92.9%</b>       | <b>92.8%</b>       | <b>94.1%</b>       | <b>92.9%</b>       | <b>93.5%</b>       | <b>94.2%</b>       | <b>94.6%</b>       | <b>91.8%</b>       | <b>91.3%</b>       |

### Graduation Class of 2020 (Seven Year Period)

Appendix D contains the graduation rates by student subgroups for the Graduation Class of 2020 at the completion of their seventh year in KUSD. The number of students who began this cohort group was 1,567. At the end of the seven-year period, 1,180 students (83.5%) graduated when excluding “IOWA” graduates and 1,353 students (95.7%) graduated when including “IOWA” graduates, resulting in an increase of 2.4% and an increase of 5.6%, respectively, when compared to the end of the fourth year of the Class of 2017. When excluding “IOWA” graduates from the “GRADUATED” category and including them in the “DROPOUT” category, there were 194 students (13.7%) classified as “DROPOUT”. When including “IOWA” graduates in the “GRADUATED” category and excluding them from the “DROPOUT” category, the “DROPOUT” rate decreased to 1.5% (21 students). This cohort group also benefitted from multiple years of approved waivers, both at the local and state level, to help navigate the global COVID-19 Pandemic.

### Cohort Graduation Rates - Graduation Classes of 2020 through 2023

Appendix E summarizes the 4-year, 5-year and 7-year graduation rates for the Cohort Graduation Classes of 2020 through 2023. Wisconsin Department of Public Instruction currently computes graduation rates in this fashion to report the efforts of students that require additional time to complete their high school education. Special education law and Wisconsin statute guarantee students with an approved Individualized Educational Plan (IEP) or other identified designation (ex: homeless, incarcerated, ward of the state) the right to public education through age 21. This would include the seven-year period from entrance at 9<sup>th</sup> grade. The 2020 7-year graduation rate does have a higher increase than the following year as these students benefitted from multiple years of approved waivers, both at the local and state level, to help navigate the global COVID-19 Pandemic.



The 5-year rates generally show approximately a 3 to 5 percentage point increase from year to year over the 4-year rate. The 7-year rates report an additional increase when compared to the 5-year rate.

This report is an informational item.

Dr. Jeffrey Weiss  
Superintendent of Schools

Kristopher Keckler  
Chief Information Officer

William Haithcock  
Chief of School Leadership

Laura Sawyer  
Data Analyst

Link to Complete Report with Appendices:

<https://www.kusd.edu/docs/educational-accountability/cohort-report.pdf>

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# **APPENDIX A**

**2023 Base Cohort**

**After 4 Years**

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-18 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

BY STUDENT SUBGROUP

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred<br>Out of District |             | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout<br>(including "Iowa"<br>graduates) |              | Dropout<br>(excluding "Iowa"<br>graduates) |             | Graduated<br>(excluding "Iowa"<br>graduates) |              | Graduated<br>(including "Iowa"<br>graduates) |              |
|-------------------------------------|--|--------------------------------|-------------|---|------------------|-------------|--|--------------|--|-------------|--|--------------|--|--------------|
|                                     | Number                                 | Number                         | Percent     | Number  | Number           | Percent     | Number                                     | Percent      | Number                                     | Percent     | Number                                       | Percent      | Number                                       | Percent      |
| Female                              | 755                                    | 78                             | 10.3%       | 677   | 48               | 7.1%        | 92   | 13.6%        | 10   | 1.5%        | 508  | 75.0%        | 590  | 87.1%        |
| Male                                | 794                                    | 73                             | 9.2%        | 720   | 49               | 6.8%        | 125  | 17.4%        | 29   | 4.0%        | 538  | 74.7%        | 634  | 88.1%        |
|                                     |  |                                |             |   |                  |             |  |              |  |             |  |              |  |              |
| American Indian or Alaska Native    | *                                      | *                              | *           | *   | *                | *           | *  | *            | *  | *           | *  | *            | *  | *            |
| Asian                               | 36                                     | 3                              | 8.3%        | 33  | 2                | 6.1%        | 0  | 0.0%         | 0  | 0.0%        | 31   | 93.9%        | 31   | 93.9%        |
| Black or African American           | 232                                    | 42                             | 18.1%       | 189   | 24               | 12.7%       | 51   | 27.0%        | 10   | 5.3%        | 110  | 58.2%        | 151  | 79.9%        |
| Hispanic of any Race                | 443                                    | 33                             | 7.4%        | 410   | 45               | 11.0%       | 74   | 18.0%        | 15   | 3.7%        | 284  | 69.3%        | 343  | 83.7%        |
| Native Hawaiian or Pacific Islander | *                                      | *                              | *           | *   | *                | *           | *  | *            | *  | *           | *  | *            | *  | *            |
| White                               | 755                                    | 64                             | 8.5%        | 691   | 21               | 3.0%        | 69   | 10.0%        | 10   | 1.4%        | 575  | 83.2%        | 634  | 91.8%        |
| Two or More Races                   | 80                                     | 9                              | 11.3%       | 71  | 5                | 7.0%        | 23   | 32.4%        | 4  | 5.6%        | 43   | 60.6%        | 62   | 87.3%        |
|                                     |  |                                |             |   |                  |             |  |              |  |             |  |              |  |              |
| Students with Disabilities          | 181                                    | 19                             | 10.5%       | 162   | 25               | 15.4%       | 38   | 23.5%        | 5  | 3.1%        | 99   | 61.1%        | 132  | 81.5%        |
| Students without Disabilities       | 1,368                                  | 132                            | 9.6%        | 1235  | 72               | 5.8%        | 179  | 14.5%        | 34   | 2.8%        | 947  | 76.7%        | 1,092  | 88.4%        |
|                                     |  |                                |             |   |                  |             |  |              |  |             |  |              |  |              |
| Economically Disadvantaged          | 926                                    | 106                            | 11.4%       | 819   | 85               | 10.4%       | 188  | 23.0%        | 37   | 4.5%        | 530  | 64.7%        | 681  | 83.2%        |
| Not Economically Disadvantaged      | 623                                    | 45                             | 7.2%        | 578   | 12               | 2.1%        | 29   | 5.0%         | 2  | 0.3%        | 516  | 89.3%        | 534  | 93.9%        |
|                                     |  |                                |             |   |                  |             |  |              |  |             |  |              |  |              |
| English Learners                    | 108                                    | 6                              | 5.6%        | 102   | 20               | 19.6%       | 23   | 22.5%        | 7  | 6.9%        | 59   | 57.8%        | 75   | 73.5%        |
| English Proficient                  | 1,441                                  | 145                            | 10.1%       | 1,295   | 77               | 5.9%        | 194  | 15.0%        | 32   | 2.5%        | 987  | 76.2%        | 1,149  | 88.7%        |
|                                     |  |                                |             |   |                  |             |  |              |  |             |  |              |  |              |
| <b>ALL STUDENTS</b>                 | <b>1,549</b>                           | <b>151</b>                     | <b>9.7%</b> | <b>1,397</b>                                      | <b>97</b>        | <b>6.9%</b> | <b>217</b>                                 | <b>15.5%</b> | <b>39</b>                                  | <b>2.8%</b> | <b>1,046</b>                                 | <b>74.9%</b> | <b>1,224</b>                                 | <b>87.6%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF THE SUMMER SCHOOL 2022-23

# **APPENDIX B**

## **2023 Base Cohort After 4 Years**

**(by School)**

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

Bradford High School

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out of<br>District |              | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |              | Dropout (including<br>"lowa" graduates) |              | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|--------------|---|------------------|--------------|---|--------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent      | Number  | Number           | Percent      | Number                                  | Percent      | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 158                                    | 19                             | 12.0%        | 139   | 16               | 11.5%        | 22                                      | 15.8%        | 5                                       | 3.6%        | 99  | 71.2%        | 116                                       | 83.5%        |
| Male                                | 160                                    | 17                             | 10.6%        | 143   | 16               | 11.2%        | 35                                      | 24.5%        | 11                                      | 7.7%        | 92  | 64.3%        | 116                                       | 81.1%        |
|                                     |  |                                |              |   |                  |              |   |              |   |             |   |              |   |              |
| American Indian or Alaska Native    | *                                      | *                              | *            | *   | *                | *            | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| Asian                               | *                                      | *                              | *            | *   | *                | *            | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| Black or African American           | 69                                     | 13                             | 18.8%        | 56  | 8                | 14.3%        | 13                                      | 23.2%        | 3                                       | 5.4%        | 34  | 60.7%        | 44  | 78.6%        |
| Hispanic of any Race                | 106                                    | 12                             | 11.3%        | 94  | 15               | 16.0%        | 22                                      | 23.4%        | 6                                       | 6.4%        | 57  | 60.6%        | 73  | 77.7%        |
| Native Hawaiian or Pacific Islander | *                                      | *                              | *            | *   | *                | *            | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| White                               | 121                                    | 7                              | 5.8%         | 114   | 6                | 5.3%         | 15                                      | 13.2%        | 5                                       | 4.4%        | 92  | 80.7%        | 102                                       | 89.5%        |
| Two or More Races                   | 17                                     | 3                              | 17.6%        | 14  | 2                | 14.3%        | 7                                       | 50.0%        | 2                                       | 14.3%       | 5   | 35.7%        | 10  | 71.4%        |
|                                     |  |                                |              |   |                  |              |   |              |   |             |   |              |   |              |
| Students with Disabilities          | 54                                     | 7                              | 13.0%        | 47  | 7                | 14.9%        | 20                                      | 42.6%        | 4                                       | 8.5%        | 20  | 42.6%        | 36  | 76.6%        |
| Students without Disabilities       | 264                                    | 29                             | 11.0%        | 235   | 25               | 10.6%        | 37                                      | 15.7%        | 12                                      | 5.1%        | 171                                       | 72.8%        | 196                                       | 83.4%        |
|                                     |  |                                |              |   |                  |              |   |              |   |             |   |              |   |              |
| Economically Disadvantaged          | 235                                    | 29                             | 12.3%        | 206   | 31               | 15.0%        | 49                                      | 23.8%        | 15                                      | 7.3%        | 124                                       | 60.2%        | 158                                       | 76.7%        |
| Not Economically Disadvantaged      | 83                                     | 7                              | 8.4%         | 76  | 1                | 1.3%         | 8                                       | 10.5%        | 1                                       | 1.3%        | 67  | 88.2%        | 74  | 94.7%        |
|                                     |  |                                |              |   |                  |              |   |              |   |             |   |              |   |              |
| English Learners                    | 30                                     | 1                              | 3.3%         | 29  | 7                | 24.1%        | 7                                       | 24.1%        | 3                                       | 10.3%       | 15  | 51.7%        | 19  | 65.5%        |
| English Proficient                  | 288                                    | 35                             | 12.2%        | 253   | 25               | 9.9%         | 50                                      | 19.8%        | 13                                      | 5.1%        | 176                                       | 69.6%        | 213                                       |              |
|                                     |  |                                |              |   |                  |              |   |              |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>318</b>                             | <b>36</b>                      | <b>11.3%</b> | <b>282</b>  | <b>32</b>        | <b>11.3%</b> | <b>57</b>                               | <b>20.2%</b> | <b>16</b>                               | <b>5.7%</b> | <b>191</b>                                | <b>67.7%</b> | <b>232</b>                                | <b>82.3%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2022-23

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

**Harborside Academy**

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out of<br>District |             | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout (including<br>"lowa" graduates) |             | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|-------------|---|------------------|-------------|---|-------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent     | Number  | Number           | Percent     | Number                                  | Percent     | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 56                                     | 4                              | 7.1%        | 52  | 1                | 1.9%        | 2                                       | 3.8%        | 0                                       | 0.0%        | 48  | 92.3%        | 50  | 96.2%        |
| Male                                | 54                                     | 3                              | 5.6%        | 51  | 1                | 2.0%        | 4                                       | 7.8%        | 1                                       | 2.0%        | 44  | 86.3%        | 47  | 92.2%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| American Indian or Alaska Native    | *                                      | *                              | *           | *   | *                | *           | *                                       | *           | *                                       | *           | *   | *            | *   | *            |
| Asian                               | *                                      | *                              | *           | *   | *                | *           | *                                       | *           | *                                       | *           | *   | *            | *   | *            |
| Black or African American           | 16                                     | 2                              | 12.5%       | 14  | 0                | 0.0%        | 2                                       | 14.3%       | 1                                       | 7.1%        | 12  | 85.7%        | 13  | 92.9%        |
| Hispanic of any Race                | 30                                     | 2                              | 6.7%        | 28  | 1                | 3.6%        | 1                                       | 3.6%        | 0                                       | 0.0%        | 26  | 92.9%        | 27  | 96.4%        |
| Native Hawaiian or Pacific Islander | 0                                      | 0                              | 0.0%        | 0   | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 0   | 0.0%         | 0   | 0.0%         |
| White                               | 56                                     | 3                              | 5.4%        | 53  | 1                | 1.9%        | 1                                       | 1.9%        | 0                                       | 0.0%        | 48  | 90.6%        | 49  | 92.5%        |
| Two or More Races                   | *                                      | *                              | *           | *   | *                | *           | *                                       | *           | *                                       | *           | *   | *            | *   | *            |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| Students with Disabilities          | 15                                     | 1                              | 6.7%        | 14  | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 14  | 100.0%       | 14  | 100.0%       |
| Students without Disabilities       | 95                                     | 6                              | 6.3%        | 89  | 2                | 2.2%        | 6                                       | 6.7%        | 1                                       | 1.1%        | 78  | 87.6%        | 83  | 93.3%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| Economically Disadvantaged          | 61                                     | 6                              | 9.8%        | 55  | 2                | 3.6%        | 4                                       | 7.3%        | 1                                       | 1.8%        | 47  | 85.5%        | 50  | 90.6%        |
| Not Economically Disadvantaged      | 49                                     | 1                              | 2.0%        | 48  | 0                | 0.0%        | 2                                       | 4.2%        | 0                                       | 0.0%        | 45  | 93.8%        | 47  | 97.9%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| English Learners                    | 5                                      | 0                              | 0.0%        | 5   | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 5   | 100.0%       | 5   | 100.0%       |
| English Proficient                  | 105                                    | 7                              | 6.7%        | 98  | 2                | 2.0%        | 6.1                                     | 6.0%        | 1                                       | 1.0%        | 87  | 88.8%        | 92  | 93.9%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>110</b>                             | <b>7</b>                       | <b>6.4%</b> | <b>103</b>  | <b>2</b>         | <b>1.9%</b> | <b>6</b>                                | <b>5.8%</b> | <b>1</b>                                | <b>1.0%</b> | <b>92</b>                                 | <b>89.3%</b> | <b>97</b>                                 | <b>94.2%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2022-23

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

Indian Trail H.S. & Academy

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out<br>of District |              | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout (including<br>"lowa" graduates) |              | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|--------------|---|------------------|-------------|---|--------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent      | Number  | Number           | Percent     | Number                                  | Percent      | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 272                                    | 26                             | 9.6%         | 246   | 20               | 8.1%        | 27                                      | 11.0%        | 1                                       | 0.4%        | 185                                       | 75.2%        | 211                                       | 85.8%        |
| Male                                | 269                                    | 34                             | 12.6%        | 235   | 19               | 8.1%        | 33                                      | 14.0%        | 6                                       | 2.6%        | 183                                       | 77.9%        | 210                                       | 89.4%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| American Indian or Alaska Native    | 0                                      | 0                              | 0.0%         | 0   | 0                | 0.0%        | 0                                       | 0.0%         | 0                                       | 0.0%        | 0   | 0.0%         | 0   | 0.0%         |
| Asian                               | 17                                     | 2                              | 11.8%        | 15  | 1                | 6.7%        | 0                                       | 0.0%         | 0                                       | 0.0%        | 14  | 93.3%        | 14  | 93.3%        |
| Black or African American           | 79                                     | 16                             | 20.3%        | 63  | 10               | 15.9%       | 20                                      | 31.7%        | 2                                       | 3.2%        | 32  | 50.8%        | 50  | 79.4%        |
| Hispanic of any Race                | 168                                    | 11                             | 6.5%         | 157   | 20               | 12.7%       | 19                                      | 12.1%        | 2                                       | 1.3%        | 115                                       | 73.2%        | 132                                       | 84.1%        |
| Native Hawaiian or Pacific Islander | 0                                      | 0                              | 0.0%         | 0   | 0                | 0.0%        | 0                                       | 0.0%         | 0                                       | 0.0%        | 0   | 0.0%         | 0   | 0.0%         |
| White                               | 248                                    | 26                             | 10.6%        | 222   | 6                | 2.7%        | 16                                      | 7.2%         | 2                                       | 0.9%        | 190                                       | 85.6%        | 204                                       | 91.9%        |
| Two or More Races                   | 29                                     | 5                              | 17.2%        | 24  | 2                | 8.3%        | 5                                       | 20.8%        | 1                                       | 4.2%        | 17  | 70.8%        | 21  | 87.5%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| Students with Disabilities          | 43                                     | 3                              | 7.0%         | 40  | 7                | 17.5%       | 7                                       | 17.5%        | 1                                       | 2.5%        | 26  | 65.0%        | 32  | 80.0%        |
| Students without Disabilities       | 498                                    | 57                             | 11.4%        | 441   | 32               | 7.3%        | 53                                      | 12.0%        | 6                                       | 1.4%        | 342                                       | 77.6%        | 389                                       | 88.2%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| Economically Disadvantaged          | 313                                    | 38                             | 12.1%        | 275   | 33               | 12.0%       | 52                                      | 18.9%        | 6                                       | 2.2%        | 185                                       | 67.3%        | 231                                       | 84.0%        |
| Not Economically Disadvantaged      | 228                                    | 22                             | 9.6%         | 206   | 6                | 2.9%        | 8                                       | 3.9%         | 1                                       | 0.5%        | 183                                       | 88.8%        | 190                                       | 92.2%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| English Learners                    | 47                                     | 3                              | 6.4%         | 44  | 12               | 27.3%       | 8                                       | 18.2%        | 1                                       | 2.3%        | 24  | 54.5%        | 31  | 70.5%        |
| English Proficient                  | 494                                    | 57                             | 11.5%        | 437   | 27               | 6.2%        | 52                                      | 11.9%        | 6                                       | 1.4%        | 344                                       | 78.7%        | 390                                       | 89.2%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>541</b>                             | <b>60</b>                      | <b>11.1%</b> | <b>481</b>  | <b>39</b>        | <b>8.1%</b> | <b>60</b>                               | <b>12.5%</b> | <b>7</b>                                | <b>1.5%</b> | <b>368</b>                                | <b>76.5%</b> | <b>421</b>                                | <b>87.5%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2022-23

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

Lakeview Technology Academy

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out<br>of District |             | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout (including<br>"lowa" graduates) |             | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|-------------|---|------------------|-------------|---|-------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent     | Number  | Number           | Percent     | Number                                  | Percent     | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 23                                     | 2                              | 8.7%        | 21  | 1                | 4.8%        | 1                                       | 4.8%        | 0                                       | 0.0%        | 18  | 85.7%        | 19  | 90.5%        |
| Male                                | 77                                     | 3                              | 3.9%        | 74  | 0                | 0.0%        | 4                                       | 5.4%        | 1                                       | 1.4%        | 69  | 93.2%        | 72  | 97.3%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| American Indian or Alaska Native    | 0                                      | 0                              | 0.0%        | 0   | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 0   | 0.0%         | 0   | 0.0%         |
| Asian                               | 11                                     | 0                              | 0.0%        | 11  | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 11  | 100.0%       | 11  | 100.0%       |
| Black or African American           | *                                      | *                              | *           | *   | *                | *           | *                                       | *           | *                                       | *           | *   | *            | *   | *            |
| Hispanic of any Race                | 17                                     | 0                              | 0.0%        | 17  | 1                | 5.9%        | 2                                       | 11.8%       | 1                                       | 5.9%        | 13  | 76.5%        | 14  | 82.4%        |
| Native Hawaiian or Pacific Islander | 0                                      | 0                              | 0.0%        | 0   | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 0   | 0.0%         | 0   | 0.0%         |
| White                               | 68                                     | 5                              | 7.4%        | 63  | 0                | 0.0%        | 2                                       | 3.2%        | 0                                       | 0.0%        | 60  | 95.2%        | 62  | 98.4%        |
| Two or More Races                   | *                                      | *                              | *           | *   | *                | *           | *                                       | *           | *                                       | *           | *   | *            | *   | *            |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| Students with Disabilities          | *                                      | *                              | *           | *   | *                | *           | *                                       | *           | *                                       | *           | *   | *            | *   | *            |
| Students without Disabilities       | 96                                     | 4                              | 4.2%        | 92  | 1                | 1.1%        | 4                                       | 4.3%        | 1                                       | 1.1%        | 85  | 92.4%        | 88  | 95.7%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| Economically Disadvantaged          | 28                                     | 0                              | 0.0%        | 28  | 0                | 0.0%        | 4                                       | 14.3%       | 1                                       | 3.6%        | 23  | 82.1%        | 26  | 92.9%        |
| Not Economically Disadvantaged      | 72                                     | 5                              | 6.9%        | 67  | 1                | 1.5%        | 1                                       | 1.5%        | 0                                       | 0.0%        | 64  | 95.5%        | 65  | 97.0%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| English Learners                    | 0                                      | 0                              | 0.0%        | 0   | 0                | 0.0%        | 0                                       | 0.0%        | 0                                       | 0.0%        | 0   | 0.0%         | 0   | 0.0%         |
| English Proficient                  | 100                                    | 5                              | 5.0%        | 95  | 1                | 1.1%        | 5                                       | 5.3%        | 1                                       | 1.1%        | 87  | 91.6%        | 97  | 95.8%        |
|                                     |  |                                |             |   |                  |             |   |             |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>100</b>                             | <b>5</b>                       | <b>5.0%</b> | <b>95</b>   | <b>1</b>         | <b>1.1%</b> | <b>5</b>                                | <b>5.3%</b> | <b>1</b>                                | <b>1.1%</b> | <b>87</b>                                 | <b>91.6%</b> | <b>91</b>                                 | <b>95.8%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2022-23

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

**Reuther Central High School**

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out<br>of District |              | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |              | Dropout (including<br>"lowa" graduates) |              | Dropout (excluding<br>"lowa" graduates) |              | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|--------------|---|------------------|--------------|---|--------------|---|--------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent      | Number  | Number           | Percent      | Number                                  | Percent      | Number                                  | Percent      | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 29                                     | 6                              | 20.7%        | 23  | 2                | 8.7%         | 5                                       | 21.7%        | 2                                       | 8.7%         | 16  | 69.6%        | 19  | 82.6%        |
| Male                                | 18                                     | 2                              | 11.1%        | 16  | 3                | 18.8%        | 5                                       | 31.3%        | 2                                       | 12.5%        | 8   | 50.0%        | 11  | 68.8%        |
|                                     |  |                                |              |   |                  |              |   |              |   |              |   |              |   |              |
| American Indian or Alaska Native    | 0                                      | 0                              | 0.0%         | 0   | 0                | 0.0%         | 0                                       | 0.0%         | 0                                       | 0.0%         | 0   | 0.0%         | 0   | 0.0%         |
| Asian                               | 0                                      | 0                              | 0.0%         | 0   | 0                | 0.0%         | 0                                       | 0.0%         | 0                                       | 0.0%         | 0   | 0.0%         | 0   | 0.0%         |
| Black or African American           | 12                                     | 2                              | 16.7%        | 10  | 2                | 20.0%        | 2                                       | 20.0%        | 1                                       | 10.0%        | 6   | 60.0%        | 7   | 70.0%        |
| Hispanic of any Race                | 11                                     | 0                              | 0.0%         | 11  | 3                | 27.3%        | 2                                       | 18.2%        | 1                                       | 9.1%         | 6   | 54.5%        | 7   | 63.6%        |
| Native Hawaiian or Pacific Islander | *                                      | *                              | *            | *   | *                | *            | *                                       | *            | *                                       | *            | *   | *            | *   | *            |
| White                               | 17                                     | 5                              | 29.4%        | 12  | 0                | 0.0%         | 4                                       | 33.3%        | 1                                       | 8.3%         | 8   | 66.7%        | 11  | 91.7%        |
| Two or More Races                   | 7                                      | 1                              | 14.3%        | 6   | 0                | 0.0%         | 2                                       | 33.3%        | 1                                       | 16.7%        | 4   | 66.7%        | 5   | 83.3%        |
|                                     |  |                                |              |   |                  |              |   |              |   |              |   |              |   |              |
| Students with Disabilities          | 11                                     | 2                              | 18.2%        | 9   | 1                | 11.1%        | 1                                       | 11.1%        | 0                                       | 0.0%         | 7   | 77.8%        | 8   | 88.9%        |
| Students without Disabilities       | 36                                     | 6                              | 16.7%        | 30  | 4                | 13.3%        | 9                                       | 30.0%        | 4                                       | 13.3%        | 17  | 56.7%        | 22  | 73.3%        |
|                                     |  |                                |              |   |                  |              |   |              |   |              |   |              |   |              |
| Economically Disadvantaged          | 44                                     | 7                              | 15.9%        | 37  | 5                | 13.5%        | 10                                      | 27.0%        | 4                                       | 10.8%        | 22  | 59.5%        | 28  | 75.7%        |
| Not Economically Disadvantaged      | *                                      | *                              | *            | *   | *                | *            | *                                       | *            | *                                       | *            | *   | *            | *   | *            |
|                                     |  |                                |              |   |                  |              |   |              |   |              |   |              |   |              |
| English Learners                    | *                                      | *                              | *            | *   | *                | *            | *                                       | *            | *                                       | *            | *   | *            | *   | *            |
| English Proficient                  | 46                                     | 8                              | 17.4%        | 38  | 5                | 13.2%        | 9                                       | 23.7%        | 3                                       | 7.9%         | 24  | 63.2%        | 30  | 78.9%        |
|                                     |  |                                |              |   |                  |              |   |              |   |              |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>47</b>                              | <b>8</b>                       | <b>17.0%</b> | <b>39</b>   | <b>5</b>         | <b>12.8%</b> | <b>10</b>                               | <b>25.6%</b> | <b>4</b>                                | <b>10.3%</b> | <b>24</b>                                 | <b>61.5%</b> | <b>30</b>                                 | <b>76.9%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2022-23

\*\*\* BASE COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2019-20 (GRADUATING CLASS OF 2023)  
(4 SCHOOL YEARS LATER)

**Tremper High School**

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out<br>of District |             | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout (including<br>"lowa" graduates) |              | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|-------------|---|------------------|-------------|---|--------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent     | Number  | Number           | Percent     | Number                                  | Percent      | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 212                                    | 21                             | 9.9%        | 191   | 8                | 4.2%        | 32                                      | 16.8%        | 2                                       | 1.0%        | 140                                       | 73.3%        | 170                                       | 89.0%        |
| Male                                | 210                                    | 14                             | 6.7%        | 196   | 8                | 4.1%        | 43                                      | 21.9%        | 8                                       | 4.1%        | 141                                       | 71.9%        | 176                                       | 89.8%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| American Indian or Alaska Native    | *                                      | *                              | *           | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| Asian                               | *                                      | *                              | *           | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| Black or African American           | 50                                     | 9                              | 18.0%       | 41  | 3                | 7.3%        | 13                                      | 31.7%        | 3                                       | 7.3%        | 23  | 56.1%        | 33  | 80.5%        |
| Hispanic of any Race                | 110                                    | 8                              | 7.3%        | 102   | 4                | 3.9%        | 28                                      | 27.5%        | 5                                       | 4.9%        | 67  | 65.7%        | 90  | 88.2%        |
| Native Hawaiian or Pacific Islander | *                                      | *                              | *           | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| White                               | 241                                    | 18                             | 7.5%        | 223   | 8                | 3.6%        | 30                                      | 13.5%        | 2                                       | 0.9%        | 175                                       | 78.5%        | 203                                       | 91.0%        |
| Two or More Races                   | 19                                     | 0                              | 0.0%        | 19  | 1                | 5.3%        | 4                                       | 21.1%        | 0                                       | 0.0%        | 14  | 73.7%        | 18  | 94.7%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| Students with Disabilities          | 50                                     | 5                              | 10.0%       | 45  | 8                | 17.8%       | 8                                       | 17.8%        | 0                                       | 0.0%        | 29  | 64.4%        | 37  | 82.2%        |
| Students without Disabilities       | 372                                    | 30                             | 8.1%        | 342   | 8                | 2.3%        | 67                                      | 19.6%        | 10                                      | 2.9%        | 252                                       | 73.7%        | 309                                       | 90.4%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| Economically Disadvantaged          | 238                                    | 26                             | 10.9%       | 212   | 12               | 5.7%        | 66                                      | 31.1%        | 10                                      | 4.7%        | 128                                       | 60.4%        | 184                                       | 86.8%        |
| Not Economically Disadvantaged      | 184                                    | 9                              | 4.9%        | 175   | 4                | 2.3%        | 9                                       | 5.1%         | 0                                       | 0.0%        | 153                                       | 87.4%        | 162                                       | 92.6%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| English Learners                    | 25                                     | 2                              | 8.0%        | 23  | 1                | 4.3%        | 7                                       | 30.4%        | 2                                       | 8.7%        | 15  | 65.2%        | 20  | 87.0%        |
| English Proficient                  | 397                                    | 33                             | 8.3%        | 364   | 15               | 4.1%        | 68                                      | 18.7%        | 8                                       | 2.2%        | 266                                       | 73.1%        | 326                                       | 89.6%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>422</b>                             | <b>35</b>                      | <b>8.3%</b> | <b>387</b>  | <b>16</b>        | <b>4.1%</b> | <b>75</b>                               | <b>19.4%</b> | <b>10</b>                               | <b>2.6%</b> | <b>281</b>                                | <b>72.6%</b> | <b>346</b>                                | <b>89.4%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2022-23

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# **APPENDIX C**

**2022 Base Cohort**

**After 5 Years**

\*\*\* BASE COHORT AFTER 5 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2017-18 (GRADUATING CLASS OF 2021)  
(6 SCHOOL YEARS LATER)

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out of<br>District |              | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout (including<br>"lowa" graduates) |              | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|--------------|---|------------------|-------------|---|--------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent      | Number  | Number           | Percent     | Number                                  | Percent      | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 776                                    | 77                             | 9.9%         | 696   | 14               | 2.0%        | 118                                     | 17.0%        | 41                                      | 5.9%        | 562                                       | 80.7%        | 639                                       | 91.8%        |
| Male                                | 829                                    | 86                             | 10.4%        | 741   | 14               | 1.9%        | 169                                     | 22.8%        | 51                                      | 6.9%        | 555                                       | 74.9%        | 673                                       | 90.8%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| American Indian or Alaska Native    | *                                      | *                              | *            | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| Asian                               | 24                                     | 1                              | 4.2%         | 23  | 0                | 0.0%        | 1                                       | 4.3%         | 1                                       | 4.3%        | 22  | 95.7%        | 22  | 95.7%        |
| Black or African American           | 222                                    | 42                             | 18.9%        | 179   | 5                | 2.8%        | 70                                      | 39.1%        | 16                                      | 8.9%        | 104                                       | 58.1%        | 158                                       | 88.3%        |
| Hispanic of any Race                | 448                                    | 38                             | 8.5%         | 409   | 12               | 2.9%        | 109                                     | 26.7%        | 39                                      | 9.5%        | 288                                       | 70.4%        | 358                                       | 87.5%        |
| Native Hawaiian or Pacific Islander | *                                      | *                              | *            | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| White                               | 819                                    | 68                             | 8.3%         | 748   | 8                | 1.1%        | 93                                      | 12.4%        | 31                                      | 4.1%        | 644                                       | 86.1%        | 706                                       | 94.4%        |
| Two or More Races                   | 89                                     | 14                             | 15.7%        | 75  | 3                | 4.0%        | 14                                      | 18.7%        | 5                                       | 6.7%        | 56  | 74.7%        | 65  | 86.7%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| Students with Disabilities          | 22                                     | 26                             | 11.7%        | 193   | 9                | 4.7%        | 66                                      | 34.2%        | 16                                      | 8.3%        | 117                                       | 60.6%        | 167                                       | 86.5%        |
| Students without Disabilities       | 1,383                                  | 137                            | 9.9%         | 1,244   | 19               | 1.5%        | 221                                     | 17.8%        | 76                                      | 6.1%        | 1,000                                     | 80.4%        | 1,145                                     | 92.0%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| Economically Disadvantaged          | 1100                                   | 99                             | 9.0%         | 998   | 22               | 2.2%        | 248                                     | 24.8%        | 81                                      | 8.1%        | 725                                       | 72.6%        | 892                                       | 89.4%        |
| Not Economically Disadvantaged      | 505                                    | 64                             | 12.7%        | 439   | 6                | 1.4%        | 39                                      | 8.9%         | 11                                      | 2.5%        | 392                                       | 89.3%        | 420                                       | 95.7%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| English Learners                    | 103                                    | 9                              | 8.7%         | 94  | 3                | 3.2%        | 33                                      | 35.1%        | 12                                      | 12.8%       | 61  | 64.9%        | 82  | 87.2%        |
| English Proficient                  | 1502                                   | 154                            | 10.3%        | 1343  | 25               | 1.9%        | 254                                     | 18.9%        | 80                                      | 6.0%        | 1056                                      | 78.6%        | 1230                                      | 91.6%        |
|                                     |  |                                |              |   |                  |             |   |              |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>1,605</b>                           | <b>163</b>                     | <b>10.2%</b> | <b>1,437</b>                                      | <b>28</b>        | <b>1.9%</b> | <b>287</b>                              | <b>20.0%</b> | <b>92</b>                               | <b>6.4%</b> | <b>1,117</b>                              | <b>77.7%</b> | <b>1,312</b>                              | <b>91.3%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF THE SUMMER SCHOOL 2022-23

# **APPENDIX D**

**2020 Base Cohort**

**After 7 Years**

\*\*\* BASE COHORT AFTER 7 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT  
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2016-17 (GRADUATING CLASS OF 2020)  
(7 SCHOOL YEARS LATER)

| STUDENT SUBGROUP                    | 9th Grade<br>Base Cohort<br>Enrollment | Transferred Out of<br>District |             | Revised<br>Enrollment<br>(Excluding<br>Transfers) | Credit Deficient |             | Dropout (including<br>"lowa" graduates) |              | Dropout (excluding<br>"lowa" graduates) |             | Graduated (excluding<br>"lowa" graduates) |              | Graduated (including<br>"lowa" graduates) |              |
|-------------------------------------|--|--------------------------------|-------------|---|------------------|-------------|---|--------------|---|-------------|---|--------------|---|--------------|
|                                     | Number                                 | Number                         | Percent     | Number  | Number           | Percent     | Number                                  | Percent      | Number                                  | Percent     | Number                                    | Percent      | Number                                    | Percent      |
| Female                              | 750                                    | 68                             | 9.1%        | 680   | 13               | 7.9%        | 73                                      | 10.7%        | 6                                       | 0.9%        | 589                                       | 86.6%        | 656                                       | 96.5%        |
| Male                                | 817                                    | 82                             | 10.0%       | 734   | 15               | 2.0%        | 121                                     | 16.5%        | 15                                      | 2.0%        | 591                                       | 80.5%        | 697                                       | 95.0%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| American Indian or Alaska Native    | *                                      | *                              | *           | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| Asian                               | 28                                     | 1                              | 3.6%        | 27  | 0                | 0.0%        | 1                                       | 3.7%         | 1                                       | 3.7%        | 26  | 96.3%        | 26  | 96.3%        |
| Black or African American           | 232                                    | 47                             | 20.3%       | 185   | 11               | 5.9%        | 45                                      | 24.3%        | 8                                       | 4.3%        | 128                                       | 69.2%        | 165                                       | 89.2%        |
| Hispanic of any Race                | 393                                    | 26                             | 6.6%        | 367   | 7                | 1.9%        | 64                                      | 17.4%        | 8                                       | 2.2%        | 294                                       | 80.1%        | 350                                       | 95.4%        |
| Native Hawaiian or Pacific Islander | *                                      | *                              | *           | *   | *                | *           | *                                       | *            | *                                       | *           | *   | *            | *   | *            |
| White                               | 853                                    | 68                             | 8.0%        | 782   | 9                | 1.2%        | 71                                      | 9.1%         | 3                                       | 0.4%        | 693                                       | 88.6%        | 761                                       | 97.3%        |
| Two or More Races                   | 56                                     | 8                              | 14.3%       | 48  | 0                | 0.0%        | 12                                      | 25.0%        | 1                                       | 2.1%        | 36  | 75.0%        | 47  | 97.9%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| Students with Disabilities          | 192                                    | 28                             | 14.6%       | 165   | 5                | 3.0%        | 54                                      | 32.7%        | 4                                       | 2.4%        | 106                                       | 64.2%        | 156                                       | 94.5%        |
| Students without Disabilities       | 1,375                                  | 122                            | 8.9%        | 1,249   | 23               | 1.8%        | 140                                     | 11.2%        | 17                                      | 1.4%        | 1,074                                     | 86.0%        | 1,197                                     | 95.8%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| Economically Disadvantaged          | 857                                    | 100                            | 11.7%       | 755   | 25               | 3.3%        | 167                                     | 22.1%        | 20                                      | 2.6%        | 559                                       | 74.0%        | 706                                       | 93.5%        |
| Not Economically Disadvantaged      | 710                                    | 50                             | 7.0%        | 659   | 3                | 0.5%        | 27                                      | 4.1%         | 1                                       | 0.2%        | 621                                       | 94.2%        | 647                                       | 98.2%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| English Learners                    | 101                                    | 6                              | 5.9%        | 95  | 4                | 4.2%        | 24                                      | 25.3%        | 2                                       | 2.1%        | 66  | 69.5%        | 88  | 92.6%        |
| English Proficient                  | 1466                                   | 144                            | 9.8%        | 1319  | 24               | 1.8%        | 170                                     | 12.9%        | 19                                      | 1.4%        | 1114                                      | 84.5%        | 1265                                      | 95.9%        |
|                                     |  |                                |             |   |                  |             |   |              |   |             |   |              |   |              |
| <b>ALL STUDENTS</b>                 | <b>1,567</b>                           | <b>150</b>                     | <b>9.6%</b> | <b>1,414</b>                                      | <b>28</b>        | <b>2.0%</b> | <b>194</b>                              | <b>13.7%</b> | <b>21</b>                               | <b>1.5%</b> | <b>1,180</b>                              | <b>83.5%</b> | <b>1,353</b>                              | <b>95.7%</b> |

\*\*\* STATUS OF STUDENTS AS OF THE END OF THE SUMMER SCHOOL 2022-23

# **APPENDIX E**

**4-Year (2019-2023)**

**&**

**5-Year (2018-2023)**

**High School Graduation Rates**

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**4- Year and 5-Year High School Graduation Rates**  
**Graduation Classes of 2018 to 2023**

| <u>Student Group</u>                | <b>4-Year</b> |             |             |             |             | <b>5-Year</b> |             |             |             |             |
|-------------------------------------|---------------|-------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|-------------|
|                                     | <u>2019</u>   | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> | <u>2019</u>   | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> |
| Female                              | 91.7%         | 94.4%       | 90.1%       | 88.1%       | 87.1%       | 94.3%         | 95.5%       | 95.3%       | 92.1%       | 91.8%       |
| Male                                | 87.3%         | 92.6%       | 87.5%       | 88.4%       | 88.1%       | 92.8%         | 92.9%       | 94.0%       | 91.6%       | 90.8%       |
| American Indian or Alaska Native    | *             | 66.7%       | *           | *           | *           | 90.0%         | 100.0%      | *           | 66.7%       | *           |
| Asian                               | 100.0%        | 96.3%       | 100.0%      | 95.7%       | 93.9%       | 100.0%        | 100.0%      | 96.3%       | 100.0%      | 95.7%       |
| Black or African American           | 79.3%         | 85.2%       | 78.9%       | 82.2%       | 79.9%       | 84.5%         | 87.5%       | 88.0%       | 85.9%       | 88.3%       |
| Hispanic of any Race                | 86.5%         | 92.0%       | 84.4%       | 82.9%       | 83.7%       | 90.8%         | 93.6%       | 94.0%       | 89.4%       | 87.5%       |
| Native Hawaiian or Pacific Islander | *             | 100.0%      | *           | *           | *           | N/A           | 100.0%      | *           | *           | *           |
| White                               | 92.8%         | 95.9%       | 93.6%       | 92.5%       | 91.8%       | 96.7%         | 95.6%       | 96.4%       | 94.9%       | 94.4%       |
| Two or More Races                   | 91.5%         | 95.8%       | 84.4%       | 86.7%       | 87.3%       | 95.8%         | 96.6%       | 95.8%       | 85.9%       | 86.7%       |
| With Disabilities                   | 82.4%         | 85.0%       | 80.9%       | 81.9%       | 81.5%       | 87.9%         | 87.9%       | 88.2%       | 85.5%       | 86.5%       |
| Without Disabilities                | 90.4%         | 94.6%       | 89.8%       | 95.1%       | 88.4%       | 94.2%         | 95.0%       | 95.4%       | 92.7%       | 92.0%       |
| Economically Disadvantaged          | 84.1%         | 90.4%       | 81.1%       | 85.7%       | 83.2%       | 89.3%         | 90.9%       | 92.1%       | 86.1%       | 89.4%       |
| Not Economically Disadvantaged      | 96.6%         | 97.0%       | 94.4%       | 94.1%       | 93.9%       | 94.2%         | 98.5%       | 97.4%       | 96.1%       | 95.7%       |
| English Learners                    | 84.3%         | 86.2%       | 79.5%       | 79.8%       | 73.5%       | 86.4%         | 93.0%       | 91.5%       | 84.9%       | 87.2%       |
| English Proficient                  | 89.5%         | 94.0%       | 89.3%       | 88.8%       | 88.7%       | 94.2%         | 94.3%       | 94.8%       | 92.2%       | 91.6%       |
| All Students                        | 89.5%         | 93.5%       | 88.8%       | 88.2%       | 87.6%       | 93.5%         | 94.2%       | 94.6%       | 91.8%       | 91.3%       |

\*NOTE: Sample size too small to report

**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**February 27, 2024**

**School Year 2024-25 Preliminary Enrollment Projections**

Each year, the Office of Educational Accountability develops enrollment projections for future planning of district resources. Past enrollment projection reports included multiple years for all KUSD schools and the district overall. Due to the recent Board decisions for multiple school closures and boundary changes at the elementary and middle school level, as well as enrollment request options for current grade 4 and 7 students, only the 2024-25 school year projection report is available. Projections for each school were based on historical enrollment trends, birth rates, and cohort progression models as well as taking into consideration known impact areas beyond nominal student mobility. Administration can now also incorporate a recent Geo-coded student file to better align projections to known addresses and boundary assignments and choice enrollments with greater efficiency. Some of the prominent impact areas are listed below:

- Declining birth rate will continue to reduce enrollment. The 2009-10 recession contributed to a noticeable one year drop in birth rates across the nation, along with a smaller, continual decrease since that time for the KUSD boundary area. The impact on KUSD will primarily be in grade 9 for 2024-25, with the boundary high schools impacted starting now and declining over the next decade.
- The realized decrease in expected early grade students due to the COVID pandemic will impact grade 4 next year. This is mainly due to a couple hundred students identified as homeschooled when the pandemic emerged, and some students may continue to return to KUSD over the coming years.
- Aside from the gradual decrease, grade 1 will experience another noticeable single year birth rate drop, though not as deep as the initial one as noted above.
- From a community birthrate standpoint, the KUSD boundary area appears to be leveling off based on the last four years' of birthrate data (Appendix C).

Please note that the enrollment projections reflect the actual number of students projected to enroll in KUSD and do not represent funding or state aid related FTE (full time equivalency) used for budgetary purposes.

**Summary**

- The projected enrollment for SY 2024-25 is 18,546 students, a decrease of -324 from the SY 2023-24 Official Third Friday Pupil Count (18,870). The preliminary projections include all students in grades PK-12.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the 2024-25 school year. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2023-24 from the Official Third Friday count and the projected SY 2024-25 enrollments for each building. Both individual grade levels and each school display variances.

- Appendix C provides a birth rate figure with the respective grade K enrollment along with major impact changes.
- The projections indicate that student enrollment at the boundary elementary level will be 6,927, a decrease of -184 students when compared to this school year. This decrease is mainly due to a continually declining birth rate and the portion of increased homeschool students.
- The projected boundary middle school enrollment is 3,149 students, just two students more when compared to school year 2023-24.
- At the high school level, the projected enrollment is 5,589 students for school year 2024-25. This is a decrease of -167 students due to a large birth rate drop.
- The following methods are used to calculate the enrollment projections:
  - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Advancement Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. The five-year enrollment average is 74.9% of community births for this cohort group. However, the last three years of COVID related impact has only produced 68.9% of local birth related enrollments.
  - Kindergarten projected enrollments were calculated using a “*Birth-to-Kindergarten Advancement Rate Method*”, with enrollment distributed to schools based on ratios from the past three years. An 81.1% participation rate was used for the 2024-25 projections.
  - Projections for grades 1 through 12 were calculated using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next, along with mixed averages. Also incorporated was a Geo-coded student model to address the Rightsizing impact for respective schools and boundaries. Grades 1 and 9 were adjusted for the rolling declining birth rate.

### **Information Only**

This report is an informational item. District administration will use these enrollment projections for the preliminary staff allocations coordinated by Human Resources, and the enrollment projections will be frequently reviewed and possibly updated as the school year progresses or as the need arises.

Dr. Jeffrey Weiss  
Superintendent of Schools

Kristopher Keckler  
Chief Information Officer

William Haithcock  
Chief of School Leadership

Erin Roethe  
Data Analyst

|                             | Actual Enrollment |               |               |               |               |               | Projected Enrollment |               |               |
|-----------------------------|-------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|
|                             | 2022-23           |               |               | 2023-24       |               |               | 2024-25              |               |               |
| School                      | PS                | K-12          | Total         | PS            | K-12          | Total         | PS                   | K-12          | Total         |
| Bose                        | 35                | 236           | 271           | 25            | 232           | 257           | 36                   | 287           | 323           |
| Brass                       | 52                | 279           | 331           | 44            | 296           | 340           | 57                   | 395           | 452           |
| Bain CA                     | 44                | 308           | 352           | 50            | 312           | 362           | 0                    | 0             | 0             |
| Forest Park                 | 36                | 307           | 343           | 18            | 309           | 327           | 31                   | 381           | 412           |
| Frank                       | 65                | 262           | 327           | 61            | 311           | 372           | 60                   | 409           | 469           |
| Grant                       | 16                | 174           | 190           | 22            | 169           | 191           | 24                   | 253           | 277           |
| Grewenow                    | 18                | 255           | 273           | 31            | 233           | 264           | 43                   | 273           | 316           |
| Harvey                      | 43                | 226           | 269           | 45            | 231           | 276           | 47                   | 282           | 329           |
| Jefferson                   | 17                | 198           | 215           | 31            | 197           | 228           | 0                    | 0             | 0             |
| Jeffery                     | 15                | 258           | 273           | 19            | 262           | 281           | 32                   | 303           | 335           |
| McKinley                    | 21                | 185           | 206           | 43            | 180           | 223           | 0                    | 0             | 0             |
| Nash                        | 49                | 496           | 545           | 38            | 474           | 512           | 50                   | 527           | 577           |
| Pleasant Prairie            | 51                | 453           | 504           | 47            | 444           | 491           | 59                   | 496           | 555           |
| Prairie Lane                | 26                | 352           | 378           | 39            | 334           | 373           | 52                   | 397           | 449           |
| Roosevelt                   | 21                | 440           | 461           | 31            | 428           | 459           | 32                   | 437           | 469           |
| Somers                      | 54                | 380           | 434           | 44            | 402           | 446           | 56                   | 474           | 530           |
| Southport                   | 24                | 261           | 285           | 27            | 251           | 278           | 40                   | 395           | 435           |
| Stocker                     | 18                | 293           | 311           | 26            | 276           | 302           | 0                    | 0             | 0             |
| Strange                     | 57                | 375           | 432           | 63            | 391           | 454           | 62                   | 466           | 528           |
| Vernon                      | 35                | 233           | 268           | 24            | 225           | 249           | 0                    | 0             | 0             |
| Whittier                    | 63                | 366           | 429           | 60            | 366           | 426           | 44                   | 423           | 467           |
| Wilson                      | 12                | 105           | 117           | 0             | 0             | 0             | 0                    | 0             | 0             |
| <b>TOTAL (Elementary)</b>   | <b>772</b>        | <b>6,442</b>  | <b>7,214</b>  | <b>788</b>    | <b>6,323</b>  | <b>7,111</b>  | <b>725</b>           | <b>6,198</b>  | <b>6,923</b>  |
| Bullen                      |                   | 694           | 694           |               | 682           | 682           |                      | 768           | 768           |
| Lance                       |                   | 791           | 791           |               | 788           | 788           |                      | 844           | 844           |
| Lincoln                     |                   | 451           | 451           |               | 406           | 406           |                      | 0             | 0             |
| Mahone                      |                   | 936           | 936           |               | 919           | 919           |                      | 986           | 986           |
| Washington                  |                   | 414           | 414           |               | 352           | 352           |                      | 551           | 551           |
| <b>TOTAL (Middle)</b>       |                   | <b>3,286</b>  | <b>3,286</b>  |               | <b>3,147</b>  | <b>3,147</b>  |                      | <b>3,149</b>  | <b>3,149</b>  |
| Bradford                    |                   | 1,443         | 1,443         |               | 1,490         | 1,490         |                      | 1,419         | 1,419         |
| Indian Trail                |                   | 1,990         | 1,990         |               | 2,018         | 2,018         |                      | 1,960         | 1,960         |
| LakeView                    |                   | 394           | 394           |               | 391           | 391           |                      | 385           | 385           |
| Reuther                     |                   | 370           | 370           |               | 364           | 364           |                      | 360           | 360           |
| Tremper                     |                   | 1,552         | 1,552         |               | 1,493         | 1,493         |                      | 1,465         | 1,465         |
| <b>TOTAL (High)</b>         |                   | <b>5,749</b>  | <b>5,749</b>  |               | <b>5,756</b>  | <b>5,756</b>  |                      | <b>5,589</b>  | <b>5,589</b>  |
| Kenosha 4 Year Kindergarten | 59                | 0             | 59            | 81            | 0             | 81            | 84                   | 0             | 84            |
| Chavez Learning Station     | 123               | 0             | 123           | 118           | 0             | 118           | 175                  | 0             | 175           |
| Bain DL                     | 33                | 282           | 315           | 29            | 284           | 313           | 30                   | 282           | 312           |
| Brompton/DOL Combined       |                   | 437           | 437           |               | 436           | 436           |                      | 434           | 434           |
| KTEC                        | 64                | 1,150         | 1,214         | 64            | 1,127         | 1,191         | 64                   | 1,086         | 1,150         |
| Harborside                  |                   | 583           | 583           |               | 615           | 615           |                      | 612           | 612           |
| Hillcrest                   |                   | 66            | 66            |               | 93            | 93            |                      | 106           | 106           |
| Kenosha eSchool             |                   | 119           | 119           |               | 0             | 0             |                      | 0             | 0             |
| Phoenix Project             |                   | 22            | 22            |               | 9             | 9             |                      | 12            | 12            |
| <b>TOTAL (Special)</b>      | <b>279</b>        | <b>2,659</b>  | <b>2,938</b>  | <b>292</b>    | <b>2,564</b>  | <b>2,856</b>  | <b>353</b>           | <b>2,532</b>  | <b>2,885</b>  |
| <b>TOTALS</b>               | <b>1,051</b>      | <b>18,136</b> | <b>19,187</b> | <b>1,080</b>  | <b>17,790</b> | <b>18,870</b> | <b>1,078</b>         | <b>17,468</b> | <b>18,546</b> |
| <b>DISTRICT</b>             | <b>19,187</b>     |               |               | <b>18,870</b> |               |               | <b>18,546</b>        |               |               |
| <i>Change</i>               |                   |               |               | <i>-317</i>   |               |               | <i>-324</i>          |               |               |

All Total values are summed averages from the individual school projections, and may have a total count off by 1 or 2 students when compared to each other.

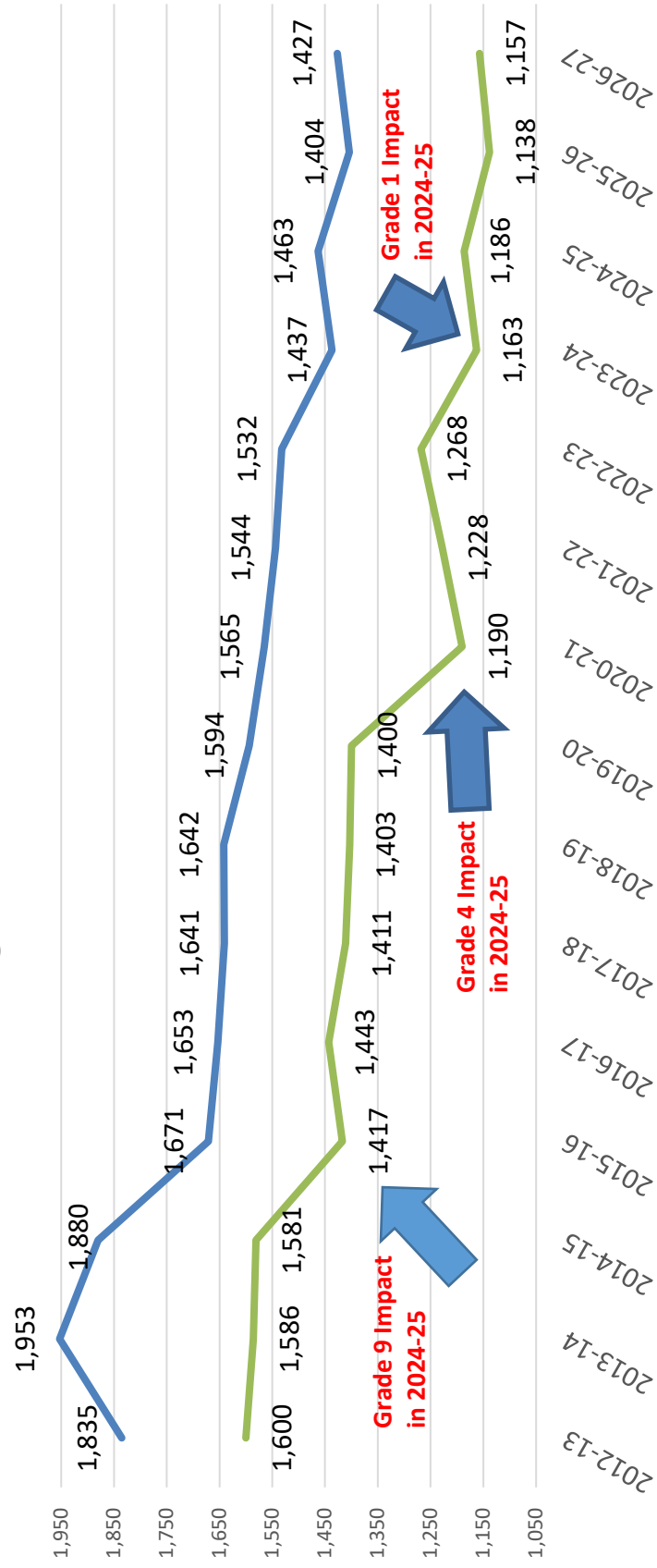
## KENOSHA UNIFIED SCHOOL DISTRICT

As of 02/27/24

### 2024-25 Enrollment Projections vs. 2023-24 Actual Third Friday Enrollment

| School Name                        | PS  | KG  | 01  | 02  | 03  | 04  | 05  | 06  | 07  | 08  | 09  | 10  | 11  | 12  | 24-25 Proj | 23-24<br>3rd Fri | Diff |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|------------------|------|
| Bose Elementary School             | 36  | 51  | 50  | 46  | 58  | 37  | 45  |     |     |     |     |     |     |     | 323        | 257              | 66   |
| Brass Community School             | 57  | 58  | 63  | 70  | 71  | 60  | 73  |     |     |     |     |     |     |     | 452        | 340              | 112  |
| Chavez Learning Station            | 175 |     |     |     |     |     |     |     |     |     |     |     |     |     | 175        | 118              | 57   |
| Brompton/DOL Combined              |     | 45  | 45  | 47  | 48  | 50  | 50  | 54  | 49  | 46  |     |     |     |     | 434        | 436              | -2   |
| Edward Bain Creative Arts          | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |     |     |     |     |     | 0          | 362              | -362 |
| Edward Bain Dual Language          | 30  | 50  | 47  | 46  | 46  | 46  | 47  |     |     |     |     |     |     |     | 312        | 313              | -1   |
| Forest Park Elementary School      | 31  | 67  | 61  | 65  | 64  | 47  | 77  |     |     |     |     |     |     |     | 412        | 327              | 85   |
| Frank Elementary School            | 60  | 64  | 57  | 60  | 66  | 71  | 91  |     |     |     |     |     |     |     | 469        | 372              | 97   |
| Grant Elementary School            | 24  | 48  | 36  | 48  | 36  | 41  | 44  |     |     |     |     |     |     |     | 277        | 191              | 86   |
| Grewenow Elementary School         | 43  | 43  | 37  | 45  | 37  | 68  | 43  |     |     |     |     |     |     |     | 316        | 264              | 52   |
| Harvey Elementary School           | 47  | 52  | 49  | 50  | 52  | 37  | 42  |     |     |     |     |     |     |     | 329        | 276              | 53   |
| Jefferson Elementary School        | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |     |     |     |     |     | 0          | 228              | -228 |
| Jeffery Elementary School          | 32  | 53  | 49  | 56  | 45  | 48  | 52  |     |     |     |     |     |     |     | 335        | 281              | 54   |
| Kenosha 4-Yr Old Kindergarten      | 84  |     |     |     |     |     |     |     |     |     |     |     |     |     | 84         | 81               | 3    |
| KTEC                               | 64  | 100 | 110 | 110 | 120 | 120 | 126 | 121 | 149 | 130 |     |     |     |     | 1,150      | 1,191            | -41  |
| McKinley Elementary School         | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |     |     |     |     |     | 0          | 223              | -223 |
| Nash Elementary School             | 50  | 81  | 84  | 84  | 87  | 99  | 92  |     |     |     |     |     |     |     | 577        | 512              | 65   |
| Pleasant Prairie Elementary School | 59  | 77  | 77  | 89  | 82  | 82  | 89  |     |     |     |     |     |     |     | 555        | 491              | 64   |
| Prairie Lane Elementary School     | 52  | 59  | 58  | 77  | 78  | 60  | 65  |     |     |     |     |     |     |     | 449        | 373              | 76   |
| Roosevelt Elementary School        | 32  | 57  | 57  | 77  | 82  | 79  | 85  |     |     |     |     |     |     |     | 469        | 459              | 10   |
| Somers Elementary School           | 56  | 84  | 89  | 76  | 60  | 71  | 94  |     |     |     |     |     |     |     | 530        | 446              | 84   |
| Southport Elementary School        | 40  | 59  | 55  | 64  | 74  | 60  | 83  |     |     |     |     |     |     |     | 435        | 278              | 157  |
| Stocker Elementary School          | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |     |     |     |     |     | 0          | 302              | -302 |
| Strange Elementary School          | 62  | 66  | 75  | 86  | 77  | 74  | 88  |     |     |     |     |     |     |     | 528        | 454              | 74   |
| Vernon                             | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |     |     |     |     |     | 0          | 249              | -249 |
| Whittier Elementary School         | 44  | 72  | 64  | 89  | 68  | 72  | 58  |     |     |     |     |     |     |     | 467        | 426              | 41   |
| Bullen Middle School               |     |     |     |     |     |     |     | 258 | 294 | 216 |     |     |     |     | 768        | 682              | 86   |
| Lance Middle School                |     |     |     |     |     |     |     | 273 | 272 | 299 |     |     |     |     | 844        | 788              | 56   |
| Lincoln Middle School              |     |     |     |     |     |     |     | 0   | 0   | 0   |     |     |     |     | 0          | 406              | -406 |
| Mahone Middle School               |     |     |     |     |     |     |     | 305 | 312 | 369 |     |     |     |     | 986        | 919              | 67   |
| Washington Middle School           |     |     |     |     |     |     |     | 218 | 175 | 158 |     |     |     |     | 551        | 352              | 199  |
| Bradford High School               |     |     |     |     |     |     |     |     |     |     | 279 | 387 | 349 | 404 | 1,419      | 1,490            | -71  |
| Harborside Academy                 |     |     |     |     |     |     |     | 85  | 83  | 82  | 83  | 83  | 101 | 95  | 612        | 615              | -3   |
| Hillcrest School                   |     |     |     |     |     |     |     | 0   | 2   | 14  | 17  | 15  | 24  | 34  | 106        | 93               | 13   |
| Indian Trail H.S. & Academy        |     |     |     |     |     |     |     |     |     |     | 457 | 497 | 456 | 550 | 1,960      | 2,018            | -58  |
| Lakeview Technology Academy        |     |     |     |     |     |     |     |     |     |     | 106 | 102 | 90  | 87  | 385        | 391              | -6   |

# APPENDIX C: KENOSHA UNIFIED SCHOOL DISTRICT COMMUNITY BIRTH RATE & GRADE K ENROLLMENTS Number of Births (Kenosha, Pleasant Prairie, Somers) and KUSD Kindergarten Enrollment (5 Years Later)



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Kenosha Unified School District  
Kenosha, Wisconsin

February 27, 2024

**Date Change for November and December 2024  
Regular School Board Meetings**

School Board Policy 8710 – Regular School Board Meetings states:

*“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.”*

At the April 25, 2023, Organizational Meeting, the following motion was approved:

*Ms. Stevens moved that the School Board meetings continue to be held at 7:00 P.M. on the fourth Tuesday of each month at the Educational Support Center and school sites to be determined. Mr. Price seconded the motion. Unanimously approved.*

Administration recommends the following changes to the regular school board meeting schedule for 2024:

| Original Meeting Date      | Proposed Meeting Date      | Reason for Change                      |
|----------------------------|----------------------------|--|
| Tuesday, November 26, 2024 | Tuesday, November 19, 2024 | Week prior to Thanksgiving recess      |
| Tuesday, December 24, 2024 | Tuesday, December 10, 2024 | Two weeks earlier due to winter recess |

Dr. Jeffrey Weiss  
Superintendent of Schools

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February 27, 2024

## DONATION TO THE DISTRICT

The district has received the following donation:

1. Birchwood Foods donated 120 lbs. of frozen seasoned beef to Indian Trail High School & Academy's track and field event(s) valued at \$720.

### Administrative Recommendation

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

Dr. Jeffrey Weiss  
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

February 27, 2024

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

(March-April)

**March**

- 3/1 – Elementary conferences (including Frank), no elementary students report
- 3/5 and 3/7 - High school conferences
- 3/12 - ACT assessment for 11th graders only with early release, grades 9, 10 and 12 do not report
- 3/14 - Frank staff workday, no students report
- 3/15 - Professional learning day, no students report
- 3/18 - 3/28 - Frank Enrichment Weeks
- 3/26 - Pre-ACT assessment for grades 9 and 10 with early release, grades 11 and 12 do not report
- 3/28 - Staff workday, no students report
- 3/29 - District closed for good Friday

**April**

- 4/1–4/5 – Spring break, no students report

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